

# Early Years Progression

The journey towards handwriting success.

To become competent at handwriting, the journey starts long before picking up a pencil.



## Gross Motor and Physical Skills

Skills	Steps to success	Optimum Learning Point
<p>Developing core strength</p> <p>'A child's ability to maintain their position and move from the centre of their body outwards.'</p> <p>Developing Co-ordination</p> <p>'the brain's ability to control movement of different body parts at the same time</p>	I can sit up comfortably on a chair (For example when eating snack/lunch/carrying out an activity in the classroom)	3-4 years
	I can sit up comfortably on the floor for increasing lengths of time (for example when playing a game/completing an activity - up to 10 mins)	
	I can hop	
	I can skip	
	I can stand on one leg	
	I can hold a balance when playing a game	
	I can wave a streamer by using my whole arm and shoulder, leading to	
	I can wave a streamer in a full circle with a straight arm and by using my shoulder	
	I can wave two streamers in a full circle with straight arms using my shoulders	
	I can go up stairs using alternative feet	
	I can climb on apparatus with increasing speed, control and confidence	
	I can swing on bars with my feet off the ground with support, <b>leading to</b>	
	I can swing on bars with my feet off the ground with independence	
	I can ride a tricycle or scooter with a good level of control, using my feet/hands and core strength to alter my speed/direction	
	I can roll in a variety of ways. For example stretched and tucked body rolls. Some children may be able to perform a forward roll	
	I can crawl with confidence	
I can walk and run with confidence, changing speed and direction safely		
I can perform a two footed jump		

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	I can hop confidently	
	I can skip confidently	
	I can climb freely and confidently	
	I can start to link 2 or three movements together with some fluency. For example, run and then jump while using PE apparatus.	
	I can use my spatial awareness to safely use the space and the apparatus around me	
	I can use my core strength and co-ordination to hold a variety of balances on different points of my body for a short duration (up to 5 seconds)	
	I can throw a ball or a bean bag, underarm, with some control over aim and direction	
	I can begin to develop hand eye co-ordination to catch a ball or beanbag.	
	I can kick and pass a ball with some control over aim and direction.	
	I can begin to develop the co-ordination to strike a ball/beanbag with a bat/racket	
<b><u>End of Reception Checkpoint:</u></b>		
<b>I can negotiate space and obstacles safely with consideration for themselves and others.</b>		
<b>I can demonstrate strength, balance and co-ordination when playing.</b>		
<b>I can move energetically by running, jumping, dancing, hopping, skipping and climbing.</b>		

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## Fine Motor Skills

Skill	Steps to success	Optimum Learning Point
Working with one handed tools and fine manipulation including pencils, pens, scissors and paint brushes	Shows a preference for a dominant hand	3-4 years
	Picks up and arranges a variety of loose parts with some control	
	Builds a tower of around nine small blocks.	
	Uses large paint brushes to make purposeful marks, leading to	
	Uses small paint brushes to add details to pictures.	
	Makes snips in paper with scissors, leading to...	
	Cuts across a piece of paper, leading to...	
	Starts to cut along a straight line.	
	Beginning to use a comfortable pencil grip (not a fist hold) leading to...	
	When prompted, can independently adopt a tripod grip	
	Uses a hammer or mallet to hit large targets such as tent pegs or boundary flags.	
	Turns single pages of a book.	4-5 years
	Uses a paint brush with one hand and can create detail	
	Uses scissors effectively with one hand	
	Developing the consistent use of a tripod grip, leading to...	
	Consistently using a comfortable and effective tripod grip for all mark making tools	
	Manipulates and arranges a range of loose parts with precision and control	
Uses a hammer to hit small targets such as nails into wood.		

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### **End of Reception Checkpoint:**

- Can use a pencil effectively (tripod grip) in preparation for fluent writing
- Can use paint brushes, crayons, pens and scissors with control

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Skill	Steps to success	Optimum Learning Point
Mark making	Beginning to use dominant hand.	Apple 3-4 years
	Draws a circle shape freehand.	
	Copies a cross (+)	
	Draws a person with 2-4 body parts, leading to...	
	Can draw a person with at least six body parts.	
	Starts to draw a range of pictures with some recognisable elements	
	Begins to form some letters - particularly those within own name	
	Draws circles by using clockwise and anti-clockwise movements.	Pear and Plum 4-5 years
	Draws a cross (+) freehand.	
	Copies a square	
	Begins to draw diagonal lines like a triangle, leading to...	
	Draws some simple shapes and patterns free hand	
	Starts to colour inside the lines of a picture.	
	Draws pictures that are recognisable.	
	Can draw closed shapes with continuous lines and use these to represent objects.	
	Beginning to draw with increasing complexity and adding details to pictures.	
	Can draw with increased control with accuracy and care.	
	Begins to form lower case letters correctly, leading to...	
	Starts to learn to print some capital letters, leading to...	
	Writes own name accurately	
Forms lower case letters with accuracy when writing simple words and phrases		
Writes numbers 1-10.		

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## End of Reception check point:

- Draws with accuracy and care
- Forms upper and lower case letters with accuracy

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Skill	Steps to success	Optimum Learning Point
Managing own needs	Eats without assistance.	<b>Apple 3-4 years</b>
	Uses fingers to unfasten buttons.	
	Pulls up a zip after an adult has started it, leading to...	
	Pulls up own zip	
	Uses a fork to pick up food and eat it.	
	Begins to use a knife to cut up food	
	Uses fingers to fasten buttons on clothes.	<b>Pear and Plum 4-5 years</b>
	Fastens a zip independently.	
	Uses a knife and fork together to cut up and eat food.	
	Puts on most items of clothing by themselves	
<b>End of Reception Check point:</b> <ul style="list-style-type: none"> <li>• Can fasten a zip with independence</li> <li>• Can fasten buttons with independence</li> </ul>		