

Literacy for ALL in our Playrooms



Gross and Fine Motor Development
2024 - 2025



House Keeping

- Restrooms
- Fire Safety
- Tea/Coffee

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Session 2 - Revisit



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Have a go...

1. plan for and use a text with children to encourage the Three Sharings. Think carefully about the questions and record some responses to bring back to next session.
2. Have a go at leading a story acting session.

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Aims

- To provide an introduction to mark making and emergent writing and the links to gross and fine motor skills.
- To explore the stages of gross and fine motor skills.
- To consider learning environments which enable the development of gross and fine motor skills.

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Motor Development and Mark Making



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Motor Development and Mark Making



“**Understanding the link between gross and fine motor skill development is crucial** for practitioners. Children are **better equipped** to make **fine motor movements** if they also have adequate **opportunity to develop** their **gross motor skills. Both are linked.** In the development of writing, children need to not only be provided with a wide range of mark-making opportunities when they are small, but also be able to explore other experiences such as manipulating clay or using peg boards, completing jigsaws or sewing to fully develop the small muscles in their hands.”

*Realising the Ambition p70
6.4 Playful Literacy*

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Discussion

When do the skills for writing and mark making develop?



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When do the skills for mark making and writing begin to develop?

- The foundations for becoming a confident writer begin at birth
- Writing begins long before a child can hold or control pencils or pens.
- All children will need to develop their **muscles for writing**
- Development of these muscles can be influenced by many factors e.g a child's sex, opportunities for experience, motivation, interest





Growth and Development of Muscular Control

- Control of our muscles develop in a 'typical' order.
- They develop slowly and build upon each other
- Develop from the inside out and top to bottom.



Doing Tummy Time while lifting head



Sitting up



Pulling up to stand



Walking



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Fine Motor Skills

These are the last to be developed and refined...

- Developing control of hands and fingers is a difficult task for **most** children and very difficult for **some**.
- Boys are less attracted to activities involving the use of fine motor skills and may prefer more physical activities, using the strength and gross motor skills they have already mastered.



Playing with
small toys



Typing on a
keyboard



Handling fine
objects, like sand



Writing

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Fine Motor Skills

Factors affecting motor skills development

Missed or incomplete stages of muscular development

The environment

Gender

Engagement in risky play

Developmental delays

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Discussion

What are you currently doing in your setting to promote both fine and gross motor development indoors and out?



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Motor Skills



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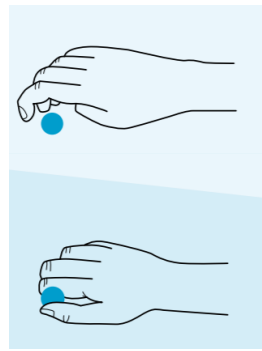


Gross to Fine motor Skills

1. Shoulder Pivot – Grip
2. Elbow Pivot
3. Wrist Pivot
4. Static Tripod Grasp
5. Dynamic Tripod Grasp



Stage 1 Shoulder Pivot – Grip



- Wrist fairly stiff, straight elbow, motion comes mainly from shoulder/upper body/back.
- At this stage children will often make long, straight or large circular movements
- *Children will need **large spaces** to be able to mark make.*
- *Still developing sense of **proprioception and balance.***
- *Encourage **reaching, stretching and full use of shoulder joint.***



Motor Skills

Stage 1 Activities to support



Climbing



Swinging



Circular movements

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Motor Skills

Stage 1 Activities to support



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Stage 2 Elbow Pivot (palmer grasp)

- Elbow now doing most of the work. Shoulder more of a support
- Two stages within:
 - Emergent stage: elbow bends to give movement but main power still from shoulder
 - Advanced Elbow Pivot: using muscles in upper and lower arm to swing arm away from body in circular motion. Wrist stays quite stiff.
- *Children will still need **large spaces** to move their arms up and down and side to side.*
- *Encourage movement from the **elbow**, whilst still consolidating shoulder pivot.*



Motor Skills

Stage 2 Activities to support



Stirring



Shaking



Hammering

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Motor Skills

Stage 2 Activities to support



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Stage 3 Wrist Pivot (digital pronate)



- Grasp with palm facing down and using finger to grasp
- Holding with finger
- Wrist straight
- Often elbow tucked into body
- Minimal shoulder movement and forearm moving as a unit
- *Children will need **less space** and movements will generally become **smaller** and **more controlled**.*
- *Reduce the scale of activities in order to help this development.*
- *Encourage use the **whole range of wrist movements**.*



Motor Skills

Stage 3 Activities to support



Rolling



Screwing



Twisting

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Motor Skills

Stage 3 Activities to support



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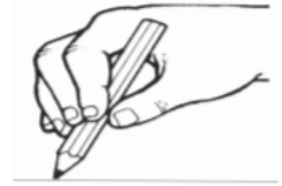
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Stage 4 Static Tripod Grasp



- Using three fingers – thumb, index and middle
- Tools held like a dart
- Movement mainly from the wrist and more refined
- Some finger movement as hand strength improves
- Using other hand to maintain balance

This can take longer to develop. Children should be given activities which develop the following:

- **PINCER GRIP**
- **PALM ARCHES**
- **IN-HAND MANIPULATION**
- **THUMB OPPOSITION**
- **FINGER ISOLATION**
- **KNUCKLE and FINGER JOINTS**
- **BILATERAL CO-ORDINATION**
- **CROSSING THE MIDLINE**
- **HAND-EYE CO-ORDINATION**



Motor Skills

Stage 4 Activities to support



Squeezing



Threading



Pinching

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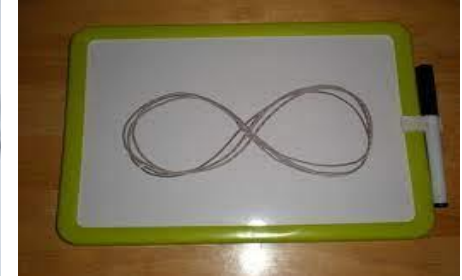
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Motor Skills

Stage 4 Activities to support



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Stage 5 Dynamic Tripod Grasp



- Using thumb, first and middle finger to hold tools
- Other fingers arched to aid grip
- Fingers beginning to move independently
- More fluid movement



Motor Skills

Stage 5 Activities to support



Thumb
opposition

Finger
isolation



Stretch
Resistance

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Motor Skills

Stage 5 Activities to support



Early Years Emily Dough Gym

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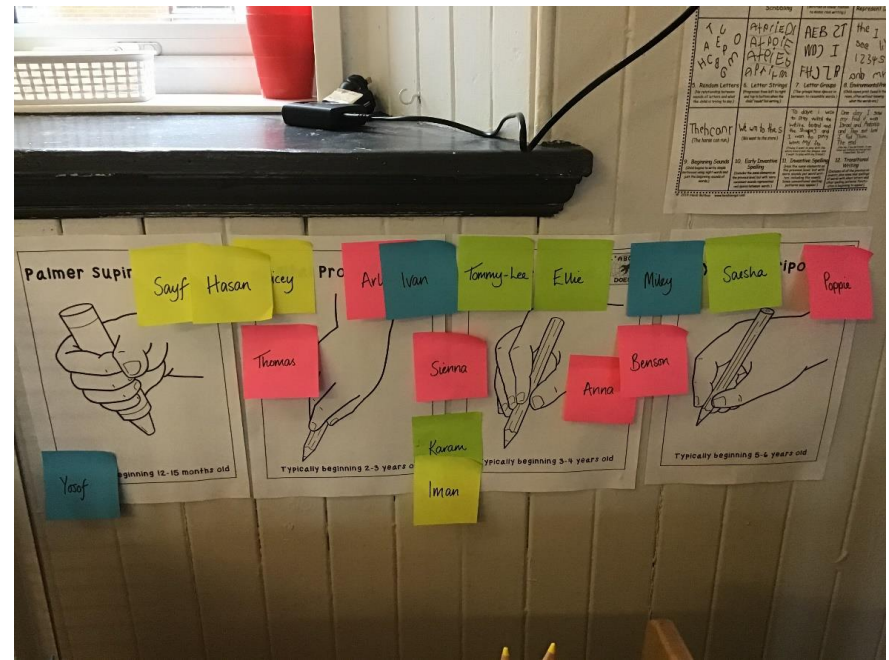
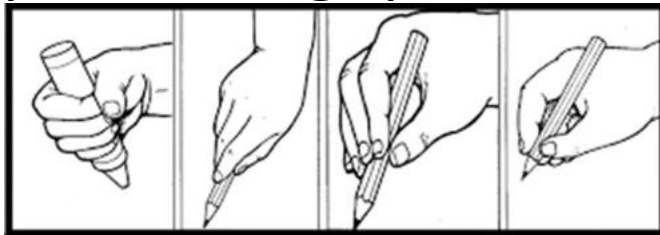
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It's all about the pivot...

- Where a child 'pivots' from will help to inform where they are in their physical mark making development.
- There is a link between pivot and grip.



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Other aspects to consider

- **Bilateral Integration:** ability to use both side of the body simultaneously and together
- **Shoulder and Girdle Stability:** core body strength





Task






- Using the mapping template consider how you could plan to promote opportunities for 5 stages of gross and fine motor skills within a chosen area of your indoor/outdoor provision.
- Consider provocations, experiences, resources and use of space.



Early Level Tracker 1

<p>Enjoyment & Choice LIT 0-1a LIT 0-11a LIT 0-20a</p>	<p>Have opportunities to write, inspired by what they have listened to, watched or read</p>	<p>Explore a variety of writing materials for purposeful mark making</p>	<p>Develop mark making in different contexts and share what they have created</p>	<p>Begin to explore creating texts in meaningful contexts through play based and outdoor learning</p>	<p>Begin to explore imitating writing letters and words and use the print in their environment as a stimulus</p>	<p>Begin to develop pride and confidence in writing own name</p>	
<p>Tools for Writing ENG 0-12a LIT 0-13a LIT 0-21a/b</p>	<p>Begin to be aware that words and writing go in a left to right direction</p>	<p>Begin to be aware that words are made up of letters</p>	<p>Use a variety of tools to mark make e.g. sticks and fingers in the sand</p>	<p>Begin to explore writing letters</p>	<p>With adult scaffolding participate in collaborative writing activities</p>	<p>Develop gross and fine motor skills and pencil control</p>	<p>Use own drawings to retell a story and show their knowledge of a text</p>
<p>Organising and Using Information LIT 0-26a</p>	<p>With support, plan by thinking about, verbalising, acting out and/or drawing what they want to write about</p>	<p>Convey ideas through play to show understanding of real life purposes for writing e.g. shopping lists</p>	<p>Begin to share feelings and opinions on stories and illustrations</p>	<p>Begin to use signs and labels from the environment in own texts and drawings</p>	<p>Contribute to a collaborative piece of writing</p>		
<p>Creating Texts LIT 0-9a ENG 0-31a</p>	<p>Begin to invent own stories and characters and share these ideas with others through mark making and talk</p>	<p>Begin to describe characters and explain likes and dislikes using appropriate vocabulary</p>	<p>Begin to describe settings and explain likes and dislikes using appropriate vocabulary</p>	<p>Begin to retell and adapt familiar stories using a combination of drawing and mark making</p>	<p>Be able to give meaning to own drawings and mark making</p>		

Emergent Writing Skills

<p>I can hold a pencil using a palmer grasp to mark make.</p> 	<p>I can make marks using a wide range of materials.</p>	<p>I can hold a pencil using a digital pronate grasp to mark make.</p> 	<p>I can manipulate and use small tools.</p>	<p>I can use small tools with control and accuracy.</p>	<p>I can hold a pencil with a tripod grasp to mark make.</p> 	<p>I can make marks with control.</p>
<p>I can make marks during play.</p>	<p>I can 'write' during play and explain what my 'writing' means</p>	<p>I can 'write' for a range of different purposes i.e. to label, create stories, write letters/cards</p>	<p>I can create my own drawings and talk about them.</p>	<p>I can ask an adult to scribe my thoughts and feelings when I draw and create my own stories.</p>		

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Deconstructed Role Play



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Deconstructed Role Play

What? - Deconstructed role play allows children to fully engage in the experiences **without** any **limitations** on their **imagination**. It creates a **language rich learning space** where children can **interact** with one another **sharing ideas** and **developing** their **own play scenarios**.

Children can make sense of the world around them by exploring and investigating things that are current, relevant and interest them

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Deconstructed Role Play

Why? –Open- ended resources will give more potential for the development of imagination with adult support

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Deconstructed Role Play

How? – You are going to fill your identified space with...

- *Cardboard boxes*
- *Crates*
- *Large sheets*
- *Bread trays*
- *Fabrics*

...the list is endless

BUT...



Let's not throw the baby out with the bath water.

You may still have a house corner!

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What will I need?

- Cardboard boxes of differing sizes
- Cable reels
- Selection of fabric
- String
- Tubes
- Crocodile clips
- Large scale junk modelling
- Masking tape
- Portable mark making kit
- Large sheets



Enhancements

What you need

- Basket or box
- Resources that are themed around a specific interest e.g. doctor, builder or vet
- Books to support and enhance the theme
- Mark making materials

What to do

1. Identify themes that you wish to cover in your role-play.
2. Identify key areas of interest for children that they have expressed through their play.
3. Create an enhancement basket of resources to support these themes.
4. Take the enhancement baskets into your deconstructed role-play area to support children's learning.



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Deconstructed Role Play



Mark Making

Providing backing paper with a variety of tools allows the children to create drawings which are related to their play scenario

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Tasks

- Use the writing environment tool to audit your spaces for writing.
- Identify opportunities for early mark making in your establishment: Bring some examples of interesting mark making tools.



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<https://blogs.glowscotland.org.uk/gc/gccleadersofearlylearning/>

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