

### Finger fit progression

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Morning write on entering school</b>	Continuous provision to include some phonics activities	Letter formation – practising curly caterpillar/robot/ladder families on whiteboards. Number formation on Fridays.	Letter formation – practising curly caterpillar/robot/ladder families on whiteboards. Number formation on Fridays.	Picture stimulus – write letters from families and then a sentence (more more) about the picture.	Picture stimulus – write letters from families and then a sentence (more more) about the picture.	Picture stimulus – write letters from families and then a sentence (more more) about the picture.
<b>Notes</b>	Begin finger fit as soon as first set 1 single sounds are taught.	Finger fit 4 times a week – linked to topic or book.	Finger fit 4 times a week – linked to topic or book.	Finger fit 4 times a week – linked to topic or book.	3 or 4 days of finger fit, 1 day of independent writing with picture stimulus.	3 or 4 days of finger fit, 1 day of independent writing with picture stimulus.
<b>Writing progression</b>	Children have a go at writing initial sound (or if can, CVC word).	CVC word, simple sentence if can (e.g. 3 word sentence).	CVC word, simple sentence if can (e.g. 3 word sentence).	Simple sentence containing red word. Then their own challenge sentence.	Simple sentence containing red word. Then their own challenge sentence.	Simple sentence containing red word. Then their own challenge sentence.
<b>Word progression</b>	Focus on decodable words.	Focus on decodable words.	Introduce words like the, I, he, she, we	Introduce special friends sh ch th qu.	Introduce special friends, CCVC CVCC words including word time 1.7	Introduce special friends, CCVC CVCC words including word time 1.7
<b>Fine motor progression (craft)</b>	Simple snips and lines.	Progressing to curved shapes.	Greater range of materials and media – string, lolly sticks etc. *	Lift the flaps, making holes *	Other ways of joining materials, tape, masking tape*	Split pins, moving parts *
<b>Most children should.....</b>	Be able to write initial sounds. (correct letter formation)	Be able to write simple CVCs (correct letter formation)	Be able to write a simple sentence with 3 words (full stop and finger spaces).	Be able to write a simple sentence with 4 words (full stop and finger spaces).	Be able to write a simple sentence with 4 or more words and their own sentence.	Be able independently in a range of provision.

Finger spaces modelled from the start in all writing.

\*Other craft skills photographed then caption written alongside photo (e.g. playdough techniques, threading etc).

**Format of session:**

Model the cut and stick/craft activity step by step, explaining how you are doing it explicitly in a way that is very visual.
Say the simple sentence – children to repeat a couple of times, using hands to chunk each word and jump the finger spaces, punch the full stop.
Ask them what the first word is, pinchy finger Fred talk and write step by step, asking (for some letters) what letter family it is (and then altogether saying the rhyme).
After each word, children read back the sentence so far to inform what the next word is (and repeat the previous step).
At the end, children to read the whole sentence back and then add a full stop.
Talk to your partner to discuss what another sentence might be and talk them out using the chunking hand signals and full stop.