

Physical development- Fine Motor Skills

ELG Fine Motor Skills

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.



Development matters statements

- Develop the foundations of a handwriting style which is fast, accurate and efficient. (R)
- 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, paintbrushes, scissors, knives, forks and spoons. (R)

Links to Literacy Statements in Development Matters

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; writing 'm' for mummy. (L DM 3-4)

Write some or all of their name. (L DM 3-4)

Form lower-case and capital letters correctly. (L DM - R)

Birth to 5

Band 6 (Reception)

- Uses simple tools to effect changes to materials
- Handles tools, objects, construction and malleable materials safely and with increasing control and intention
- Shows a preference for a dominant hand
- Begins to use anticlockwise movement and retrace vertical lines
- Begins to form recognisable letters independently
- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed

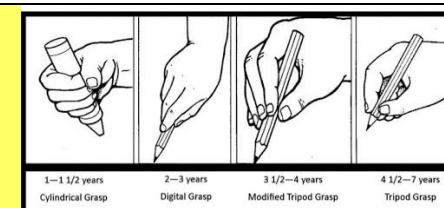
ELG: Begin to show accuracy and care when drawing.

Ongoing development over the year

Baseline	<p>Creates lines and circles pivoting from the shoulder and elbow (Birth to 5 - Band 5)</p> <p>Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons (Birth to 5 - Band 5)</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects. (DM 3-4 (EAD))</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details. (DM 3-4 (EAD))</p> <p>Uses drawing equipment to draw a figure (this may be simply a circle with stick arms and legs).</p>	<p>Handles tools, objects, construction and malleable materials safely and with increasing control and intention Birth to 5 Band 6 (Reception)</p>
Autumn	<ul style="list-style-type: none"> • Represents recognisable objects or shapes in work. • To begin to show some accuracy when drawing, when guided by an adult. • To apply pressure to mark make. • Draws potato people (no neck or body) • Draws with detail (bodies with sausage limbs and additional features) • Draws bodies of an appropriate size for what they're drawing • Begins to use anticlockwise movement and retrace vertical lines. 	
Spring	<ul style="list-style-type: none"> • To show some accuracy when drawing, whereby some shapes can be depicted by an adult. • To show awareness of appropriate pressure when mark making. • To draw a recognisable picture. • Draws objects and creatures in proportion to each other (e.g. elephant is bigger than a dog) • Spends a sustained amount of time on one product. 	

	<ul style="list-style-type: none"> Looks closely at lines, shapes, size and patterns when producing an observational drawing 	
Summer	<ul style="list-style-type: none"> To show accuracy when drawing, whereby an adult can depict what the drawing is of. To use appropriate pressure when mark making. To create representations through drawings. To have a purpose in mind with creating a drawing. Looks closely at lines, shapes, size and patterns when producing an observational drawing Drawings show finer details 	

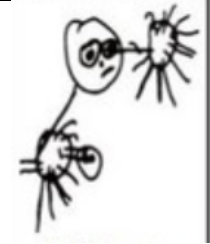


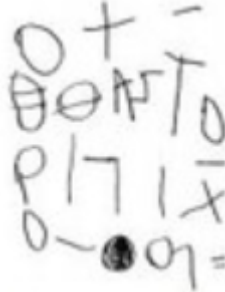
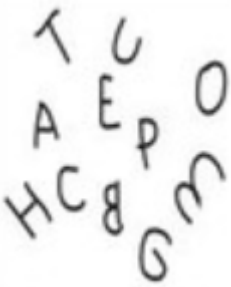

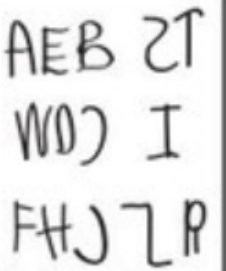
ELG: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases

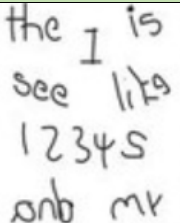
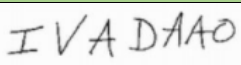
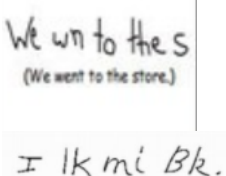
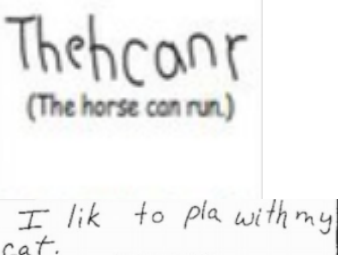
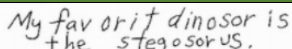
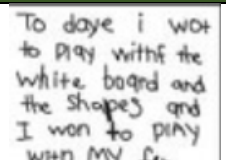
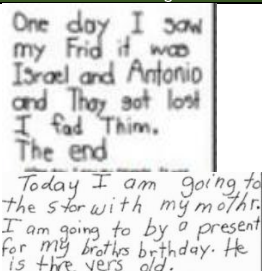








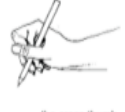








Baseline	<ul style="list-style-type: none"> Show a preference for a dominant hand. (DM 3-4) (Birth to 5 – Band 6) Use a comfortable grip with good control when holding pens and pencils, for example holds pencil in fingers rather than a whole hand grasp. (DM 3-4) Can copy some recognisable letter shapes from name. (DM 3-4) Write some or all of their name. (L - DM 3-4)
Autumn	<ul style="list-style-type: none"> To explore different grips when holding a pencil and begin using a grip that allows wrist movement to write/colour/draw etc. Beginning to attempts to use a tripod grip with some consistency. Uses a dominant hand May mark make in palmer grip Mark makes in different directions, makes repeated marks on paper, mark makes left to right Imitates simple marks such as lines Imitates shapes that use multiple movements such as x
Spring	<ul style="list-style-type: none"> To show awareness of the tripod grip and begin using it when holding a pencil with some consistency. To use a grip that allows wrist movement to write/colour/draw etc. Use core muscle strength to achieve good posture Holds and uses a pencil confidently
Summer	<ul style="list-style-type: none"> To consistently holding a pencil effective to write and draw – preferably using a tripod grip To use a grip that allows wrist and finger movements to write/colour/draw etc. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed using the correct movements (shoulder pivot etc). Develop the foundations of an appropriate handwriting style

ELG: Use a range of small tools, including scissors, paint brushes and cutlery; (DM - Suggestions: threading and sewing, woodwork, pouring, stirring, dancing with scarves, using spray bottles, dressing and undressing dolls, planting and caring for plants, playing with small world toys, and making models with junk materials, construction kits and malleable materials like clay)		Ongoing throughout the year
Baseline	Use one-handed tools and equipment, for example, making snips in paper with scissors. (DM 3-4) Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. (DM 3-4) <i>Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons (Birth to 5 - Band 5)</i>	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, paintbrushes, scissors, knives, forks and spoons. (DM - R) Uses simple tools to effect changes to materials Birth to 5 Band 6 (Reception) Handles tools, objects, construction and malleable materials safely and with increasing control and intention Birth to 5 Band 6 (Reception)
Autumn	<ul style="list-style-type: none"> To show control when using larger tools such as stubby paint brushes. To use spoons independently and accurately. Uses a knife to cut soft food like bananas and strawberries holding the knife correctly, using one hand To cut small snips in paper and begin cutting large shapes out of paper. Uses helping hand to hold and help to guide the paper (non-dominant hand) Is able to mould and shape clay with fingers and tools. 	
Spring	<ul style="list-style-type: none"> To begin showing control when using smaller tools such as glue spreaders and a range of paint brushes. To use a fork competently when eating To begin holding a knife, with the correct grip, to try to cut food, holding the knife correctly, using one hand to steady the food and spread. To begin cutting along lines continuously, including curved lines, holding the scissors in the correct position. Looks closely at lines, shapes, size and patterns when producing an observational drawing 	
Summer	<ul style="list-style-type: none"> To show control when using small tools such as glue spreaders and a range of paint brushes. To use scissors to cut along lines continuously with increasing accuracy a range of more complex shapes. To independently use a spoon, knife and fork when eating, showing some precision and accuracy. Drawings show increasingly finer details, looking closely at lines, shapes, size and patterns when producing an observational drawing 	

Assessment	Pre-Phonemic Stage					
Pictures	Random Scribbling	Scribble writing	Symbols that represent letters	Random letters	Letter Strings	Letter groups

						
Picture tells a story to convey message	Starting point at any point of paper	Progression is from left to right	Mock letters or symbols		Letter strings move from L to R and move down the page	Separated by spaces to resemble different words

Early Phonemic Stage	Letter name stage		Transitional Stage			
	Environmental print	Beginning sounds Random and initial consonants	Initial and final sounds appear	Vowel sounds appear Evidence of tricky words	All syllables represented	Inventive spelling
						
Awareness of print, copied from surroundings	Beginning and ending letters are used to represent words		Medial sound may initially be written as a consonant. Vowels begin to appear.	A child hears beginning, middle and end sounds.	Whole sentence writing develops.	

FISTED GRIP	DIGITAL PRONATE GRIP	4 FINGER GRIP HIGH INDEX	HOOKED WRIST OR EXTENDED WRIST	CROSS THUMB	THUMB TUCK	JOINT OF INDEX FINGER AND THUMB IN A FLEXED POSITION	INDEX FINGER JOINT IN HYPER EXTENDED POSITION	THUMB IN HYPER EXTENDED POSITION	3 FINGER GRASP ALL FINGERS MOVE AS ONE	LATERAL TRIPOD	DYNAMIC TRIPOD GRIP
1-2 YEARS	2-3 YEARS	3-4 YEARS	4-6 YEARS						6-7 YEARS		
 <p>FISTED GRIP 1-2 years old Children often hold their writing tool like a dagger, scribbling using their whole arm.</p>	 <p>DIGITAL PRONATE GRIP 2-3 years old All fingers are holding the writing tool but the wrist is turned so that the palm is facing down towards the page. Movement comes mostly from the shoulder. Children should start using this to copy a horizontal, vertical and circle line.</p>	 <p>4 FINGER GRIP 3-4 years old 4 fingers are held on the writing tool. Movement is mostly from the wrist and the hand and fingers move as one.</p>  <p>the high index</p>	 <p>hooked wrist</p>  <p>extended wrist</p>	 <p>the cross thumb</p>	 <p>the thumb tuck</p>	 <p>joints of index finger and thumb in a flexed position</p>	 <p>index finger joint in hyperextended position</p>	 <p>thumb joint in hyperextended position</p>	 <p>STATIC TRIPOD GRIP 4-6 years old This is a 3 finger grasp, where the thumb, index finger and middle finger work as one unit.</p>	 <p>the lateral tripod</p>	 <p>DYNAMIC TRIPOD GRIP By 6 or 7 years old Using only 3 fingers to hold the writing tool. This active tripod grip helps move the pencil efficiently, accurately.</p> 
<p>Pencil is held in the palm. All fingers and thumb are used. Movement is from the shoulder; the arm and the hand move as a unit. Light scribbles are produced with this pencil grip.</p>	<p>All fingers are holding the pencil but the wrist is turned so that the palm is facing down towards the page. Movement comes mostly from the elbow and the shoulder is now stabilized. Horizontal lines, vertical lines and circular lines are able to be copied.</p>	<p>Fingers are held on the pencil shaft opposite the thumb, beginning to form the arc between the thumb and index finger. Movement occurs from the wrist; the hand and fingers move as a whole unit. Zigzag lines, crossed lines and simple humans can be drawn with this grip.</p>	<p>A three-finger grasp, where the thumb, index finger and middle finger work as one unit. Movement is usually from the wrist with this static grasp. A static quadropod grip has a fourth finger involved. Triangles, circles and squares can be copied with this grip.</p>						<p>Pencil is held in a stable position between the thumb, index and middle finger. The ring and little fingers are bent and rest comfortably on the table. The index finger and thumb form an open space. Movement comes from the fingertips. This is the ideal grip to move the pencil efficiently, accurately and for letter formation practice.</p>		