



Banks St. Stephen's Road to Writing Policy for EYFS

Stage 1 – Gross Motor Skills

Large upper body movements that build strength in neck, shoulders, arms, chest



- Playing on climbing equipment/swinging equipment (at the park, on climbing frames, on the trim trails).
- Crawling through tunnels, or under fabrics.
- Balancing on equipment (e.g. benches, low walls, along skipping ropes).
- PE activities.
- Carrying buckets/tubs of sand or water.
- Digging in sand/soil/mud.
- Yoga and dance activities.
- Ring games.
- Sky writing.
- Painting large areas with large brushes and rollers.
- Washing cars/bikes.
- Pushing/pulling wheelbarrows and prams up and down ramps.
- Ball games – including throwing, catching, batting. Beginning with large balls and progressing onto smaller balls.
- Throwing and catching with beanbags/quoits.
- Parachute games.
- Mixing 'potions'.
- Brushing/mopping.
- Windmill arms.
- Ribbon dancing.
- Nursery rhyme actions (e.g. Grand Old Duke of York; Heads, Shoulders, Knees and Toes; Incy Wincy spider, Wind the Bobbin Up).
- Building with large blocks.

Stage 2 – Fine Motor Skills

Building and developing strength in wrists and hands and developing finger control.

Including: grip strength, pinch strength, hand-eye coordination, developing left/right-handed dominance.



- Finger rhymes, e.g. Finger Families, Ten Little Fingers, One Finger, One Thumb, Keep Moving, Two Fat Gentlemen, Here are Grandma's Glasses.
 - Small – medium sized construction.
 - Playdough manipulation and associated tools.
 - Hand and finger puppets.
 - Playing instruments.
 - Pegging items onto a line.
 - Threading – string, straws, pipe cleaners, etc.
 - Peg boards.
 - Tearing paper.
 - Peeling fruit and opening food packaging.
 - Posting coins in a piggy bank.
 - Jigsaws.
 - Peeling and sticking stickers.
 - Fastening and unfastening Velcro, buttons, zips.
 - Fishing games/ magnet games/ Connect 4.
 - Tweezers and pom-poms, pasta, shapes, small world bugs, counting dinos/cars/ bears etc., small balls, gems, etc.
 - Pipettes/syringes to transfer liquid.
 - Finger marking in malleable materials, e.g. foam, sand, mud, slime, etc.
 - Using scissors to snip and cut a variety of materials and resources.
 - Printing with stamps, e.g. with paint/ink.
 - Scooping and pouring malleable resources, e.g. rice, oats, pasta, lentils, salt, sugar, coloured sand.
 - Hole punching.
 - Push button toys.
 - Finger painting.
 - Food preparation e.g. cutting, mixing, squeezing, spreading.
 - Using a computer keyboard/telephone pad.

- Popping bubble wrap.
- Dough Disco.

Stage 3 – Pencil and Tool Control

Using pencils, pens and other tools to make controlled marks, or 'Mark Making'.



- Mark making on large paper/carboard etc. on the floor, on area of wall, spread across table, outdoors.
- Class Squiggle (teacher led early mark making patterns modelling to music).
- Drawing with chalk on ground outdoors.
- Copying and tracing early mark making patterns (**see appendix 1**).
- Painting with a variety of different sized brushes at an easel/table.
- Drawing in between lines (e.g. following a maze).
- Mark making tools (e.g. paintbrushes, sticks, q-tips) in malleable resources, e.g. coloured sand/powder paints, salt/sugar, slime.
- Driving toy cars around a large sheet of paper, with pens attached to them.
- Consistent availability of a variety of mark making tools and resources across classroom, adapted and updated according to children's interests and topics and themes (**see appendix 2**).

Stage 4 – Letter Formation

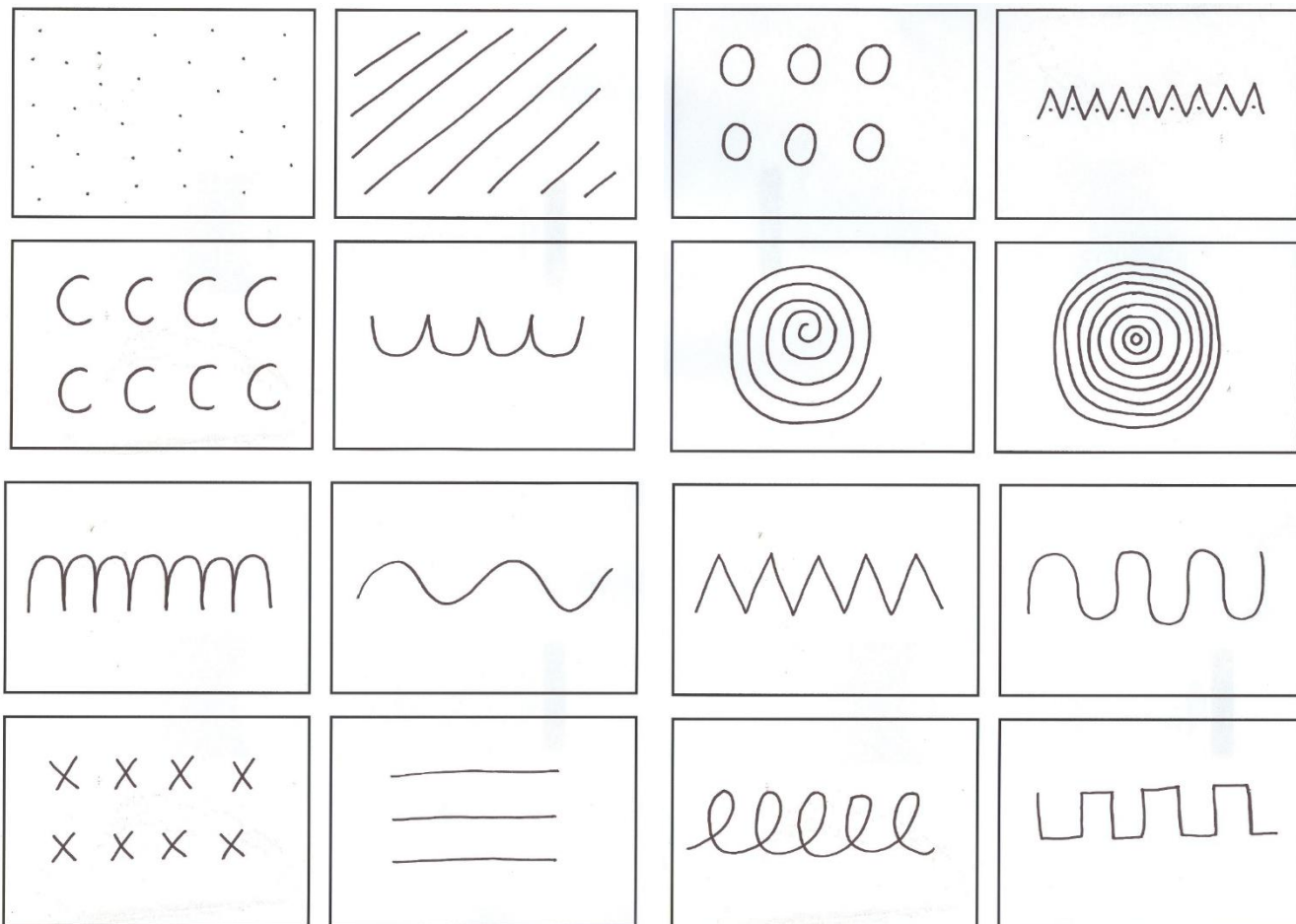
Forming clearly defined and recognisable letters.



- 'Proper Posture' modelled. When writing at a desk sitting in a 90-90-90 position, e.g. a 90-degree angle at the feet ankles, at the knees and at the elbows. Children still supported and encouraged to write across the classroom and outdoors in a variety of positions, and some young children may feel more comfortable writing e.g. on their front on the floor, depending on their stage of development. But all children will develop understanding of importance of posture for comfort when writing and for neatness.
- **Nursery:** Children begin to form letters when appropriate to their development in nursery. Their first introduction to letter formation is copying the letters from their name in print, with adults modelling the formation of the letter(s). Those children who become confident with forming letters are introduced to an increasing variety of letters on an individual, targeted basis.
- **Reception:** See Handwriting Policy (**appendix 3**).

Appendices

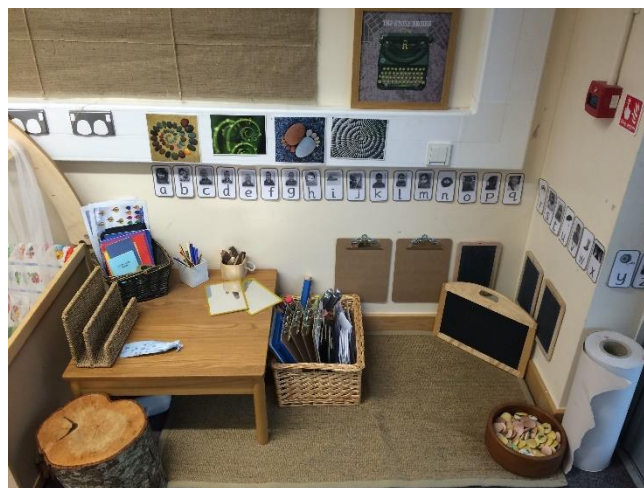
Appendix 1: Early Mark Making Patterns



Appendix 2: Mark making tools and resources as part of continuous provision (some examples).



Writing/Mark Making areas.



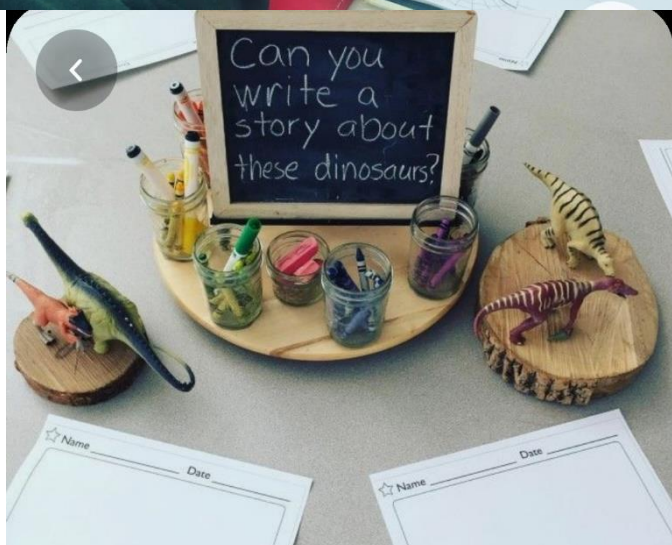
Outdoor Writing/Mark Making area.



Writing belts/bags/boxes/aprons that are filled with mark making tools and resources and can be transported by children to areas and activities that interest them.



Mark making/writing areas that children may access independently.



Mark making/writing provocations set up by adults linked to children's interests/class topics/themes.

Appendix 3: Whole School Handwriting Policy

>Insert Policy<