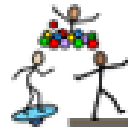




fine motor skills



gross motor skills



school



foxcub

Fine Motor Skill activities to  
develop early writing skills

# Fine Motor Skill activities to develop early writing skills.

At *Foxwood Academy* in the Primary phase, the Pathway 1 class follow the **EYFSF**, Early Years Foundation Stage. The pupil's learning outcomes are assessed in stages of **Key Stage End Points** by the Class Teacher.

The **EYFS** is broken down into seven areas, including the Prime areas, Physical Development, **Fine and Gross motor skills**. Children usually develop these physical skills as through-play and as they grow, from a baby to pre-schooler.

Daily physical activities in the classroom, in the playground and in soft-play can help develop a pupils, **Fine and Gross motor skills**.

## Seven Areas of Learning at Foxwood Academy

### Prime Areas

#### Communication & Language

Listening, Attention and Understanding, Speaking

#### Physical Development

Gross Motor Skills, Fine Motor Skills

#### Personal, Social & Emotional

Self-Regulation, Managing Self, Building Relationships

### Specific Areas

#### Literacy

Comprehension, Word Reading, Writing

#### Mathematics

Number, Numerical Patterns

#### Understanding the World

Past and Present, People, Culture and Communities, The Natural World

#### Expressive Arts & Design

Creating with Materials, Being Imaginative and Expressive

# Big body movements



Before pupils can sit down at a table to hold a pencil, they need to practice **big body** movements, known as Gross motor skills.

Big body movements focus on the muscles in the shoulders, elbows, wrist and fingers.

Foxwood pupils use their Gross motor skills daily by exploring soft-play and in the playground using their limbs to crawl, climb, jump, balance and grasp.

P.E lessons, the pupils experience big body activities like trampolining and riding the tricycles in the playground. Plus, pupils in Primary get the chance to go horse riding and swimming.

All these activities build core strength and balance.

# P.E with Joe

Simple exercises, moving the whole-body, use Gross Motor Skills.

Fitness fanatic Joe Wicks, became the countries virtual P.E teacher during lockdown.

Joe posted daily workouts on his YouTube, #PEWithJoe to encourage children and parents to keep moving whilst at home. The exercise clips where interactive, which makes the learning more enjoyable!

Activity in a Literacy lesson, the *Foxcub* pupil's developed their Gross motor skills, during one of Joe's quick 10 minute workout videos. The pupils moved their whole-body by squatting and bending at the knees, twisting at the core, and doing lunges.





# Small body movements

**Fine motor** activities **strengthen** hand muscles for early writing skills. Squeezing sponges and playdough help strengthen hand muscles.

Pupils can then go onto develop control when building with blocks, stickle bricks and lego.

Tweezers and tongs develop the pupils' thumb and index finger holding the tool in a pincer-grasp.

Threading requires the pupil to use both hands. The dominant hand for the threading action and the other hand to hold the object the pupil is threading into, for example a bead. The threading action can help with independent dressing by doing up a button, and also helps improve hand-eye coordination.

Messy play activities encourage pupils to use both hands, pouring action in water, wet sand, gloop and playdough.

With practice and repetition, pupils acquire these hand skills and eventually develop the Fine motor skills needed for writing and other social skills such as brushing their teeth and building independence, which is one of our core school values.

Hand-on exploration activities:

- **strength** by squeezing and pulling
- **control** by building, threading and transferring
- **coordination** by stacking and balancing objects
- **expression** by mark-making, messy play and movement.

# Dough Disco™

**Shonette Bason** *Dough Disco* combines dough manipulation with music.

Shonette created *Dough Disco* to improve literacy & fine motor skills

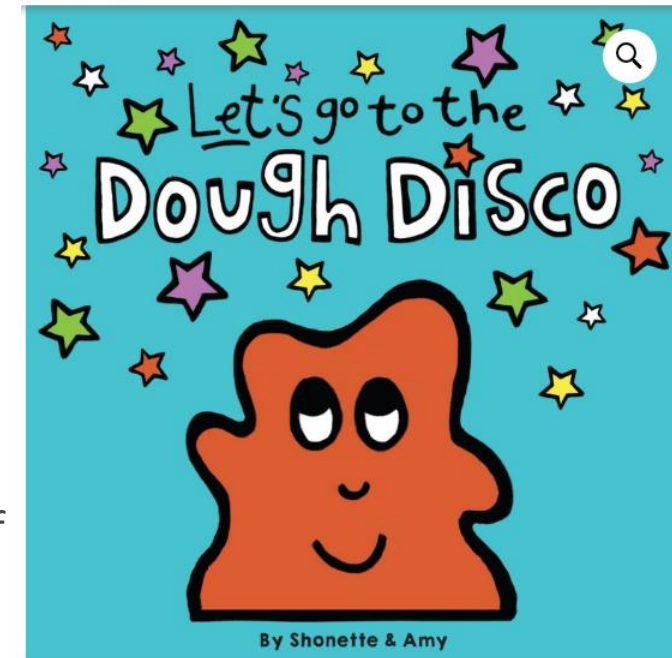
With daily *Dough Disco*™ a child's brain learns to control the fingers a lot quicker.

Dough Disco™ is a fine muscle exercise that Shonette invented when she realised the children in her class were struggling to write letters.

Shonette studied information on brain development and found the fingers are one of the last things the brain controls during child development.

A group of neuro developmental practioners called INPP do an exercise with older children called tapping. It's simply tapping the fingers in a certain order, some quite complex, on the table in front of them.

<https://www.youtube.com/watch?v=3K-CQrjI0uY>





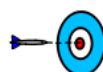
# Key Stage End Points

## for Literacy of the EYFS are split into three areas:

**Early writing skills** pupils may show a hand preference, using this chosen dominate hand when doing activities like dressing, eating, holding equipment, and holding a writing implement. Pupils can hold a writing implement to form lines, dots, shapes, by over-writing on pencil-control sheets. These pre-writing skills, forming letters using the pupils; hands and fingers, using the muscles to develop hand dexterity.

**FINE MOTOR skills** involve exploring with both hands and fingers to do activities that manipulate by rolling, patting, squashing playdough, sand and gloop in sensory play activities.

**Mark-Making** on different surfaces large and small with different writing implements. Using big body movements ,on a large scale, such as chalk on the floor Outside. Washing the windows, moving their limbs up and down, grasping the sponge in the pupils hands. Mark-making on a smaller scale, on surfaces at a table doing detailed marks on paper, pencil-control sheets, or doing finger-painting activities.

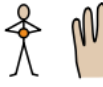
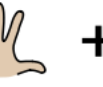






LO: I can show control in fine-motor activities



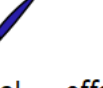




Bronze I can use my hands and finger with help







Silver I can grasp a tool effectively







Gold I can show control in a fine-motor activity

# Photographic evidence of a Pathway 1 pupil.

## Early Writing



Over writing

Pupil started holding a writing implement in a WHOLE HAND grip to practice detailed marks on pencil-control sheets.

## Fine Motor



Transferring

Fine motor activity of transferring holding a spoon.

## Mark-Making



Writing implements

Mark-making holding a paintbrush in a FIST GRIP.

Pupil is now over-writing his own name, holding a writing implement in a PENCIL grip.



# National Autistic Society

Corinna Laurie, Occupational Therapist | Published 04.11.22

## Key Findings

- Autistic children often have difficulties with posture, coordination, and motor planning
- Fine motor skills are underpinned by balance, eye motor control, hand-eye coordination, manual dexterity, hand strength, body awareness, and bilateral coordination
- Handwriting is a complex skill using both fine and gross motor abilities
- If motor coordination is difficult, handwriting may never truly reflect a child's cognitive ability



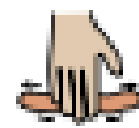
handwriting



point



squeeze



roll

## Recommended Activities

- Pick small items (buttons, beads) from playdough using thumb and index finger
- Squeeze, flatten, cut and roll dough with tools
- Lace drinking straws or macaroni onto string
- Screw and unscrew nuts and bolts, construction kits
- Use chopsticks for small foods (popcorn, raisins)
- Play travel-sized games like