

Moat Farm Infant EYFS progression of fine motor skills

Summary of teaching throughout EYFS for fine motor development

Nursery

Autumn Term– Gross motor focus (see gross motor development). Fine motor skills in provision – threading

Spring Term –. Drawing sessions focusing on making marks and making marks to music

Summer Term – Squiggle and ‘Big draw’ (pictures/differentiated groups)

Reception – Progression over the year

Autumn 1 – All children squiggle sessions. Focus on large motor movements and pre-handwriting marks. Big write and art sessions focusing on drawing.

Autumn 2-Summer 2 – Differentiated groups for handwriting

- Handwriting group for children who have tripod grip and can form letters. Follow Penpals letter formation progression
- Pre-letter skills on Penpals for children who are beginning to show correct grip – focus on tripod grip and slower pace letter formation
- Small group for children who need support with PD – squiggle and dough sessions focusing on pencil grip, large movements and fine motor skills. Children make marks/letter shapes on large pieces of paper

Fine Motor Skills

Nursery (Birth-3)

Nursery (3-4)

Reception (4-5)

End of Reception – ELG

Core and strength (see gross motor progression)

Show awareness of large movements. Be able to negotiate space in a large area. Begin to sit (showing

Navigate space and balance for example on an obstacle course. Use a balance bike.

Sit at a table. Balance on one leg. Show coordination in large and small motor movements. Show good fine motor skills e.g. use scissors, tweezers etc.

core strength) for 5-10 minutes.			
Fine motor – wrist – arm and finger strength dexterity			
Pivot my shoulder using upper body strength, e.g. swinging, pushing and lifting	Pivot my elbow for large-scale movements from side-to-side and up and down. Elbow takes over more work from the shoulder.	Pivot my wrist for smaller scale movements to grasp and grip small-scale marks with finer tools.	Isolate and move different fingers, e.g. show finger numbers, use identified fingers to pinch, press, and use a pincer grip, etc. Strength in fingertips.
Holding a pencil			
Hold the pencil in a palmar or digital grip. Swapping and testing hands.	Develop a pincer grip. I may still be determining which hand to use.	Consistently use a dominant hand. Hold a pencil with a tripod pincer grip.	Correctly hold a pencil and use it with good control and pressure. Hold/move the paper with one hand and write with the other.
Letter formation/name writing			
Begin to form marks and make marks to stand for their name.	Correctly form some single sound letters and name. Form some letters in my name.	Form the letters for my first name correctly. Correctly form some letters correctly.	Write first and last name correctly and form most letters correctly.
Orientation and sizing			
Large marks on large paper. Some marks are formed correctly.	Smaller marks and letters. Some formed correctly.	Smaller letters that are beginning to sit on a line. Most	Correctly formed letters sitting on the line. Ascenders and descenders clear.

		are formed correctly.	
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Useful Websites

<https://childdevelopment.com.au/resources/child-development-charts/fine-motor-developmental-chart/>

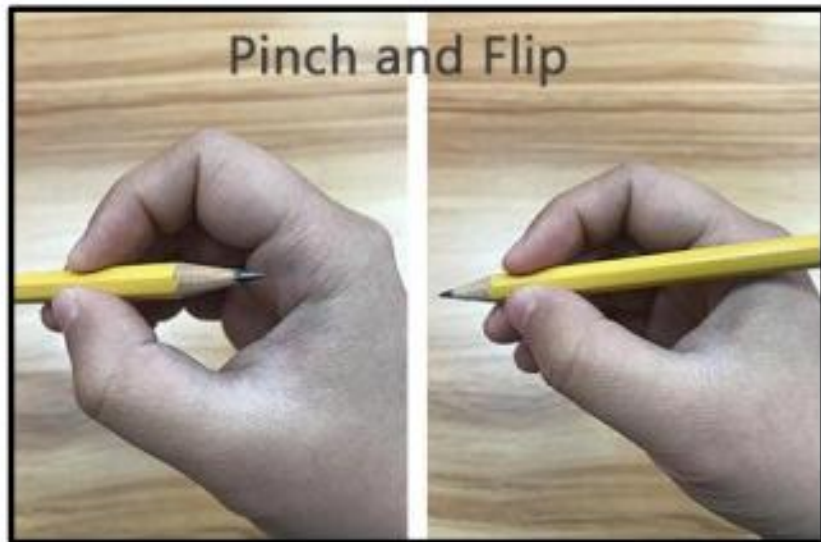
<https://childdevelopment.com.au/areas-of-concern/writing/writing-readiness-pre-writing-skills/>

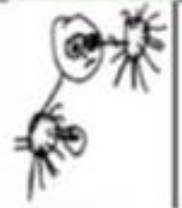


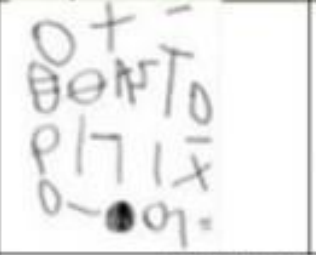
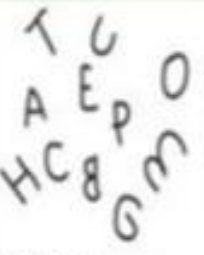

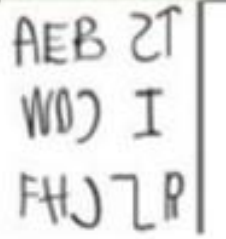
https://www.rch.org.au/uploadedfiles/main/content/ot/infosheet_h.pdf

TYPICAL PENCIL GRASP DEVELOPMENT FOR HANDWRITING

10 Months Pincer Grasp	12-15 Months Palmar Supinate Grasp	2-3 Years Digital Pronate Grasp	3-4 Years Quadrupod Grasp
			
3-4 Years Static Tripod Grasp			5-6 Years Dynamic Tripod Grasp

STRAWBERRY KIDS



Pre Phonemic Stage						
Pictures	Random Scribbling	Scribble writing	Symbols that represent letters	Random letters	Letter Strings	Letter groups
						
Picture tells a story to convey message	Starting point at any point of paper	Progression is from left to right	Mock letters or symbols		Letter strings move from L to R and move down the page	Separated by spaces to resemble different words

EYFS Framework and Development Matters Summary

Nursery (Birth-3)	Nursery (3-4)	Reception (4-5)	End of Reception – ELG
<ul style="list-style-type: none"> • Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks • Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. For example: “That says mummy” • Make marks on their picture to stand for their name 	<ul style="list-style-type: none"> • Write ‘m’ for mummy • Write some or all of their name • Write some letters accurately • Use a comfortable grip with good control when holding pens and pencils • Show a preference for a dominant hand 	<ul style="list-style-type: none"> • Form lower-case and capital letters correctly • Spell words by identifying the sounds and then writing the sound with letter/s • Re-read what they have written to check that it makes sense • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. 	<ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed • Spell words by identifying sounds in them and representing the sounds with a letter or letters • Write simple phrases and sentences that can be read by others • Hold a pencil effectively in preparation for fluent writing using the tripod grip in almost all cases

		<p>Suggested tools: pencils for drawing and writing</p> <ul style="list-style-type: none">• Develop the foundations of a handwriting style which is fast, accurate and efficient	
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