Handwriting in EYFS at Sheriffhales Primary school and Preschool

EYFS Handwriting EYFS Requirements (Development Matters)

• Develop their fine 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. (PD)

• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. (PD)

• Develop the foundations of a handwriting style which is fast, accurate and efficient. (PD)

• Form lower case and capital letters correctly. (LIT) ELGs:

• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. (PD)

• Write recognisable letters, most of which are correctly formed. (LIT)

Gross motor skills development

Gross motor skills development feeds directly into fine motor skill development, children must develop these skills as fundamentals for handwriting success:

- **Large muscle development creates the foundation** for precise hand control, making gross motor skills necessary before introducing fine motor toys
- **Core strength and balance directly impact handwriting success** and other academic tasks requiring finger precision
- **Specific gross motor activities** like climbing and cross-body movements prepare the entire body for successful fine motor control
- **Strategic transition activities** combine movement with hand tasks to build both skill sets simultaneously

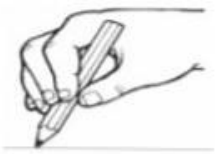
At Sheriffhales we build children's gross motor skills through a range of physical activities such as outdoor learning, PE, large scale mark making and using a large range of tools.

Handwriting position Posture:

Children are taught the importance of sitting upright and correctly on their chair, with their feet on the floor, their chair tucked in and their bottom at the back of the seat.

The development of a tripod grasp

There are developmental stages that a child may go through when learning to hold a pencil. In EYFS, we remind children to use the appropriate grasp when writing. Triangular pencils are used in EYFS to support this.

			
1-1½ years Palmar Supinate Grasp	2-3 years Digital Pronate Grasp	3½-4 years Static Tripod Grasp	4½-6 years Dynamic Tripod Grasp

Children are given daily opportunities to develop their pencil grip throughout continuous provision and focus activities.

Progression of Handwriting skills in Preschool

Autumn	Spring	Summer
Gross motor skills development. Children are taught the correct posture for writing. ➢Children are provided with regular opportunities for mark making and fine motor control. Children are taught the tripod grasp. Children use scribble club and story dough to develop their fine motor skills.	Gross motor skill development. Children are taught the correct posture for writing. ➢Children are provided with regular opportunities for mark making and fine motor control. Children are taught the tripod grasp. Children use scribble club and story dough to develop their fine motor skills.	Children are taught the correct posture for writing. Teach letter formation alongside graphemes, using Floppy phonics level 1sounds. Use whiteboards and pens to teach letter formation during phonics lessons but ensure the children follow clear routines for using them.

Progression of Handwriting skills in Reception

Autumn	Spring	Summer
Teach letter formation alongside graphemes, using Floppy phonics level 1 sounds. Use whiteboards and pens to teach letter formation during phonics	Teach letter formation alongside graphemes, using Floppy phonics level 2 sounds. Use whiteboards and pens to	Teach letter formation alongside graphemes, using Floppy phonics level 3 sounds. Use whiteboards and pens to teach letter

lessons but ensure the children follow clear routines for using them. ➢ Provide additional practice of letter formation in handwriting lessons outside of the phonics lessons. For this, children should be sitting comfortably at desks. Use the lesson to focus on correct pencil grip, letter formation and orientation, and correct posture. This follows letter join starting with patterns in Autumn. . ➢ Teach the formation of capital letters and corresponding lower-case letters.	teach letter formation during phonics lessons but ensure the children follow clear routines for using them. ➢ Provide additional practice of letter formation in handwriting lessons outside of the phonics lessons. For this, children should be sitting comfortably at desks. Use the lesson to focus on correct pencil grip, letter formation and orientation, and correct posture. This follows letter join with 'easy letters' in Spring. . ➢ Teach the formation of capital letters and corresponding lower-case letters.	formation during phonics lessons but ensure the children follow clear routines for using them. ➢ Provide additional practice of letter formation in handwriting lessons outside of the phonics lessons. For this, children should be sitting comfortably at desks. Use the lesson to focus on correct pencil grip, letter formation and orientation, and correct posture. This follows letter join with 'harder letters' in Summer. . ➢ Teach the formation of capital letters and corresponding lower-case letters.

Daily name writing, fine motor activities such as dough disco, mark making opportunities in all areas of continuous provision using writing bags (indoors and out)