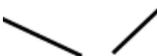
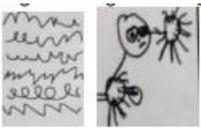
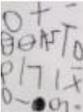
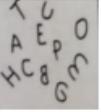
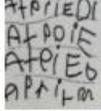
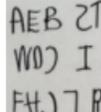
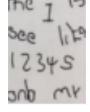


Progression of Skills – Writing EYFS

Writing and Physical Development (Fine Motor Skills)

<p>Development Matters: 3 – 4 years 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.</p> <ul style="list-style-type: none"> • Write some or all of their name. <p>Write some letters accurately.</p> <p>Handwriting:</p> <ul style="list-style-type: none"> • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. 		<p>Development Matters: Reception 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.</p> <p>Handwriting:</p> <ul style="list-style-type: none"> • 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 • Develop the foundations of a handwriting style which is fast, accurate and efficient. 		<p>ELG: 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.</p> <p>Handwriting: Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases.</p>		
<p>Fine Motor Skills:</p> <p>Stage 1: Core strength and posture.</p>	<p>Use a prone position laying on the floor, as they begin to prop up their body for writing. Developing some core stability.</p>	<p>Slide forwards and backwards on their chair, as they begin to sit on it. May prop myself up with their arms or rest their head. The adult gives support by pushing chair in and modelling and reminding them how to sit.</p>	<p>Remember to push their chair under the table and are beginning to sit up straight as they write. Some prompting.</p>	<p>Sit up at tall at the table with their feet on the floor. 90-90-90 position’ – 90-degree angle at the feet/ankles, at the knees and at the elbows.</p>		
<p>STAGE 1- Fine motor – wrist – arm and finger strength dexterity.</p>	<p>Pivot their shoulder using upper body strength, e.g. swinging, pushing and lifting.</p>	<p>Pivot their elbow for large-scale movements from side-to-side and up and down. Elbow takes over more work from the shoulder.</p>	<p>Pivot their wrist for smaller scale movements to grasp and grip small-scale marks with finer tools.</p>	<p>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.</p>		
<p>STAGE 1- Holding a pencil Hand dominance</p>	<p>Hold the pencil in a palmar or digital grip. Swapping and testing hands.</p>	<p>Develop a pincer grip. May still be determining which hand to use.</p>	<p>Sometimes hold a pencil correctly with support.</p>	<p>Consistently use a dominant hand.</p>	<p>Hold a pencil with a tripod pincer grip.</p>	<p>Correctly hold a pencil and use it with good control and pressure. Hold/ move the paper with one hand and write with the other.</p>

Writing symbols. 8 figures of Visual Motor Integration)(VMI)	Can record a straight vertical line. (2 years) 	Can record a horizontal straight line. (2 ½ years) 	Can record a circle. (3 years) 	Can record a vertical cross. (3 ½ - 4 years) 	Can record a square. (4 years) 	Can record diagonal lines to the left and right. (4 ½ ys) 	Can record a cross using diagonal lines. (4 years 11 mths). X 	Can record a triangle. (5 years 3 months) 
STAGE 2- 2) NAME	Makes an attempt at their name.		Form some letters in their name.	Form most letters of their name.	Form the letters for their first name correctly.		Form the letters for their full name correctly	
3) LETTER FORMATION	Correctly form some letters from Level 2 and name.		Correctly forming most letters from the 26 in the alphabet.		Correctly forming all of the 26 letters from the alphabet.			
4) SIZING	Begin to reduce the size of their letters.		Record letters with some consistency of size and neatness.		Record small, neat and consistently sized letters.			
5) ORIENTATION	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 tall, middle or long letters.	
Early Steps: Making Marks	Explore marks but does not communicate meaning. Random scribbling. 	Draws basic pictures. Uses lines to look like writing. Scribble writing. Left to right direction. Begins to assign meaning to their marks. 	Writes symbols and shapes that look like writing. Assigns meaning to the marks they make. Begins to write name. 	Writes random letters but there is no connection between letters and sounds. Talks about their writing and give meaning. Writes name from memory. 	Uses letter strings which travel from left to right and top to bottom. Attempts to 'read' their writing. 	Writes letters with spaces between them to resemble the idea of words. 	Copies words that they see in the environment around them. Often do not know what the words say. 	
Developing Writing: Words	Beginning to hear initial sounds and attempt to write these down.	Can hear initial sounds in words and write the letters down to match.	Can write short strings of letters to represent words.	Can spell out and write down vc cvc words by matching letters and sounds. at in up	Can write High Frequency decodable and tricky words from memory.	Can spell out words with consonant clusters, vowel digraphs and trigraphs.	Can write more challenging words with a sound knowledge of Level 2 and 3 Sounds (Twinkl phonics)	

