Year Nursery Handwriting Overview

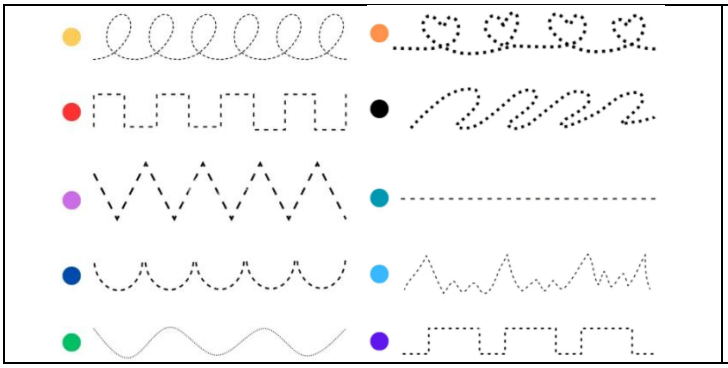
Stage 1: Physical preparation for handwriting 3-5 years and Reception

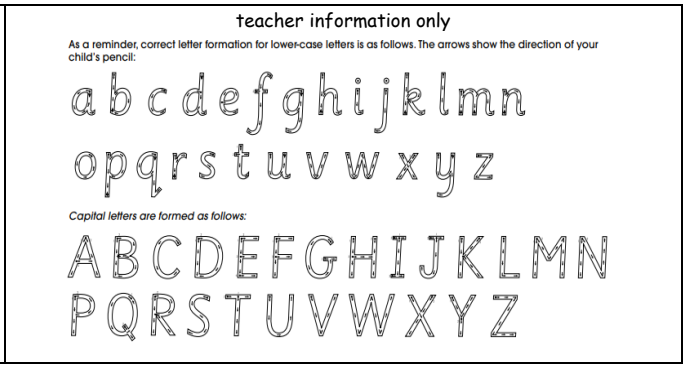
The progression outlined below will support children in developing gross and fine motor skills ready for pattern making with mark making and writing equipment.

Developing gross motor skills- the control and co-ordination of the big movements the body can make.	
Whole-body responses to the language of movement	
Large movements with equipment	
Large movements with equipment	
Large movements with malleable materials	
Body responses to music	

Developing fine motor skills- being able to fine-tune the movements of the arm, hand and fingers.	
Hand and finger play: threading, popping, using tweezers, finger gym	
Making and modelling: scissor practice, playdough	
Messy play, creating marks with fingers in a variety of media and substances: sand play, scrunching paper	
Links to art, using a variety of soft and hard mark making tools	
Using one-handed tools and equipment: chalk, scissors	
Hand responses to music	

Developing patterns-progression in visual and spatial control	
Pattern-making	
Investigating dots	
Investigating straight lines and crosses	
Investigating circles	
Investigating curves, loops and waves	
Investigating joined straight lines and angled patterns	
Investigating eights and spirals	







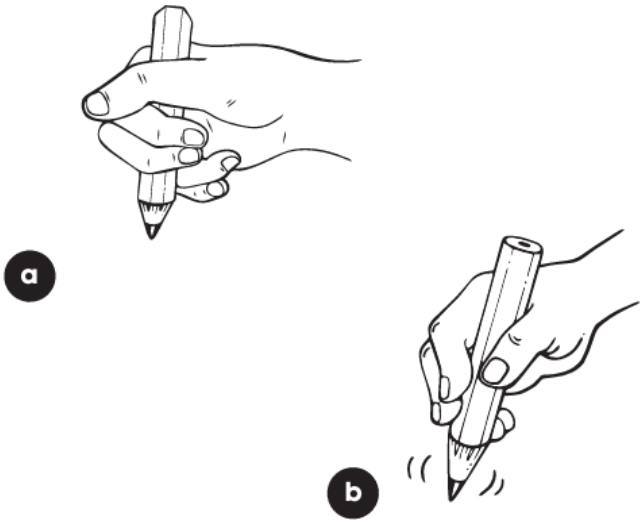
1 Whole-hand grasp: using a fisted hand.

- Around 1–2 years.
- Use of upper body muscles.
- Movement comes mainly from the shoulder with the arm moving as a unit.



2 Beginning to use the fingers: no longer using whole-hand grasp.

- Around 2–3 years.
- Use of forearm.
- Movement is still quite stiff but there may be some wrist movement.



3 Holds pencil between thumb and two fingers: no longer using whole-hand grasp.

- Around 3–4 years.
- Both of these grips are the crude beginnings of the tripod grip. The hand tends to move as a unit, with limited wrist movement.

Children at this stage need more experiences that will strengthen their muscles (cutting, working with dough etc.) to increase readiness for a precision pen hold.



4 Moving towards the tripod grip.

- Around 4–6 years.
- Holds pencil near point between first two fingers and thumb and uses it with good control.
- Finger movements and wrist now in play.
- Moving to a comfortable and efficient tripod grip: a precise three-way or tripod use of thumb, index and middle fingers.

Assessment Criteria
Expected Outcomes Gross Motor Skills Children at the expected level of development will: • Move confidently in a range of ways, including running, climbing, balancing, jumping, and using large equipment safely. • Show increasing control, coordination, and spatial awareness during both indoor and outdoor play. Fine Motor Skills Children at the expected level of development will: • Develop increasing control and coordination in their hands and fingers, using tools such as pencils, paintbrushes, scissors, and cutlery with growing confidence. • Show a preference for a dominant hand. • Use small movements to support mark-making, creative activities, and self-care tasks independently

Foundations Friday: core unit

Speed Spell: select four from spelling pattern and two red or orange words

Enter the spelling zone: use video or teacher delivery.

Rapid Recap: revisit the rule 'What's the rule'.

Dots and Dashes

Word changers

Dictation

Red or Orange words; Mnemonics, say it as it looks, word in a word, a sticky letter, Rap it.

(Mnemonics in handbook)

Or

Special Focus Sessions

Teaching Red/Orange

1.
2.
3.
4.
5.
6.
7.

Words to Log and learn: identify as a class the tricker spellings from today. additional practice at EMW- Four in a R

Dewhurst St Mary Red Words Read Write Inc

Year 1
the a do to today of said says are were was is his has I you your they be he me she we no go so by my here there where love come some one once ask friend school put push pull full house our

Year 2
after again any bath beautiful because behind both break busy child children Christmas class climb clothes could cold door even every everybody eye fast father find floor gold grass great half hold hour improve kind last many mind money most move Mr Mrs old only parents pass past path people plant poor pretty prove should steak sugar sure told water whole who wild would