

Normanton-on-Soar EYFS writing progression

| EYFS | | | | | | |
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| | Aut 1 | Aut 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| NURSERY Pre skills – Scribbles on paper randomly | open and close hands one at a time thread large beads pick up duplo bricks and join to make a tower draw circles use wide range of tools for mark making | roll each wrist in turn draw vertical lines Draw with visual and verbal cues from the practitioner (guided drawing) Watch for: use of a dominant hand in writing tasks Say what their marks mean. | draw horizontal lines simple dot-to-dot pictures and mazes Begin to form the capital letter at the start of own name Guided drawing takes place weekly Left to write tasks to produce marks in a line | draw diagonal lines name writing practice weekly letter shapes used in own writing and name writing copy letters with control trace over marks | draw a line between parallel lines 1cm apart write some letters accurately copy name | trace steadily over a dotted line with strength write name on own pencil grip use letters in writing |
| Dough Disco | Draw a Person (DAP) Assessment Daily Relaxed Dough Disco Make dough with the children Book 1 Moves 1 – 5 squeeze playdough | DAP Assessment Daily Dough Disco Reinforce Moves 1 – 5 Add Move 6 – 10 Challenge to do all ten moves to your favourite Dough Disco Song roll a sausage | DAP Assessment Incy Wincey Nursery Rhyme The Muffin Dough Disco Man Grand Old Duke of York Rock a Bye Baby roll a ball of playdough | DAP Assessment Relaxed Dough Disco Part 2 Reinforce Book 1 Moves Twinkle Twinkle Make bread Make pizza dough Make pastry | DAP Assessment London Bridge – Ring around Rosy Wheels on the bus Here we go round the Mulberry Bush Hand and foot print paintings | DAP Assessment Happy Birthday Dough Disco My Favourite Animal DD Dough Disco Show Roll small balls of clay between tip of thumb & index/middle fingers |
| Finger Gym and in hand manipulation | pick up objects using oversized tongs and tweezers | pop bubble plastic with thumb and index finger | spin small hand-held tops draw in the sand with a stick, feathers, or straws | Draw lines and copy shapes using shaving cream, sand trays or finger paints. | use clothes pegs Pinch and seal a close lock bag using the thumb opposing each finger while | Twist open a pot Nuts and bolts |

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| | squirt guns or squeeze-trigger containers | Snip with scissors in one hand | Pick up small objects with tweezers | cut along a straight line Match buttons onto a picture. | maintaining an open web space. | Posting pennies into a money box |
| Large motor activities planned daily | Commando crawling | hold a pose for a count of 3 | Parachute games | stand on one leg | Pick up and carry planks – with another child | crawl, walk or run across a plank |

DAP

Draw a person an approach developed by Goodenough and then adapted by J.A. Naglieri. Simply get each child a completely blank A4 sheet of paper and a pencil (I use black felt tips as I like a clear definition). Ask the child to draw a person, say 'can you draw you?' Tap the paper to signal them to start and just observe. If they draw more than one person say, 'which one is you?' Label who else they drew. If the drawing is 'chaotic' ask the child to show you which is them? Or what bit of you are you drawing? (Never comment or give missing parts). This DAP shows how much of the child's brain controls the body. You will instantly see whether your children have arms, fingers or even hands if they do not then fine and gross motor muscles need developing and strengthening. Repeat every half term.

One of the key hand skills needed to help a child hold and control a pencil is a skill called 'in-hand manipulation'

This is the skill of picking up and releasing small objects using only one hand.

When it is mastered different sized shapes and multiple numbers of objects can be placed in the palm of hand, moved around in that same hand and let go with accuracy.

When it is not mastered children will drop objects, try to release them at the edge of the hand or use their other hand to help pick up these items.

Can an object can be placed in the palm of the hand and carefully rolled by the thumb to the edge of the finger tips before being released? Is the child ready to write?

Is the child unable to pick up, move, turn or release small objects from their hand with control?

Make sure the child is using their dominant hand to pick up one coin and keep it in the centre of their palm. Then using their thumb they should be able to roll it to the edge of their fingers before releasing it.

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Developmental Stages of Pencil Grips



Stage 1 of Pencil Grip Development

When your child first picks up a crayon they will hold it in the same way as they pick up a knife and fork, other than the crayon tip will be facing downwards.

Through the initial mark making process it is normal for their arm and elbow to stay rigid, with the crayon movement coming from the shoulder.



Stage 2 of Pencil Grip Development

With improved arm and hand control your child will start to hold the crayon in the palm of their hand, with their thumb securing it in their hand. Note that the thumb is now close to the tip and not the end of the crayon. The grasp is similar to that of using a knife and fork to cut food.

The increased arm strength allows the elbow to be slightly away from the body, providing greater flexibility.



Stage 3 of Pencil Grip Development

Your child will hold the pencil with all five fingers resulting in the wrist being off the table. The grip is similar to a darts player holding the dart with all five fingers.

Movement of the crayon now comes from the wrist but as the hand strength improves there will start to be some finger movement.



Stage 4 of Pencil Grip Development

Your child will usually start to use the three finger, or tripod grip, by the age of 6.

Initially the fingers will be held rigidly but, as your child improves their control of the finger muscles, the fingers will start to move the pencil.

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| Reception Mark making daily in provision Writing daily using RWI planning progression | Ready to write: sit on a chair with a straight back and feet on the floor. Name writing Write letters linked to phonics teaching Can write name | Write words linked to phonics teaching Guided drawing weekly Pencil grips used if needed RWI handwriting daily Write a list | Write a sentence together – start with writing the last word in the sentence – we do the rest Write a label Letters formed correctly in own writing | Write a caption – on own Correct pencil grip automatic Use full stops and capital letters when reminded Colour in neatly | Compose own sentence Capital letters in handwriting form recognisable letters hold a sentence, write a sentence | talk a sentence and write a sentence. use full stops and capital letters in the correct places Re-read what they have written to check that it makes sense |
| Gross motor Handwriting exercises <i>develop core muscle strength to achieve a good posture when sitting.</i> | Posture Base Core Strength Tummy Skittles Crossing the mid-line Lazy 8 Shoulder stability Crawling | Bridge Games Marching – walking on a line | – rolling – climbing on and jumping off a bench | ball skills: throwing, catching, kicking, passing, batting, and aiming. | – running with control, change direction easily hold a pose for a count of 6 | – hopping – skipping dancing |
| Hand exercises | Can touch each finger with thumb | Cup a dice in hands, shake and release with control | Hold one or two small items in their palm while picking up another piece | Can use scissors to cut round a shape | Show numbers/amounts using fingers | Writing and forming letters correctly daily |