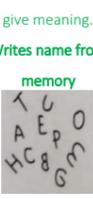
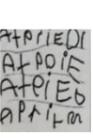
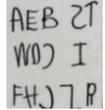
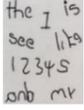


EYFS Progression of skills and assessment checkpoints - Physical Development		
Fine Motor -WRITING		
<p><b>Three- Four Years</b></p> <p>. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. WRITE.3-4</p> <p>• Write some or all of their name. WRITE.3-4</p> <p>. Write some letters accurately. WRITE.3-4</p> <p><b>HANDWRITING</b></p> <p>.Use a comfortable grip with good control when holding pens and pencils. PD FMS.3-4</p> <p>.Show a preference for a dominant hand. PD FMS.3-4</p>	<p><b>Reception</b></p> <p>. Form lower-case and capital letters correctly. WRITE. Rec</p> <p>. Spell words by identifying the sounds and then writing the sound with letter/s. WRITE. Rec</p> <p>. Re-read what they have written to check that it makes sense. Rec</p> <p>. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. WRITE. Rec</p> <p><b>HANDWRITING</b> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing. PD.FMS. Develop the foundations of a handwriting style which is fast, accurate and efficient. PD.FMS.</p>	<p><b>Physical-Fine Motor - ELG .</b></p> <p>* Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases. FMS-ELG</p>

	Autumn	Spring	Summer	
<b>STAGE 1- Core strength and posture</b>	Use a prone position laying on the floor, as I begin to prop up my body for writing. I am developing some core stability.	Slide forwards and backwards on my chair, as I begin to sit on it. I may prop myself up with my arms or rest my head. The adult gives support by pushing my chair in and modelling and reminding me how to sit.	Remember to push my chair under the table and I am beginning to sit up straight as I write. Some prompting.	
<b>STAGE 1- Fine motor – wrist – arm and finger strength dexterity.</b>	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.	
<b>STAGE 1- Holding a pencil Hand dominance</b>	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.	Sometimes hold a pencil correctly with support. 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.	
<b>Writing symbols. 8 figures of Visual Motor Integration)(VMI)</b>	I can record a straight vertical line. (2 years) 	I can record a horizontal straight line. (2 ½ years) 	I can record a circle. (3 years) 	
	I can record a square. (4 years) 	I can record a vertical cross. (3 ½ - 4 years) 	I can record a cross using diagonal lines. (4 years 11 mths). 	
	I can record a triangle. (5 years 3 months) 			
<b>Development of mark making</b>	I explore making marks, but I do not communicate meaning. Random scribbling. 	I draw basic pictures. I use lines to look like writing. Scribble writing. Left to right direction. I begin to assign meaning. 	I write symbols and shapes that look like writing. I assign meaning to the marks. Attempts to write name. 	I write random letters but there is no connection between letters and sounds. I talk about my writing and give meaning. Writes name from memory. 
	I use letter strings which travel from left to right and top to bottom. I attempt to 'read' my writing. 	I write letters with spaces between them to resemble the idea of words. 	I copy words that I see in the environment around me. I often do not know what the words say. 	
<b>STAGE 2- 2) NAME-</b>	Make an attempt at my name.	Form some letters in my name.	Form most letters of my name. Form the letters for my first name correctly. Form the letters for my full name correctly.	
<b>3) LETTER FORMATION-</b>	Correctly form <b>some</b> letters from Phase 2 and name.	Correctly forming <b>most</b> letters from the 26 in the alphabet. Able to form some capital letters.	Correctly forming <b>all</b> of the 26 letters from the alphabet.	
<b>4) SIZING-</b>	Begin to reduce the size of my letters.	Record letters with some consistency of size and neatness.	Record small, neat and consistently sized letters	
<b>5) ORIENTATION-</b>	Begin to sit some letters on the line.	Sit most letters onto the line.	Sit all the letters on the line. Orientate all letters as Sky, grass or ground letters.	