

Home Education – Summer 1 – Weeks 1 and 2

Writing

(sensory exploration and fine motor – OT input included)

Writing is a skill we are always striving towards through developing our gross motor skills and through sensory exploration activities. It is important that we develop our body awareness (see OT sensory diet + individual programme guidance) in order to begin to understand hand coordination. This session is to support learners who are the *beginning* stages in 'writing' and are developing their mark making skills with both hands and their bodies. It is important to support pupils with readiness for writing through the use of sensory diets before the activity.

Starter activity:

On our Youtube channel look for this video:

Soapy Water – Sensory Exploration and Fine Motor (Lauren)

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

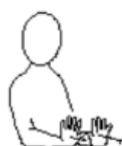
Video to introduce session whilst you get resources and area ready:

<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:



push



more



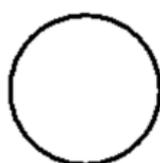
finished



tidy up



point



circle

Ideas for sensory and fine motor activities:



1) Blow up a range of different sized balloons. Dip in paints and use one or two hands to mark make. Throwing the balloons in the air and letting them fall might be fun too!



2) Pushing balls/vehicles down a ramp or home made slope. Paint or any 'staining' material to show a print can work (e.g. coffee, food colouring)



3) Cars through cous-cous can make a very satisfying sound. Alternatively you can use sand, cereal, shaving foam. Encourage pushing cars through materials to make a print.



4) Use paint, oil and food colouring, gel, soap (or all of the above!) and put in a freezer bag and seal. Encourage touching with pointed finger.



5) Drawing in mud with sticks. Create your own – just add water! ☺

**Try these activities →
on different surfaces e.g. table, floor, wall.**

Even if the learner uses their hands to make marks rather than the tools, that's fine! Always have the 'next step' available just in case they are enjoying it and progressing in the session e.g. paint brushes and mark making tools.

<http://mamaot.com/30-fun-multisensory-writing-activities/> - for more ideas.