**Progression in Fine Motor Skills - EYFS**

| **Age** | **Development** | **Possible implications if milestones not achieved** |
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| **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). |