4. To be able to write their own name

Pre-Milestones	• Makes movements with arms and legs which gradually become more controlled - moves hands together/legs together • Follows and tracks a moving object, moving head and eyes • Uses movement and senses to focus on, reach for and grasp objects • Closes hand firmly around objects placed in palm • Explores hands and fingers – for example, watches them, presses hands together, clasps and unclasps hands • When lying on back, plays with hands and grasps feet, alternating mouthing hands/feet with focusing gaze on them, and vocalising • Reaches out for, touches and begins to hold objects, developing later on into being able to release grasp • Explores objects with mouth, often picking up an object and holding it to the mouth for lips and tongue to explore (mouthing) • Picks up objects in palmar grip and shakes, waves, bangs, pulls and tugs them between two hands while looking at them • Holds own bottle or sipper cup • Picks up small objects between thumb and fingers • Throws toys or objects deliberately • Stretches out with one hand to grasp toy if offered • Releases things – for example, to drop something or give it to an adult • Reaches and grasps a moving object by moving towards where the object will go • Enjoys the sensory experience of making marks in food, damp sand, water, mud, paste or paint • Manipulates objects using hands singly and together, such as squeezing water out of a sponge

4. To be able to write their own name

Milestone 4.1 The child can use the muscles in their hands and arms to make big movements and bring together hand and eye movements to fix on and make contact with objects.	Possible sequence of learning: • Claps and waves • Enjoys nursery rhymes • Moves body in a variety of ways (crawling, waving, pushing self-up) • Climbs up a small step • Uses large gross motor skills to wave flags and streamers • Explores different materials and tools • Pushes and pulls objects with intent • Walks up and down stairs with support • Uses whole hand grasp to hold pen/writing tools • Builds independently with a range of appropriate resources (large blocks) • Draws spontaneous circles, scribbles and dots using fingers/tools • Holds a book and turns pages several at a time • Shows an interest in written print • Threads using a variety of large resources • Manipulates playdough • Uses whole hand grasp with more control • Uses one handed tools and equipment, making snips in paper • Shows an interest in a range of tools to mark makes (pen, brush, fingers) • Gives meaning to marks • Understands written print has meaning • Uses a dominant hand
Milestone 4.2 The child can make random marks with their fingers and some tools. The child can engage in a variety of ways to make marks, i.e. making marks in a variety of media.	
Milestone 4.3 The child has control of body movements to cross their midline in a bi-lateral movement. i.e. use alternate feet, tapping knees with opposite hands.	

<table>
<tr>
<td>Milestone 4.4

The child makes more small controlled movements and can draw lines and circles. The child can distinguish between these marks i.e. line, circle, zig zag etc. The child can use anti clockwise movements and retrace vertical lines. The child is familiar with language of directionality such as up, down, round and round.</td>
<td>

Feeds self with spoon to mouth with control
Holds pencil using emerging tripod grip
Draws recognisable objects (simple)
Recognises own name and some familiar letters/logos
Manipulates a variety of resources with increasing control and intent
Starts to form recognisable letters, uses capital and lowercase letters
Shows control using one handed tools
Understands directional movements up, down, left and right
Kicks a large ball with intent
Catches a ball
Builds using smaller blocks
Claps to a simple beat of a song
Understands print is written and read from left to right
Starts to mark make anti-clockwise movements and retrace lines
Uses alternate feet to move in a variety of ways
Uses a comfortable grip with good control when using pens and pencils.
Draws more complexed pictures (eg of a house)
Navigates space and obstacles successfully (eg bike, running)
Climbs using good upper body strength
Uses directional language
Sounds out initial sounds of names, objects, words
Writes in the correct direction (left to right)

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<tr>
<td colspan="2">Final Milestone

The child can hold their writing tool with a comfortable grip. The child can write their name with enough clarity that it can be recognised and understandable to others.</td>
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