

Home Education – Summer 1 – Weeks 1 and 2

Writing

(pre-writing skills – OT input included)

This session is to support learners who are at the 'pre writing' stage and are developing their mark making skills with both hands and starting to show a dominant hand when writing. Practising the pre-writing symbols will solidify the ability to form letters. These symbols can be practiced on different surfaces using different materials and tools. It is important that we are ready for learning (see OT sensory diet + individual programme guidance) in order concentrate for longer periods of time and use our hands. It is important to encourage mark making with a range of tools to develop hand strength.

Starter activity:

On our Youtube channel look for this video:

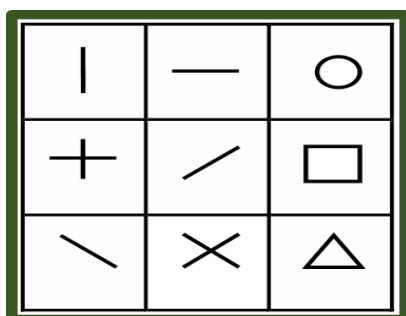
Shapes in Flour – Pre Writing Shapes

(Lauren)

(you can play this in front of your child whilst you sit next to or behind them to support them with the movements)

Visuals and key signs:

Pre-writing shapes



touch



hold

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)

Ideas for sensory and fine motor activities:



- 1) Using chalks on walls and floors outside. You don't need a board for this, just chalks (then it can be washed away!)

<https://www.wikihow.com/Make-Homemade-Chalk>

(3 ways of making your own!)



- 2) Using cotton swabs for mark making, tracing shapes you've drawn in pencil and for holding with finger tips to encourage maturer grasp.



- 3) Making play dough sausages and shapes to develop hand strength. Try it to music! (recipe for dough)

<https://theimaginationtree.com/best-ever-no-cook-play-dough-recipe/>



- 4) Use tape to encourage children to hold down on the floor or make their own shapes around items.



- 5) Use pegs from the washing line to pinch onto random items and support learner in removing the peg using one hand to pull item and the dominant hand to squeeze peg.

Try these activities →

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

The learner may swap hands when writing. That is fine. Try and observe which hand is their most dominant when doing every day activities.

'Composing' writing at this stage is learners structuring sentences for communication using ALDs or PECS.