



# Springfield School

## Literacy Progression of Skills

- Getting Ready to Write (Characteristics of effective learning overarching pre-writing skills)
- Writing Composition
- Handwriting Transcription
- Reading

Devised by Springfield Teachers for assessment, target setting and planning.



**Getting Ready to Write**

Characteristics of effective learning overarching pre-writing skills

<b>Playing and Exploring and Engagement</b>	<b>Active Learning- Motivation</b>	<b>Creating and Thinking Critically - Thinking</b>
Finding out and Exploring	Being Involved and concentrating	Having their own ideas
Playing with what they know	Keeping Trying	Making Links
Being willing to have a go	Enjoying achieving what they set out to do	Choosing Ways to do things

**Gross Motor – Pivots**

**Shoulder**

<b>Skills</b>	<b>Activities to support and extend skills</b>
<b>Supporting and extending Shoulder Pivot</b> (Children require large spaces to be able to mark make where that full motion can be accommodated)  Have a grasp Palmar supinate grasp or other Fairly stiff wrist Straight elbow	Washing walls with soap and brushes <i>Variety -try out a broad range of surfaces</i>
	Paint mopping on large surfaces <i>Variety -try out a broad range of surfaces</i>
	Making marks on large surfaces- blackboards, whiteboards, Perspex
	Whiteboards
	Perspex
	Playing swing ball with a pair of tights
	Painting tree with shaving foam
Other	
Proprioception and Balance Proprioception = brain using all sorts of information from all parts of its body to help it to move effectively within a given space	Maintain balance Stop and start with control Follow pathways draw small “pathways” or make from lolly pop sticks and encourage children to only move along the road Drive scooters through foam
Upside down Marking ( improved element of engagement)	Mark make under the table Use torches to add an element of fun and interest



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Upper Body Work out	To reach out and stretch To make circular movements Be a "Jedi" and use light sabre "write like a Jedi" At a later date -extend to form letters when teaching letter formation Big digging in sand and soil
	NEXT STEP – Elbow Pivot

**Elbow**

Skills	Activities to support and extend skills
<p><b>Supporting and Extending Elbow Pivot</b> Shoulder becomes sedentary and the elbows do more work</p> <p><b>Emergent Stage</b> Elbow bends but the shoulder is still the main source of power (looks like a sawing movement in front of the body)</p> <p><b>Working Within/Developing</b> Arm swings in and out from their body in a semi-circle action (usually at this stage wrist stays quite stiff and the grip is palmar supinate)</p> <p>Develop push pull movement with upper and lower arm</p>	Large movements using large rollers up and down
	Large brushes up and down
	Sweeping with a brush sweeping up objects e.g. Duplo
	Using a brush make foam tracks using washing up liquid
	Table covered in paper for free mark making for large movements
	Blackboard mark making for large movements
	Making circular movements to music
	Race track racing through sequins, glitter, icing sugar
	NEXT STEP –Wrist Pivot

**Wrist**

Skills	Activities to support and extend skills
<p><b>Wrist Pivot- encourage a whole range of wrist movements</b></p>	Ribbon scarf twirling
	Throwing and catching using elbows to push hand forward
	Making patterns in the sand using lollipop sticks.



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<p>Change from Palmar supinate to digital pronate (not always)</p> <p>Bend wrist to 45 degrees and grip mark making implements with three fingers and use their first finger to manipulate the end of their pencil</p> <p>Plan activities to be smaller to allow pupils to focus on their development</p>	Sticking and pulling plungers from vertical and horizontal surfaces
	Threading
	Sewing /weaving
	Dabbing with a brush or sponge
	Fishing games
	Splatter painting
	Next Step – Fine Motor Strength

**Fine Motor**

Skills	Activities to support and extend skills
<p><b>Pincer Grip</b> Pick up small items Rake them into their palm Use end of thumb and forefinger</p>	<p>Pick up raisins Pick up small toys</p>
<p><b>Palm Arches</b> There are several arches in the hand to help grip and manipulate mark making tools</p>	<p>Pinch small objects Scrunch paper towel or newspaper under palm Press round shaped object or toy into palm Press open clothes pins Find pennies hidden in therapy putty Spider in the mirror game Roll up hands to roll dice Turn over a row of pennies Cut therapy putty or play dough with a plastic knife or small scissors Pinch Ziploc bag to close</p>
<p><b>In Hand Manipulation</b> The ability to move and position objects within one hand</p>	<p>Move objects in one hand Move elastic bands in one hand Move pencils in one hand Move conkers or marbles</p>
<p><b>Thumb opposition</b></p>	<p>To touch the thumb to each finger and after each touch spread hand out Use masking tape on each finger for the thumb to gain "sticky" feedback</p>
<p><b>Finger Isolation</b> Move each finger one at a time</p>	<p>Squeeze trigger of 'spray bottle' to squirt water to clean off target on blackboard Roll therapy putty between thumb and index finger or thumb to index and middle fingers</p>




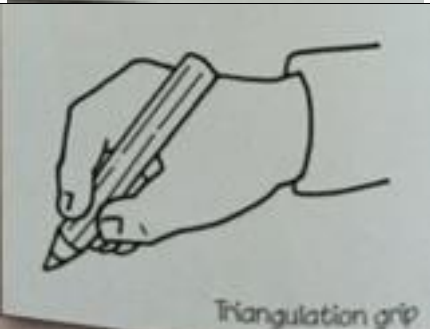


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	<p>Snap fingers          'Squirrel' objects into palm of hand using only finger movements (use pennies, paper clips, small dice or tiny pegs)          Play finger pattern games where child is instructed to lift/separate/bend /straighten fingers; Start by having child place both hands on table to motor plan movements by moving finger in space.</p>
<p><b>Knuckle PIP and DIP</b>  <b>Refers to the joints in the hand</b>  <b>1. Knuckle joint (metacarpophalangeal joint) – used for grabbing raking and also pencil grips</b>  <b>2. Proximal interphalangeal joint (PIP) used for all major grips and finger manipulations</b>  <b>3. Distal interphalangeal joint (DIP) helps support the tripod grip</b></p>	<p>Oppose thumb with each finger tip          Tug of war with fingers using coffee stirrer and/or tongue depressor          Place pennies into small slot such as a piggy bank          Hold and pinch therapy putty or play dough          Wrap a rubber band or therapy putty around child's flexed fingers; as he/she straightens out fingers, spread fingers apart against resistance          Hold a flat book or tray from underneath on extended fingers; Balance something on top          Wring out small sponges</p>
<p><b>Bilateral Co-ordination</b>  <b>Co-ordinate both sides of the body at the same time in a controlled way</b></p>	<p><b>Both sides</b>          Pushing open a door          Jumping both feet into a puddle  <b>Alternate sides</b>          Walking and swinging arms  <b>Two different movements</b>          Using scissors whilst holding and controlling the paper with the other hand</p>
<p><b>Crossing the Midline</b>          Gross motor          Cross arms and legs over to the other side of the body</p>	<p>Draw/ make horizontal marks using a range of malleable media and mark making tools</p>
<p><b>Hand Eye Co-ordination</b>          (Visual motor integration)          To control hand movements guided by vision          Practice this skill on a daily basis in a broad range of activities</p>	<p>Play and organise small play people          Draw / Paint          Thread          Cut          Eat          Build with a range of materials          Write</p>



### Assessing Grip Development

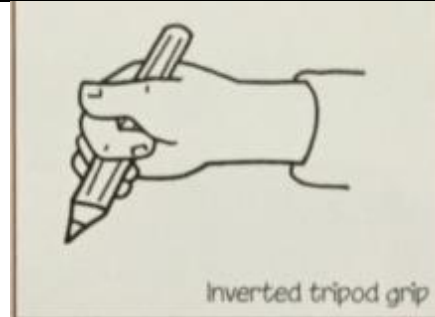
Grip	
<p><b>Palmar Supinate</b></p> <p>Prevalent through the development of shoulder elbow and wrist pivots There is not yet development of dexterity of palm arches or dexterity of fingers to support mark making tools</p>	 <p>Palmar supinate grip</p>
<p><b>Digital Pronate Grasp</b></p> <p>Not all children go through this stage of development Children use predominantly one-digit finger to rotate or manipulate mark making tool To adopt this children need to be able to pivot wrist to 90 degrees</p>	 <p>Digital pronate grasp</p>
<p><b>Static Tripod Grip</b></p> <p><b>More prevalent in boys</b></p> <p>Mark making tool pushed to the end of their fingers The thumb is used to clamp the tool in place and the little finger mainly creates the range of movements <i>(Try to encourage children on as this grip may become embedded in their practice and difficult to move on from)</i></p>	 <p>Static tripod grip</p>
<p><b>Triangulation Grip</b></p> <p>Once children have mastered the art of holding a pencil then be aware to observe when a triangulation grip occurs and try and intervene and move them onto to this ultimate grip</p>	 <p>Triangulation grip</p>



**Inverted Tripod Grip**

Another version of the triangulation grip is this one. The child's little finger and fourth finger are behind the pencil near to the point and their index and second finger are curled around the front of it mid-way up.

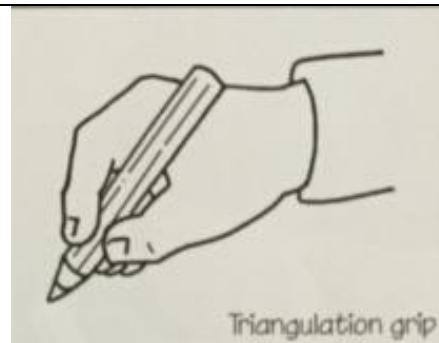
Children who adopt this grip often lack dexterity on their final finger joints. They need further opportunity to practise manipulating these joints by picking up and manoeuvring tiny objects or to work with a small amount of malleable media that will give a great deal of resistance



Inverted tripod grip

**Triangulation Grip - ULTIMATE GRIP**

Mark making tool is held between thumb and forefinger and supported from behind by the middle finger. It is controlled by the pivoting joints for the thumb and fingers. This allows for maximum flexibility and maximum range of movement.



Triangulation grip



<b><u>Writing: Composition</u></b>	
<b>Progression Steps</b>	<b>Description</b>
1	To match or group or label in order to show meaning: <ol style="list-style-type: none"> <li>1. Spoken word / signs / AAC</li> <li>2. Objects</li> <li>3. Photos / pictures</li> <li>4. Symbols (colourful semantics could be used)</li> <li>5. Words</li> </ol>
2	To match two things together to develop meaning e.g. noun and adjective (black cat) or noun and verb (boy sitting) using: <ol style="list-style-type: none"> <li>1. Spoken word / signs / AAC</li> <li>2. Objects</li> <li>3. Photos / pictures</li> <li>4. Symbols (colourful semantics could be used)</li> <li>5. Written words</li> </ol>
3	To sequence a three-part sentence using: <ol style="list-style-type: none"> <li>1. Spoken word / signs / AAC</li> <li>2. Objects</li> <li>3. Photos / pictures</li> <li>4. Symbols</li> <li>5. Written words</li> </ol>
4	To sequence familiar events to recount <ol style="list-style-type: none"> <li>1. Now and next</li> <li>2. Three part now, next, then</li> <li>3. Build on this adding more stages to the sequence e.g. weekend news</li> </ol>
5	To use time connectives to sequence ideas  Practical activities with a sequence to introduce first, next, then, after that, finally - instructions  Communicate this language through symbols, writing (AAC), spoken
6	Sequencing familiar stories using story language  Beginning, middle and end using pictures, symbols  Link beginning, middle and end of stories with time connectives as above Matching story language phrases to appropriate parts in the story 'once upon a time', 'suddenly' etc. (i.e. using symbols, written word, tracing, copying as appropriate for pupil)
7	Descriptive phrases to begin adding more detail into writing (description appropriate to the subject matter)  Start with colours and size, e.g. the red ball, the big giant.





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	Use colourful semantics to build from a three-part sentence adding an adjective.
8	To use descriptive language in a sentence describing appearance (using expanded noun phrases)  Start with other adjectives to describe appearance, e.g. beautiful to put in a phrase 'the beautiful butterfly' (i.e. using symbols, written word, tracing, copying, colourful semantics, Clicker as appropriate for pupil)
9	To use descriptive language in a sentence describing characteristics  Start with adjectives to describe characteristics, e.g. cross, strict, angry, kind, gentle (i.e. using symbols, written word, tracing, copying, colourful semantics, Clicker as appropriate for pupil)
10	To begin linking ideas together using the word 'and' e.g. the girl was kind and beautiful
11	To use coordinating conjunctions to create sentences – with, but, so., e.g. the beautiful girl with long hair
12	To use subordinating conjunctions to create sentences – starting with 'because' e.g. the giant was mean because...
13	To retell a familiar story in their own words – Sequence pictures from a story and begin to add information to them (i.e. could use symbols, word banks, single words, phrases or sentences depending on the pupil)
14	Apply use of adjectives and connectives into an extended piece of writing, e.g. more than 3 sentences
15	Writing a more detailed piece using adjectives, connectives and sequencing words  Writing could be cross curricular (i.e. food tech, weekend news, Science experiment, instructions, theme, Literacy linked to a text)
16	Add repeated speech phrases in to writing e.g. 'Fe fi fo fum I smell the blood of an Englishman'
17	To add characters' speech into writing
18	Narrative features being developed Using adverbs to develop ideas in their writing



<b><u>Writing: Transcription - Handwriting</u></b>	
<b>Progression Steps</b>	<b>Description</b>
1	To make marks in malleable media
2	To trace pre-writing shapes (e.g. lines, circles and crosses)
3	To copy pre-writing shapes (e.g. lines, circles and crosses)
4	<p>The following is typical grip development. Pupils may skip a stage or start from a later stage. The aim is to use a triangulation / tripod grip:</p> <p>To write using a palmer grip            To write using a digital pronate grasp            To write using a static tripod grasp            To write using an inverted tripod grip            To write using a triangulation grip</p> <p>At this stage the pupil is not yet using a triangulation/tripod grip.</p>
5	To use a more advanced grip although not consistently using the triangulation/tripod grip yet.
6	To use a triangulation/tripod grip consistently.
7	<p>To trace letters and numbers.</p> <p>Shape Family 1- Long Ladder (down and off in another direction)            i, j, l, t, u, 1</p> <p>Shape Family 2 – One armed robot (down and retrace upwards)            b, h, m, n, k, p, r, 2, 3, 5</p> <p>Shape Family 3 – Curly Caterpillar (anticlockwise round)            a, c, d, e, g, q, o, f, s, 0, 6, 8, 9</p> <p>Shape Family 4- Zigzag Letters            w, v, x, z, 4, 7</p>
8	To copy letters and numbers.
9	To write letters and numbers.
10	To trace name or familiar words
11	To copy name or familiar words
12	To write name or familiar words
13	To be aware of the line when writing
14	To write on the line
15	To write on the line with ascenders and descenders in the correct place
16	To write two words with space in between.
17	To write a sentence with corrects spacing in between words.
18	To write with spacing in between words forming letters and punctuation marks correctly.



**Reading**

Level	Criteria
1:Pre-readers	Sensory learners, being supported to investigate and explore materials.
	Handling story props and puppets
	Story Massage/experience with support/Anticipation/ Some response/Participation
	Tracking objects.
	Responding to objects of reference
	Responding to visual and tactile timetables
	Responding to multisensory environments
	Demonstrates some responses when listening to different people telling a story.
Frequently responses when lots of intonation and expression is used.	
2: Demonstrating early reading behaviour	Encountering story telling with pictures, props and books/ Explores story props
	Looking at pictures.
	Matching pictures/ Objects and symbols to pictures
	Demonstrating interest in books and story-telling.
	Turning pages of books.
	Matching real objects to pictures
	Pointing at pictures in the text
Enjoys listening to stories.	
3: Emerging Readers	Beginning to demonstrate print or symbol print carries meaning.
	Gaining experience in story telling with pictures
	Repeating some key words.
	Reading along with the adult
	Tracing finger along with the words as they are read to
	Pupil to say or sign words the reader omits
	Saying repeated lines in text from familiar stories
	From a picture is supported to use colourful semantics to make a 2-part sentence
	These pupils enjoy listening and taking part in storytelling.
	will independently role play with story props and picture cards.
	may join in verbalising or signing or use AAC for some of the picture or words
	Opens book from front to back
	Tracks from left to right



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	Copies a sequence from left to right
	Identify an increasing range of symbols
4: Early Readers/ novice reader	Starting to recognise letter names and sounds.
	Talking about the pictures.
	Familiar with handling books.
	Commenting on illustrations, with guidance.
	Having a good grasp of oral language.
	Relating a story to their own experiences.
	Pretending to read a story.
	Starting to rhyme
	Reading early readers understanding print has meaning.
	Can answer simple questions about what has happened having been read to
	Naming main characters
	Using symbol choices to answer questions about the text
	Sequence pictures from stories read to them
	Recognising words if pupils are sight readers
	Matching words to pictures
Sequencing pictures from the story	
Sorting by initial letter sound	
5: Decoding reader	Reading by sounding out words, predicting words, reading early readers starting to memorise the story.
	Taking risks.
	Beginning to memorise common sight words.
	Starting to read for meaning.
	Starting to predict unknown words using visual cues.
	Using rhyming knowledge to add, change and delete phonemes or individual sounds to make new words.
	Combining strategies in their attempts to read unknown text
	Using the illustrations to tell the story.
	Reading words containing all 44 phonemes
	Reading contractions
	Reading words with some suffixes
	Reading words by blending
	Is developing comprehension skills.
	Takes part in guided reading sessions in a small group with lots of support – modelling and encouragement
	Can segment and blend
Enjoys and reads familiar stories	
Can answer simple literal questions. who/what	
Can say what happens next	
6: Fluent, comprehending reader	Independent reading.
	Independently use comprehension and prediction strategies.
	Can answer questions why/ where/ when?



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	Use multiple strategies to increase their reading fluency.
	Make educated guesses when predicting and adapting their predictions as needed.
	Understand how to tell a story.
	Use illustrations as part of self-monitoring.
	Reading for enjoyment. understand has meaning.
	Make inferences about the text or how a character is feeling
	Checking the text makes sense
	Discuss word meaning and linking new meanings to known words
	Participate in discussions about what is read to them
	Able to read texts in worksheets and mostly ascertain what they need to do.
	Able to read books independently and able to answer questions about the text.
	In longer pieces of text, they sometimes need support and are developing skimming and scanning skills to retrieve information in the texts to answer questions.
	Participate in guided reading sessions and are able to take turns reading and answering questions.
7: The expert reader	Independent reader.
	Reading for meaning and enjoyment.
	Reading to access information.
	Reading a range of different text styles
	Checking text makes sense to them and correcting inaccurate reading
	Explain and discuss understanding of different text types from material read to them and by themselves
	Using dictionaries to check meaning
	Identifying themes in texts
	Discussing words and phrases that capture the reader's interest and imagination
	Predicting what might happen from details stated and implied
	Making inferences about character's feelings and motives from actions and justifying with evidence
	Retrieve and record information from non-fiction
	Identifying main ideas drawn from more than 1 paragraph and summarise
	Increasing familiarity with wide range of texts including fairy stories, myths and legends and retelling some of them orally
	Identifying themes and conventions
	Reading books that are structured in different ways and reading for a range of purposes
	Identifying how language, structure and presentation contribute to meaning
	Recognising different forms of poetry
	To be able to express why they like or did not like a book