

## Home Education – Summer 1 – Weeks 1 and 2

### Writing

(Handwriting and pencil control – OT input included)

Learners who are now consistently and coherently writing a range of shapes and letters are 'hand writers'. Pencil control plays a big part in legible handwriting. Having pencil control helps with the ability to stop and write along the lines when copying shapes or producing handwriting work. It is recommended that handwriting activities last for short periods of time focusing on quality of work. Pupils should now be displaying a dominant hand unless ambidextrous. These activities will support learners in developing their hand writing skills and pencil control.

#### Starter activity:

**On our Youtube channel look for this video:**

**Dough Disco – Handwriting and Pencil Control**  
(Lauren)

(you can play this in front of your child whilst you sit next to them to support and demonstrate the movements)

#### Video to introduce session whilst you get resources and area ready:

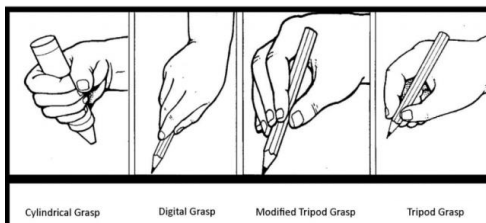
<https://youtu.be/RNUZBHIRH4Y>



(even if it just helps to set the context every day, the repeated song each day will get their attention)

#### Visuals and key signs:

Development of pencil grip:



writing



copy



what



did you



write?

#### Ideas for sensory and fine motor activities:



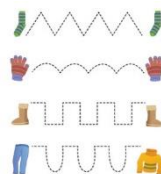
1) Using a highlighter on a plain piece of paper, draw a range of shapes, letters, lines for learner to trace over in pen/pencil.



2) Using lolly sticks or pieces of paper/card (patterned by you) and ask the learner to pick one. Help them to copy the pattern from the stick underneath onto paper.



3) On a plate or tray (or just on the table) sprinkle a good amount of salt (or flour). Use feathers found outside to write in the salt/flour. [click here](#) for lower case letters.



4) Using large paper/surface get some real objects that match e.g. shoes, socks, gloves. Draw some funky lines between the items and encourage the learner to draw along the line to match items.



5) On a whiteboard or laminate sheet, write the learners name fully, then in bubble writing and then in dots. Support the learner to finger trace and write over them.

#### Try these activities →

**on different surfaces e.g. table, floor, wall.**

When writing words that are not their name, try and stick to writing lower case letters, however do not discourage the learner if they do write in capitals.

See separate document on 'composition' and writing for a purpose.