



## Illuminated Mark Making Boards (EY06939)

The staff and children at *Brampton Primary School* enjoy exploring and learning with the TTS Illuminated Mark-Making Board. Read on to find out how they have used them in their learning.



**“The light up nature of the boards has helped children to meet any visual sensory seeking needs as well as being a highly motivating resource to practise mark making skills”**

### **Why we chose the TTS Illuminated Mark Making Boards.**

Our EYFS Unit is based in a fairly large primary school in Derbyshire with an enhanced resource unit for pupils with Autism.

The Illuminated Mark Making boards were purchased to support the development of writing skills within our EYFS setting. Our low writing baseline scores mean writing is often a key area for development on our EYFS action plan.

Many pupils within our enhanced resource unit for children with Autism enjoy using light-up and glowing resources as part of their sensory needs so we were also keen to link this with mark-making to try and further develop purposeful drawing and writing within the setting.

### **Ways we use the Illuminated Mark-Making Boards**

When the boards were first introduced, the children were fascinated by the light that was produced through the chalk markers. We had a huge group of children who were eager to come and write - this is definitely not something that occurs very often within our setting!

Many children chose to draw pictures using the chalk markers and some chose to write simple words or captions to match their pictures. The writing was easily wiped off the boards using a dry or damp cloth.

The children particularly enjoyed writing or drawing on the boards before clicking the button to make the colours change. Children were also able to collect the boards from the charging station and put them back on to charge independently. The boards were able to be used for the whole day before needing to be charged again which was convenient and useful.

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# TESTIMONIALS



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Even reluctant writers were keen to use the illuminated boards! We have used them for name-writing practice, small group phonics interventions, and writing captions and labels to describe models in the classroom to name just a few examples. Wherever we could use a pencil and paper, the illuminated boards could be used as a motivating alternative!

Within our enhanced resource classroom for children with Autism, the boards were also used within their dark den for mark-making sensory experiences.

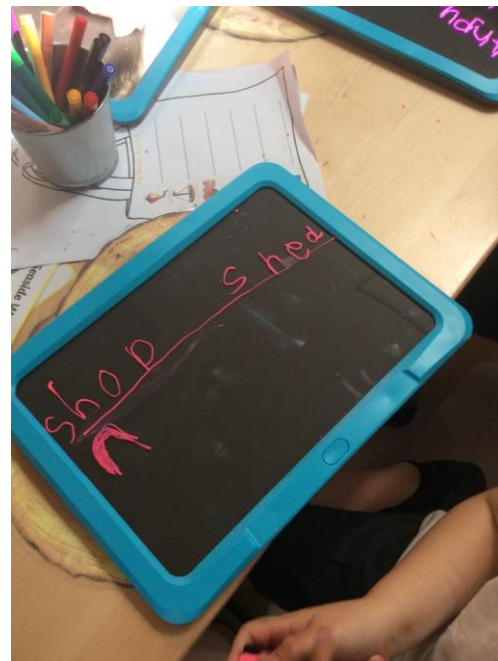
## **The impact they have had in our setting**

We are thrilled with the impact the illuminated boards have had on writing within the setting! Children are motivated to use them meaning we now have many more children who are keen to practise writing activities whilst in continuous provision.

The use of the chalk markers (instead of children's fingers) means that, although children are writing on a light-up board, they are still practising an effective pen grip which is something we spend a great deal of time embedding in the EYFS Unit.

Our children with additional needs have particularly benefited from using the boards. The light-up nature of the boards has helped children to meet any visual sensory seeking needs as well as being a highly motivating resource to practise mark-making skills.

We will definitely be ordering some more sets!



**- Many thanks to the staff and children at Brampton Primary School for sharing their thoughts with us.**



## Illuminated Mark Making Boards (EY06939)

The staff and nursery children at *Stepping Stones Nursery, Bognor Regis*, were Terrific Testers and trialled the TTS Illuminated Mark Making Board. Read about how they introduced the Illumi Boards into their setting and what they learned.



### Perfect for little hands and building up skills

These mark-making boards are perfect for little hands to build up skills for early writing. The children have enjoyed using these boards to express their creative ideas, make patterns, and begin to label their creations. The children have been able to demonstrate their ability to take turns with their peers and share the boards. Children can follow instructions when using the boards and set themselves the challenge of copying patterns, shapes, letters, and numbers. From the freedom to make their own masterpieces, children begin to label the marks they make and develop the ability to improve their pencil grip.

### Sensory Spaces

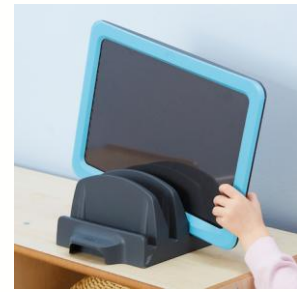
These boards also provide the opportunity to use in dark spaces such as a sensory room as they light up. This opportunity can make mark-making a far less formal experience, especially for children who might be reluctant to put pen to paper.

### Creative Creations

A fantastic example of these illuminated mark-making boards is two 2-year-olds using pens to create a drawing together. They supported each other's imagination, One child began with 'I draw my mummy' to which the other child replied, 'yes then my house'. They used their correct pincer grip to create their drawings. Staff then discussed the drawing with the children which sparked more discussion about the world around them.



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## Ways we have used the Illuminated Mark-Making Boards

This resource encourages independent mark-making across provision, attracting even reluctant writers – children were more keen to use this than paper and pencil. As children's writing develops, the boards are a great resource for practising letter formation, name writing, as well as word and sentence writing. **(Literacy)** Using the pen helps to develop fine motor control and the development of pencil grip. **(Physical Development).**

Here are some of the ways we used them:

- Designing, before building, in the construction area
- Name writing practice
- Letter and number formation activities
- Writing shopping lists in the role-play shop
- Creating story maps
- Writing messages to friends

In conclusion...

These boards support the children's learning in all 7 areas of the Early Years Foundation Stage, incorporating the characteristics of effective teaching and learning perfectly!

Staff can support and enable spontaneous learning outcomes when the children are accessing these illuminated boards.



Many thanks to the children and staff at Stepping Stones Nursery, Bognor Regis, for sharing this review with us.

## TESTIMONIALS



### **Illuminated Mark Making Boards (EY06939)**

*Harry Cox, a Vision Impairment Specialist Teacher, has kindly sent us a review of the TTS Illuminated Mark-Making Board.*

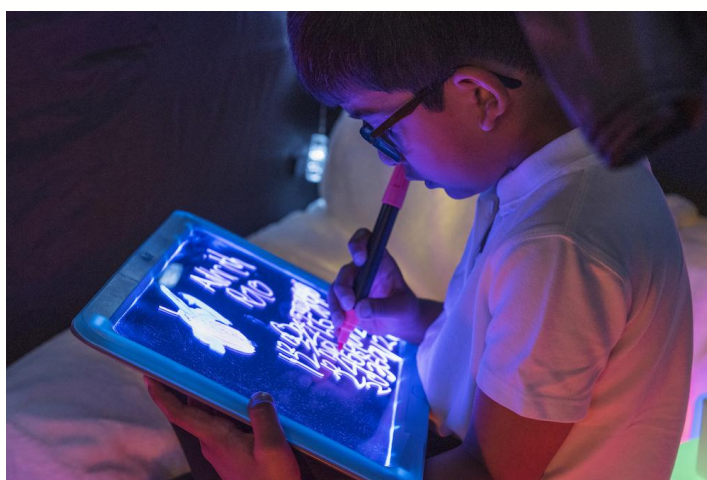
#### **My thoughts on the TTS Illuminated Mark-Making Board**

The LED light up drawing and writing board offers greater access and engagement for many children with Cerebral Visual Impairment (CVI), especially those with complex needs.

A common feature with CVI is colour preference, specific to the individual. The LED board enables staff to choose a colour that is attractive to the child which typically encourages them to locate and fixate on text or images.

The non-toxic pens allow for safe mark making and drawing, which is brought into the fore by the backlighting intensifying the pen. The easy to wipe screen also allows staff to give quick picture choices to children, who can subsequently point to or wipe off the chosen image.

I can also see this being useful for some children who require now and next boards as it may be more visually accessible than a printed version.



**Many thanks to Harry Cox for sharing his thoughts with us.**



### Illuminated Mark Making Boards (EY06939)

Sophie House, an Early Years Practitioner and mum to a 6-year-old son with Autistic Spectrum Disorder, has shared with us how she used the Illumi Boards to help regulate her son after a busy day at school.

Over the last few weeks my autistic son and I have been trying out a few resources from TTS in the hopes they would help him regulate himself after a busy day at school. We tried the light up board first.

He has enjoyed using the Illuminated Board to draw his favourite pictures with chalk pens. They really made his pictures come to life and he spent so much time exploring what he could do with the board. He found it super simple to use and it's easy to clean with just a damp tissue or cloth when the pen is dry. The added bonus was it was rechargeable and didn't require batteries.

We found it super helpful and it reduced his screen time which was his usual go to after school. The lights seem to really calm him and gave a new dimension to his favourite activity. The light element also helped him to engage him for a longer period. There's no mess, no waste or sharpening pencils - just pop the lids off and straight to it. He really enjoyed being able to sit in a low-lit room and explore the different colours and how they changed his artwork.

One thing we had to discuss was that if he made a mistake and tried to wipe it straight away it would smudge but with the chat about how the chalk pens worked and a little patience, this was easily overcome.

Many thanks to Sophie House for sharing her thoughts with us.