

Welcome!



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Components for Handwriting



AIMS

- **TO INCREASE KNOWLEDGE AND UNDERSTANDING OF THE COMPLEX SKILLS AND COMPONENTS ESSENTIAL FOR HANDWRITING**
- **TO RAISE AWARENESS IN THE IDENTIFICATION OF COMMON HANDWRITING DIFFICULTIES**
- **TO PROVIDE IDEAS AND STRATEGIES FOR IMPROVING CHILDREN'S HANDWRITING**

Have a go!



- Place paper on your head
- Draw...
- What skills did you need?

We need...



- Postural stability/control
- Sensory awareness of hands and fingers
- Hand, arm and finger strength and control
- Eye-hand co-ordination
- Midline crossing
- Effective grasp
- Visual skills
- Understanding of task
- Concentration

Sitting posture



SIT UPRIGHT, HIPS AND KNEES AT 90 DEGREES, FOREARMS SUPPORTED ON THE TABLE AND FEET SUPPORTED OR FLAT ON THE FLOOR.

YOU NEED STABILITY BEFORE YOU CAN HAVE MOBILITY.



To improve postural control...



- Games – ball skills in high/half-high kneeling, animal walks etc
- Arm exercises – above head, out to the side (windmills), wall push ups etc
- Star jumps
- Swimming
- Gymnastics
- Dancing
- Trampolining

Get ready to write!



- Nippy 90 (KS1)
- Super 60 (KS2)
- “Sit up tall.”
- “Six feet on the floor.”
- Handwriting warm-ups.
- Writing triangle.

To hold a pencil and control it to write...



We need:

- Efficient sensory feedback to be aware of force and modify/adapt movements where necessary (tightness of grasp is directly related to the pressure applied to the paper).
- Finger and hand stability and strength to maintain grasp.
- Refined finger movement for dexterity/fluency.

Pressure



- Pencil grasp may affect the control, efficiency, flow and speed of writing.
- **Tight pencil grip = heavy pressure**
- Increased tension (pain) in arm/wrist/fingers
- Difficulty writing for sustained period of time
- Loss of motivation
- **Weak pencil grip = Light/fluctuating pressure**
- Poor pencil control, illegible, spidery script.

Position of the pencil in the hand



- Stable position between thumb, index and middle fingers.
- 1cm – 1.5cm above the sharpened area
- Check thumb is not wrapped (pads of index and thumb should be opposite each other)
- Fourth and fifth fingers should be tucked in and rest on the table

To improve pencil grasp...



- Sponge painting, pegboard activities, squeezing pegs, games with small parts e.g. Connect Four
- Small crayons to colour and draw
- Practice writing on a vertical surface
- Stickers for finger position

Pencil grips...have a go!



Making handwriting fun...



- Sand tray
- Shaving foam
- Writing with a stick in mud
- Painting letters
- Making rhymes to help children remember the formation of letters
- Magnetic letters (cursive version used in school)
- Making letters out of playdough
- Writing letters on big pieces of paper
- Writing big letter and writing tiny letters

Starting early...



- Key focus in EYFS and KS1
- Developing good habits
- Gross and fine motor skills
- Pre-cursive
- Supported daily in Phonics sessions
- Opportunities to rehearse embedded in to daily activities

Later on...



- Use of handwriting paper
- Focus on spacing (finger between words, squared paper, children check their own work and circle the good spaces)
- Link to spellings
- Rehearse patterns, not always words e.g. zig-zags, 'waves', continuous m etc.

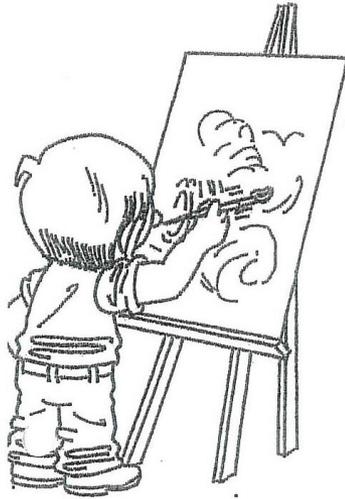
Desired outcome



- Improved confidence, motivation and skill in handwriting.



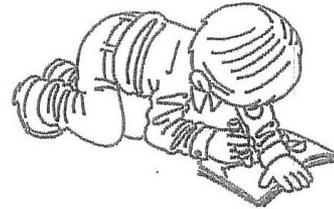
Therapeutic Positions
For
Pre-writing Activities



Standing position



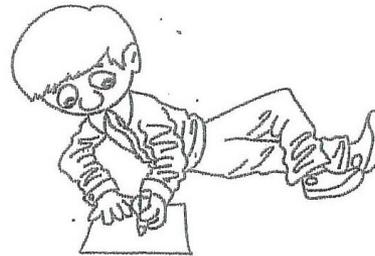
Prone "puppy" position



All-fours position



Kneeling position



"Centerfold" position

