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| 2 Year Olds | | | Nursery | | | Reception | | |
| Autumn | Spring | Summer | Autumn | Spring | Summer | Autumn | Spring | Summer |
| To join in with short dough gym sessions to develop fine motor control  To make marks on table tops to support core strength.  Show an interest in mark marking- fingers, large apparatus, tools.  Hold a tool with a fist palmer grip. | Distinguishes between the different marks they make.  Use tweezers to pick up a small object.  To develop hand-eye co-ordination through scooping/pouring and filling activities. | Imitate during simple shapes such as circles and lines.  Make marks on a picture to stand for their name.  Enjoy drawing freely using a range of tools.  Notice some print such as familiar logo.  Children to use a digital pronate grip.  Use lacing cards to develop fine motor skills. | Notice and talk about print in their environment such as their name, well known logos and labels with photographs such as on those on resources.  Add some marks to their drawing which they give meaning to e.g. that says mummy.  Explore mark making on a large scale both indoors and outdoors, developing control over one handed tools. | Begin to know that sounds in words are represented by a letter.    Show interest in letters and sounds during phonic games.    Make marks on their pictures which stand for their name.  Use a pencil with increasing control to draw lines and circles.  Begin to form some letters in their name.  Be able to follow and copy patterns to support letter formation. | Children to use a tripod grip when using a pencil with increasing control.  Recognise and identify some letters of the alphabet in the environment and in stories, non-fiction texts etc.  Children to be able to write their name and some letters accurately.  Use some of their print and letter knowledge in their early writing e.g. writing a shopping list that starts at the stop of the page and write ‘M’ for mummy.  To be able to break down a sentence into words and keep it in their head, asking an adult to record their ideas and beginning to read their own sentence back. | To be able to break down a sentence into words and keep it in their head.  Use some of their print and letter knowledge in their early writing e.g. writing a shopping list that starts at the stop of the page and write ‘M’ for mummy.  Children to be able to write their name and some letter accurately.  Hear, say and write the sounds in words based on their phonic knowledge.  Write phase 2 common exception words and read them back. | Begin to use capital letters and full stops with adult support.  Begin to write simple captions and sentences that they can read back.  Write phase 3 common exception words and read them back.  Children to begin to write independently during child initiated play. | Sit with the correct posture  at a table for some time.  Write for different purposes.  Use 3 finger, tripod grip to hold writing tools.  Write phase 4 common exception words and read them back.  Form letters correctly in a pre cursive style.  Write simple sentences that can be read by others.  Spell words by identifying sounds in them and representing the sounds with a letter or letters. |