

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:

Tupperware Boxes with Sarah

(this video will support you to get a starter activity ready for your child and give you ideas of what you could use)

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

<https://youtu.be/fN1Cyr0ZK9M>

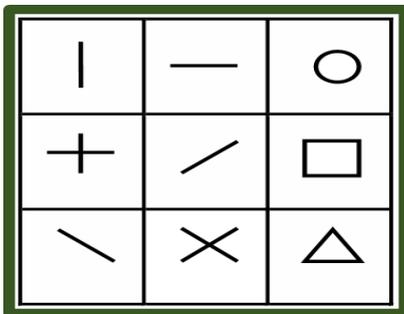


<https://youtu.be/o7U4jFs1jo4>

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

Visuals and key signs:

Pre-writing shapes



touch



hold

Ideas for sensory and fine motor activities:



- 1) Using chalks on to make rubbings on trees or walls outside. You may need to hold the paper, if it is your wall it could go straight onto the wall as it will wash away! ([make your own](#) chalk)



- 2) Using beads/buttons or paint on fingers or a brush, match items/paint onto shapes you've drawn in pencil.



- 3) Making 'bread' or 'cookie' dough sausages and shapes to develop hand strength through pressing and rolling. ([recipe](#) for dough).



- 4) Cook up some spaghetti/noodles (coloured optional). Use tongs, forks, and spaghetti scoopers to scoop spaghetti into bowls.



- 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.