**Progression in Fine Motor Skills - EYFS**

| **Age** | **Development** | **Possible implications if milestones not achieved** |
| --- | --- | --- |
| **0 - 6 Months** | * Reflexive grasp (at birth)
* Global ineffective reach for objects (3 months)
* Voluntary grasp (3 months)
* 2 handed palmar grasp (3 months)
* 1 handed palmar grasp (5 months)
* Controlled reach (6 months)
 | * Poor muscle development
* Delayed ability to play independently
* Delayed sensory development due to delayed interaction with toys and other sensory objects
 |
| **6 - 12 Months** | * Reaches, grasps, puts object in mouth
* Controlled release of objects
* Pincer grasp
* Picks things up with pincer grasp (thumb and one finger)
* Transfers object from one hand to the other
* Drops and picks up toy
 | * Poor muscle development
* Delayed ability to play independently
* Delayed sensory development due to delayed interaction with toys and other sensory objects
 |
| **1 - 2 Yrs** | * Builds tower of three small blocks
* Puts four rings on stick
* Places five pegs in pegboard
* Turns pages two or three at a time
* Scribbles
* Turns knobs
* Paints with whole arm movement, shifts hands, makes strokes
* Self-feeds with minimal assistance
* Able to use signing to communicate
* Brings spoon to mouth
* Holds and drinks from cup independently
 | * Poor development of hand and finger strength
* Delayed independent play skills
* Delayed development of self-care skills such as eating
* Delayed manipulation skills
 |
| **2 - 3 Yrs** | * Strings four large beads
* Turns single pages
* Snips with scissors
* Holds crayon with thumb and fingers (not fist)
* Uses one hand consistently in most activities
* Imitates circular, vertical, horizontal strokes
* Paints with some wrist action, makes dots, lines, circular strokes
* Rolls, pounds, squeezes, and pulls play dough
* Eats without assistance
 | * Delayed self-care skills such as eating
* Delayed pre-writing skills development
* Delayed manipulation of small objects such as toys, pencils and scissors
* Frustration when manipulating small toys and objects
 |
| **3 - 4 Yrs** | * Builds tower of nine small blocks
* Copies circle
* Imitates cross
* Manipulates clay material (rolls balls, makes snakes, cookies)
* Uses non-dominant hand to assist and stabilize the use of objects
* Snips paper using scissors
 | * Delayed pre-writing skills development
* Frustration and/or avoidance of pencil based tasks
* Poor pencil grasp and pencil control
* Poor self-care skills such as eating
* Delayed drawing skills
 |
| **4 - 5 Yrs** | * Cuts on line continuously
* Copies cross
* Copies square
* Writes name
* Writes numbers 1-5
* Copies letters
* Handedness well established
* Dresses and undresses independently
 | * Difficulties holding and manipulating a pencil
* Difficulties learning to write name and other letters of the alphabet Dependence on caregivers for every day activities such as dressing
* Frustration and/or avoidance of pencil-based tasks
 |
| **5 - 6 Yrs** | * Cuts out simple shapes
* Copies triangle
* Colours within lines
* Uses a 3 fingered grasp of pencil and uses fingers to generate movement
* Pastes and glues appropriately
* Can draw basic pictures
 | * Difficulties learning to form letters correctly
* Poor handwriting
* Difficulties demonstrating academic ability on paper
* Fatigue during pencil-based tasks
* Frustration and/or avoidance of pencil-based tasks
 |
| **6 - 7 Yrs** | * Forms most letters and numbers correctly
* Writes consistently on the lines
* Demonstrates controlled pencil movement
* Good endurance for writing
* Can build Lego, kinex and other blocks independently
* Tie Shoe Laces
 | * Difficulties getting ideas down on paper
* Experiencing fatigue during handwriting tasks
* Difficulty keeping up in class due to slow handwriting speed
* Poor legibility of handwriting
* May impact on self-esteem when comparing work to peers
* Possible frustration and/or behaviour difficulties due to avoidance of pencil-based tasks
 |
| **7 - 8 Yrs** | * Maintains legibility of handwriting for entirety of a story
 | * Difficulty completing handwriting tasks in a timely manner
* Experiencing fatigue during handwriting tasks
* Poor academic achievement due to difficulty getting ideas down on paper
* Difficulties due to avoidance of pencil-based tasks
 |

**Progression in Sensory Processing Skills**

| **Age** | **Skill** |
| --- | --- |
| 0-6 Months | * Tracking objects with eyes.
* Coordinating suck, swallow, breath sequence, tongue is cupped, forward rhythmical movements of the tongue, and jaw consistently moves up and down in a coordinated pattern. Sleeping for 4-10 hour intervals.
* Communicating hunger, fear or discomfort through crying.
* Reaching for nearby objects.
 |
| 6-12 Months | * Playing for 2-3 minutes with a single toy.
* Reaching for nearby objects. Tracking objects with eyes.
* Imitating gestures- Responds to facial expressions.
* Identifies self in a mirror.
* Sleeping 10-12 hours with only 1 awakening.
* Communicating hunger, fear or discomfort through crying.
* Tolerating a range of different textured foods.
* Drinking from a cup.
* Using tongue to move food around mouth.
 |
| 1-2 Years | * Distinguishing between edible and inedible objects (18 months).
* Looking in the right spot for hidden objects.
* Playing next to children.
* Sitting to look and listen to books being read.
* Engaging in imaginative play.
* Understanding common dangers of hot objects, stairs, glass.
* Imitating gestures- Responds to facial expressions.
* Enjoying/tolerating messy play.
* Tolerating a range of different textured foods.
* Drinking from a cup.
* Settling themselves to sleep at night or during the day.
* Copying sounds that you make.
* Following simple 1 step instructions.
* Solving problems with trial and error.
 |
| 2-3 Years | * Distinguishing between edible and inedible objects (18 months).
* Tolerating a range of different textured foods.
* Engaging in imaginative play.
* Paying attention for 3 minutes.
* Following simple instructions (e.g. Give ball to daddy).
* Following 2-part instructions (e.g. Go to your room and get your shoes).
* Enjoying/tolerating messy play.
* Solving problems with trial and error.
* Pointing to 5-6 parts of a doll when asked.
* Matching circles and squares.
 |
| 3-4 Years | * Counting 1-5.
* Has an awareness of a parent's approval or disapproval of their actions.
* Understanding common dangers of hot objects, stairs, glass.
* Expressing emotions.
* Settling themselves to sleep at night or during the day.
* Remembering most colours.
* Choosing weather appropriate clothes.
* Differentiating between real and pretend world.
* Taking turns.
* Playing with 2 or 3 children in a group.
* Play themes expand beyond personal experience (e.g. fireman rescuing people).
* Enjoying/tolerating messy play.
* Dressing self (only requiring assistance with laces, buttons, and other fasteners in awkward places).
* Tolerating different clothing textures, seams, tags etc.
* Feeding self without difficulty.
* Pointing to 5-6 parts of a doll when asked.
* Coping in busy/noisy environments.
 |
| 4-5 Years | * Counting 1-10.
* Settling themselves to sleep at night.
* Naming shapes.
* Developing friendships.
* Expressing emotions.
* Following rules.
* Sitting to pay attention e.g. mat time.
* Coping in noisy/busy environments.
* Choosing weather appropriate clothes.
* Dressing self independently.
* Feeding self without difficulty.
* Taking turns.
* Playing with 4 or 5 children in a group.
* Tolerating different clothing textures, seams, tags etc.
 |
| 5-6 Years | * Writing numbers and letters.
* Writing simple sentences.
* Feeding self without difficulty.
* Expressing emotions.
* Recalling events and describing them.
* Remembering a sentence to write that was just thought about or told.
* Distinguishing between left and right.
* Categorizing objects: "These are toys; these are books".
* Understanding concepts like yesterday, today, and tomorrow.
* Copying complex shapes, such as a diamond.
* Sounding out simple words like "hang", "neat", "jump" and "sank".
* Sitting at a desk, following teacher instructions, and independently doing simple in-class assignments.
* Knowing where their body is in time and space to coordinate body movements for ball skills.
* Feeding self without difficulty.
* Tolerating different clothing textures, seams, tags etc.
* Coping in busy/noisy environments. Settling independently for sleep.
 |
| 6-7 Years | * Forming numbers and letters correctly.
* Independently getting herself to sleep and sleeping through the night.
* Eating a range of food and tolerating different textures.
* Recognizing others' perspective. Recalling events and describing them.
* Expressing emotions.
* Remembering a sentence to write that was just thought about or told.
* Attending for longer periods of time.
* Sitting still (e.g. in class, at mealtimes etc.).
* Independently toileting during the day and at night.
* Coping in busy/noisy environments.
* Understanding fractions and the concept of space.
* Understanding money.
* Taking on more responsibilities e.g. chores.
* Naming months and days of week in order.
* Telling the time. Reading a book on their own.
* Feeding self without difficulty.
* Knowing where their body is in time and space to coordinate body movements for ball skills.
* Playing with 4 or 5 children in a group.
* Inhibiting the need to talk and ask questions.
 |
| 7-8 Years | * Forming numbers and letters correctly.
* Recognizing others' perspective.
* Recalling events and describing them.
* Expressing emotions.
* Remembering a sentence to write that was just thought about or told.
* Attending for longer periods of time.
* Sitting still (e.g. in class, at mealtimes etc).
* Coping in busy/noisy environments.
* Understanding fractions and the concept of space.
* Taking on more responsibilities e.g. chores.
* Understanding money.
* Telling the time.
* Naming months and days of week in order.
* Reading a book on their own.
* Knowing where their body is in time and space to coordinate body movements for ball skills.
* Inhibiting the need to talk and ask questions.
 |

**Progression in Self-Care Skills**

| **Age** | **Skill** |
| --- | --- |
| 0-6 Months | * Tracking objects with eyes.
* Coordinating suck, swallow, breath sequence, tongue is cupped, forward rhythmical movements of the tongue, and jaw consistently moves up and down in a coordinated pattern.
* Sleeping for 4-10 hour intervals.
* Communicating hunger, fear or discomfort through crying.
 |
| 6-12 Months | * Playing for 2-3 minutes with a single toy.
* Reaching for nearby objects.
* Tracking objects with eyes.
* Sleeping 10-12 hours with only 1 awakening.
* Tolerating a range of different textured foods.
* Drinking from a cup.
* Holding bottle or cup independently.
* Using tongue to move food around mouth.
* Feeding self-small crackers or other small pieces of food.
 |
| 1-2 Years | * Distinguishing between edible and inedible objects (18 months).
* Looking in the right spot for hidden objects.
* Playing next to children. Imitating adult behaviour.
* Engaging in imaginative play.
* Has an awareness of a parent's approval or disapproval of their actions.
* Understanding common dangers of hot objects, stairs, glass.
* Regularly checking in with adults/care givers. Tolerating nappy changes.
* Settling themselves to sleep at night or during the day.
* Attempting to brush teeth. Knowing where familiar items are kept.
* Removing their own socks and shoes. Cooperating with dressing by extending an arm or leg.
 |
| 2-3 Years | * Using toilet with assistance and having daytime control.
* Having an awareness of a parent's approval or disapproval of their actions.
* Understanding common dangers of hot objects, stairs, glass.
* Settling themselves to sleep at night or during the day.
* Sitting to look at a book independently.
* Unbuttoning large buttons.
* Expressing emotions.
* Tolerating a range of different textured foods.
* Engaging in imaginative play.
* Distinguishing between urination and bowel movements, names correctly
* Using a napkin to wipe face and hands.
* Feeding self-simple meals using a fork or spoon.
* Taking socks and shoes off.
* Enjoying/tolerating messy play.
* Knowing where familiar items are kept.
* Attempting to brush teeth.
 |
| 3-4 Years | * Having an awareness of a parent's approval or disapproval of their actions.
* Understanding common dangers of hot objects, stairs, glass.
* Settling themselves to sleep at night or during the day.
* Taking turns. Brushing teeth independently.
* Playing with 2 or 3 children in a group.
* Dressing and undressing self (only requiring assistance with laces, buttons, and other fasteners in awkward places).
* Knowing where familiar items are kept.
* Toileting independently.
* Using a napkin to wipe face and hands.
* Independently packing items away.
* Tolerating different clothing textures, seams, tags.
* Feeding self without difficulty.
 |
| 4-5 Years | * Using a napkin to wipe face and hands.
* Settling themselves to sleep at night.
* Independently packing items away.
* Developing friendships.
* Expressing emotions.
* Following rules.
* Knowing where familiar items are kept.
* Toileting independently.
* Choosing weather appropriate clothes.
* Dressing self independently.
* Feeding self without difficulty.
* Taking turns.
* Playing with 4 or 5 children in a group.
* Tolerating different clothing textures, seams, tags.
 |
| 5-6 Years | * Dressing independently.
* Morning routine at school (putting bag away, swapping readers, putting drink bottle in correct spot).
* Feeding self without difficulty.
* Expressing emotions.
* Opening lunch boxes, zip lock bags, food packaging.
* Sitting at a desk, following teacher instructions, and independently doing simple in-class assignments.
* Tolerating different clothing textures, seams, tags.
* Coping in busy/noisy environments.
* Settling independently for sleep.
* Packing a bag for school or other outings with assistance.
 |
| 6-7 Years | * Opening lunch boxes, zip lock bags, food packaging.
* Independently getting herself to sleep and sleeping through the night.
* Eating a range of food and tolerating different textures.
* Showering independently.
* Packing a bag for school or other outings with little assistance/prompting.
* Expressing emotions
* Morning routine at school (putting bag away, swapping readers, putting drink bottle in correct spot).
* Independently toileting during the day and at night.
* Coping in busy/noisy environments.
* Feeding self without difficulty.
* Telling the time.
* Knowing where their body is in time and space to coordinate body movements for ball skills.
* Playing with 4 or 5 children in a group.
* Inhibiting the need to talk and ask questions.
* Preparing simple meals (e.g. cereal, sandwich).
 |
| 7-8 Years | * Opening lunch boxes, zip lock bags, food packaging.
* Packing a bag for school or other outings with little assistance/prompting.
* Recalling events and describing them.
* Expressing emotions.
* Remembering a sentence to write that was just thought about or told.
* Attending for longer periods of time.
* Sitting still (e.g. in class, at mealtimes).
* Coping in busy/noisy environments.
* Showering independently.
* Taking on more responsibilities (e.g. chores).
* Understanding money.
* Telling the time and displaying time management skills.
* Inhibiting the need to talk and ask questions.
* Preparing simple meals (e.g. cereal, sandwich).
 |