

'Let your light shine!'

Make your light shine, so others will see the good you do and will praise your Father in heaven. Matt 5 v 16



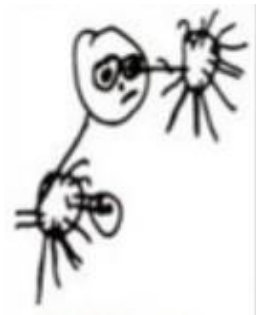

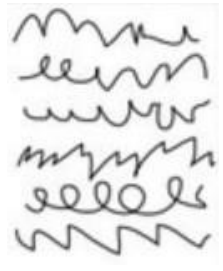



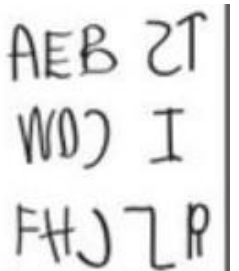
	Writing:					
	Composition / Writing		Spelling		Handwriting / letter formation	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Nursery: 3 and 4 years old</p> <p>Minimum expectations</p>	<p>Marks are the result of gross Motor MoveMents</p> <p>Random marks going in many directions</p> <p>Enjoy drawing freely.</p> <p>May make marks on pictures and paper</p>	<p>Beginning to form lines / shapes that represent their name</p> <p>May begin to use a grip that they find comfortable when holding pens and pencils.</p> <p>Beginning to improve their control when using mark making tolls both in/outdoors</p> <p>Drawings / paintings using lines and shapes</p> <p>Beginning to recognise what the child is drawing</p> <p>Use gross motor skills to wave flags, streamers, paint and make marks - using large muscle movements</p>			<p>Writes some or all their name using a name card or from memory</p> <p>Writing a variety of lines and beginning to write using circular patterns</p> <p>Repeated marks on page</p> <p>Shows preference for dominant hand</p>	<p>Begins transition towards tripod grip</p> <p>Child is beginning to use some print and letter knowledge (mainly from their name) in their early writing</p> <p>Writes all their name using a letter card or from memory</p> <p>May begin to write other letters accurately</p>
<p>Minimum Expectation</p>						

						<p>Objects in drawings are recognisable and contain details</p> <p>Show different emotions in their drawings and paintings e.g.: being happy or sad</p>
Nursery Squiggle and Wiggle	Up and down movement	upwards / downwards lines	side to side lines	Wavey lines	zig zag lines	arches
<p>Reception</p> <p>4 and 5 years</p> <p>Minimum Expectation</p>	<p>Composition:</p> <p>Use talk to link ideas, clarify thinking and feelings.</p> <p>Write their name either independently or copy from a name card</p> <p>May begin to write some initial sounds such as 'm' for mummy.</p>	<p>Composition:</p> <p>Segmenting VC and CVC words and attempting to write them using phonics sounds that have been taught.</p> <p>May begin to write short phrases with support.</p> <p>Know there is a sound/symbol relationship.</p> <p>Write letters and strings sometimes representing simple words.</p>	<p>Composition:</p> <p>Can orally compose a caption and hold it in memory before attempting to write it (with support) using level 2 graphemes.</p>	<p>Composition:</p> <p>Writing short captions independently.</p> <p>May begin to write a simple sentence with support.</p>	<p>Composition:</p> <p>Developing the ability to write captions and short sentences independently.</p> <p>Can read writing back to themselves.</p>	<p>Composition:</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Write different text forms for different purposes (e.g., lists, instructions, simple stories.</p> <p>They can read their own sentences and so can teachers.</p>
Reception Squiggle Wiggle	Arches, circles and spirals	Spirals and figure of 8 (vertical and horizontal).	Squares, diagonal lines, triangles.	Squiggle Wiggle used as an intervention.		

	<p>Spelling: Orally segment sounds in simple words eg: c-a-t Can say the initial sounds in most words</p> <p>Handwriting: Draws lines and circles. Can write some recognisable letters from their name</p>	<p>Spelling: Can spell to write VC and begin to write CVC words independently Writes own name Can identify known letters to match initial sounds (phase 2) Can begin to write labels or words on drawing club Can begin to write some VC and CVC words</p> <p>Handwriting: Form letters from their name correctly, focus on modelling a comfortable pencil grip. Beginning to form other recognisable letters from phase 2 phonics.</p>	<p>Handwriting: Shows a dominant hand Writes from left to right and top to bottom forming recognisable letters. Focus on modelling using the tripod finger grasp when writing using mark making tools and pencils for writing. When writing words begin to learn to control letter size. Give reminders about correct postures.</p>	<p>Spelling: Spell to write words independently using phase 2 and some taught phase 3 digraphs. Spell some tricky and High frequency words independently.</p> <p>Handwriting: Holds a pencil effectively to form recognisable letters (all lowercase letters). Is starting to use some capital letters (uppercase) when writing. Know how to form clear ascenders and descenders. Focus on developing a comfortable way of writing – tripod pencil grip, position on paper, writing from left</p>	<p>Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing unknown words. Spell some tricky and High frequency words independently.</p> <p>Handwriting: Form lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated.</p>	<p>Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex, unknown words. Continue to spell some tricky and High frequency words independently.</p> <p>Handwriting: Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.</p>
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Writing Stages

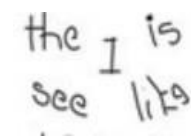

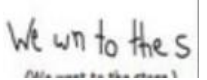
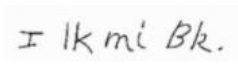
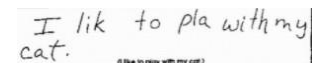
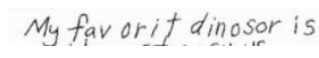
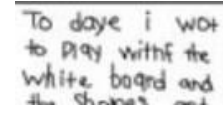
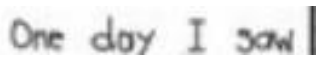
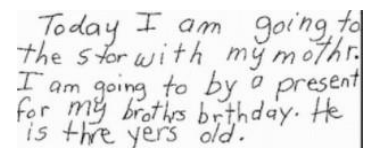
Pre Phonemic Stage

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 common exception words 	All syllables represented 	Inventive spelling 	Multiple related sentences with many words spelled correctly  
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Awareness of print copied from the environment	Beginning and ending letters are used to represent words.	Medial sound may be written Vowels begin to appear.		Whole sentence writing develops.
Images / research from Heidi Butkus				

Even when a child has good fine motor skills and well-developed grasp patterns, holding a pencil is a new and complex task.

You may need to check the child's grip on the pencil while they are colouring or drawing.

The pictures below show the developmental stages that a child may go through when learning to hold a pen.

Fine Motor Skills	When children start in Reception, they will be at different pencil grip development stages, this is what we would normally expect:				
Pencil Grip	<ul style="list-style-type: none"> Some children will be at Stage 1. Most will be at Stage 2 with some moving to Stage 3 but not confident in its use. A few will have reached and be comfortable at Stage 3. By the end of Foundation Stage, the children will still be at different pencil grip development stages, this is what we would normally expect: <ul style="list-style-type: none"> Some will be at Stage 3. Most will be at Stage 4 with some moving to Stage 5, but not confident in its use. A few at Stage 5. 				
	<u>Stage 1 (Palmer)</u> Holds the crayon/pencil in fist (whole hand) Uses whole arm movements from the shoulder to mark-make May prefer to work on a vertical surface Can create light scribbles	<u>Stage 2 (Digital)</u> Holds a crayon/pencil with the palm of the hand facing down towards the paper The crayon/pencil is held by all the fingers and the thumb The movement comes from the shoulder and elbow Horizontal lines, vertical lines and circular lines are able to be copied	<u>Stage 3 (4 finger grip)</u> Holds the crayon/pencil between the thumb and four fingers Can keep crayon/pencil in a nearly vertical, upright position Movement comes from the elbow and wrist Zigzag lines, crossed lines and simple humans can be drawn	<u>Stage 4 (Tripod grip)</u> Holding the pencil in nearly the correct position Movement comes from the wrist and large finger movements Triangles, circles and squares can be copied with this grip Writing is fluent and letters are mostly correctly formed	<u>Stage 5 (Dynamic tripod grip)</u> Holds the pencil between the thumb and index finger with pencil supported on the middle finger The ring and little fingers are bent and rest comfortably on the table Movement comes from the fingers Writing is fluent and letters are correctly formed

TYPICAL PENCIL GRASP DEVELOPMENT FOR HANDWRITING

10 Months Pincer Grasp	12-15 Months Palmar Supinate Grasp	2-3 Years Digital Pronate Grasp	3-4 Years Quadrupod Grasp
			
			
	3-4 Years Static Tripod Grasp		5-6 Years Dynamic Tripod Grasp

