

During the beginning of the Autumn Term we have a big focus on activities that promote fine motor and hand strength development. Every child's development is different and they will progress at different rates across the year. These sorts of activities are used as both direct 'adult led' tasks as well as independent activities for the children's access when they choose to.

### Previous Learning and Activities

(See the Autumn Knowledge Organiser for further information)

### Mark Making and Pre Writing

Mark making and pre writing skills are the fundamental skills children need to develop before they are able to write.

- Chalks outside on the ground – tracing along lines, within pre-drawn spaces.
- Painting patterns and lines.
- Using fingers or natural objects like sticks to make patterns in sand, flour, glitter trays etc.
- Tracing along lines.
- Using felt tips / wax crayons to begin to colour in pictures.

### Finger strength

Finger and hand strength is important if children are to eventually develop a fluid handwriting style. Activities include –

- Playing with playdough, manipulating the dough into different shapes.
- Stretching elastic bands over a tin can.

### Fine Motor Skills

The ability to control your fine motor skills enables you to produce small exact movements such as forming letters when writing. Activities include –

- Threading and lacing. Threading beads onto a lace.
- Fastening and unfastening buttons on clothing or activity mats.
- Putting nuts and bolts together and tightening and loosening them.

### Name Writing

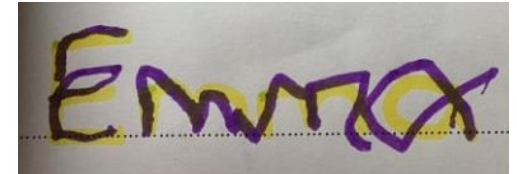
Children usually begin by tracing the letters in their name, first with their finger over the top:

- Encourage children to mark make over the top.
- Encourage them to trace over the top of the letters, pre-written in colour or maybe dots.

### Name Writing

During the Summer Term the children are taught to begin to copy write their names. Every child's development is different and as their fine motor skills progress children will become more confident using a pencil to practise forming the letters in their name.

We encourage them to trace over the top of the letters, pre-written in colour or maybe dots:



Next, we encourage children to copy their names underneath:



Finally, we encourage them to write and paint their names. Children are taught how to form the letters correctly by learning where to start each letter and how to move their pencil to form each letter:



We use lower case letters.

### Writing.

We introduce drawing patterns and pictures on the small individual whiteboards.



When children become confident making smaller, more controlled marks and writing their names, we begin tracing and copying our everyday words.

Our 12 everyday words:

- I, mum, dad, my, see, a, the, it, is, to, go, no
- Using fingers or natural objects like sticks to copy the words or writing on whiteboards.



### Finger Strength

As children develop more strength and control, they are able to do more complex tasks.

Activities that help to build childrens finger strength include –

- Making more detailed models with playdough, using tools to cut.



- Using scissors safely and independently.



### Fine Motor Skills

As a child's ability to control their fine motor skills develops, they are able to reduce the size of the toys they are manipulating.

Activities to support the development of fine motor control include –

- Threading and lacing. Threading beads onto a lace.



- Fastening and unfastening buttons on clothing and doing own zips.



### Pencil Grip.

Every child's development is different and the time they take to develop the skills to hold a pencil in the 'tripod grip' will be different to their peers. There are 5 developmental stages that children usually go through before they can successfully use a tripod grip.

- **Stage 1** – Palmer-supinate grasp. Holding the pencil in the fist / whole hand.
- **Stage 2** – Palmar or digital pronate grasp. Hold the pencil with the palm of the hand facing down towards the table.
- **Stage 3** – Four finger and thumb grip. Holding the pencil between the thumb and four fingers with the pencil in a nearly vertical upright position.
- **Stage 4** – Static tripod grip. Holding the pencil in almost the correct position.
- **Stage 5** – Mature / dynamic tripod grip. Holding the pencil between thumb and index finger with the pencil supported on the middle finger.

