

In Early Learning and Childcare (ELC) settings practitioners support children's **movement** and **coordination** skills through providing developmentally appropriate play experiences both indoors and outdoors. ELC settings promote children's gross and fine motor movements, their scissor skills and their opportunities to make marks.



[CLICK HERE](#)
[Fine Motor](#)
[Handout](#)

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[Scissor Skills](#)
[Handout](#)



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[Pre-Writing Skills](#)
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[Messy Play](#)
[Handout](#)

In the early stages of primary school it is recommended that all children continue to have regular opportunities to develop their fine and gross motor skills through play based experiences. These could be developed during soft start and through small group/ whole class adult guided activities. **The Pre-Handwriting Continuum** can be used to support ongoing observation.



Before children are explicitly taught how to form the letters of the alphabet, it is recommended that they develop the pencil control concepts which underpin handwriting. Teachers in early primary can assess children's pencil control skills using the pencil control screen and plan for pencil control development using the ideas from the **Pencil Control Concepts Toolkit**.



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[Pencil Control](#)
[Screen](#)

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[Screen – Picture](#)
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[CLICK HERE](#)
[Pencil Control Concepts Toolkit](#)
Shape Formation; Shape Manipulation; Directionality;
Fluidity of Movement; Fine Motor Skills;
Pressure Control; Pencil Grip

Once children are secure in the pencil control concepts which underpin the explicit teaching of handwriting, the **Teaching Letter Formation Guidance** and the **Grapheme Guidance** can be used to support teachers in planning for cognitive handwriting instruction. Schools can use this alongside their handwriting programmes.



[CLICK HERE](#)
[Grapheme Guidance](#)



[CLICK HERE](#)
[Teaching Letter Formation Guidance](#)