

Two Most Common Reasons for Handwriting Difficulties.



Why bother ?



Reasons for persevering with handwriting.

- Simplest means of communicating knowledge or thoughts.
- Portable.
- Cheap.
- Doesn't rely on power or access.
- A skill children most like to succeed at. (Dunford 2002)
- Writing by hand impacts on cognitive learning in other domains (Christensen 2005, Anthony 2007)



A complex developmental motor skill PLUS.



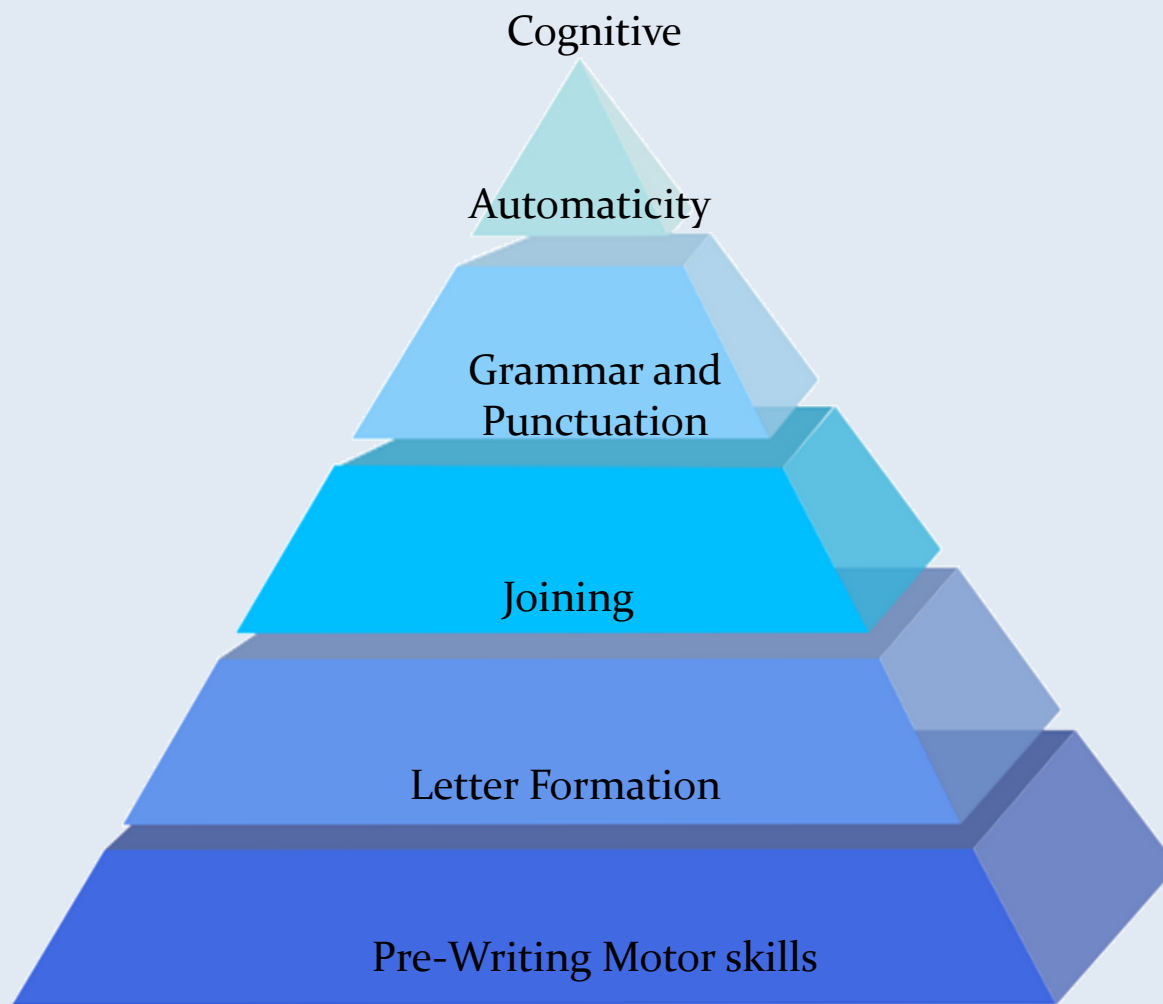
Handwriting is:-

Highly complex process which demands the development and integration of

- Motor
- Visual
- Perceptual
- Cognitive skills.

Needs to be taught

The stages of handwriting



Key stages of handwriting.



0-1 yrs

Language development.



1½ - 2 yrs (EYFS)

- Early markings with fistful grip.
- Whole arm movements.
- Purely sensory.



2 – 3 yrs (EYFS)

- Use palmer grip
- Whole arm movement.
- Can distinguish between markings.



3 – 4 yrs (EYFS)

- Use static tripod grip.
- Less arm movement but whole hand moves.
- Draws lines and circles.
- Can copy some letters.
- Begin to associate meaning to markings.



4 – 5 yrs (Reception)

- Has hand dominance.
- Use dynamic tripod grip.
- Use only fingers to write.
- Recognise letters and ascribe meaning.
- Form lower case letters.
- Can write name/short sentences.



5 – 6 yrs (Year 1)

- Sit correctly.
- Form lower case letters correctly.
- Form capital letters.
- Form digits 0 – 9
- Write sentences.
- Words have meaning.



6 – 7 yrs (Year 2)

- Form both lower and upper case letters of the correct size, proportion and orientation.
- Begin joining.
- Correct spacing between letters.
- Sitting on line.
- Understands meaning fully.



8 – 10 yrs (Years 3 – 6)

- Increase in fluency, legibility and speed.
- More able to deal with cognitive/creative aspect of writing.



11 + yrs (Year 7 +)

- Writing should be fully automatic.
- Cognitive aspect hugely increased.
- Developing own speed and style usually based on keeping up.

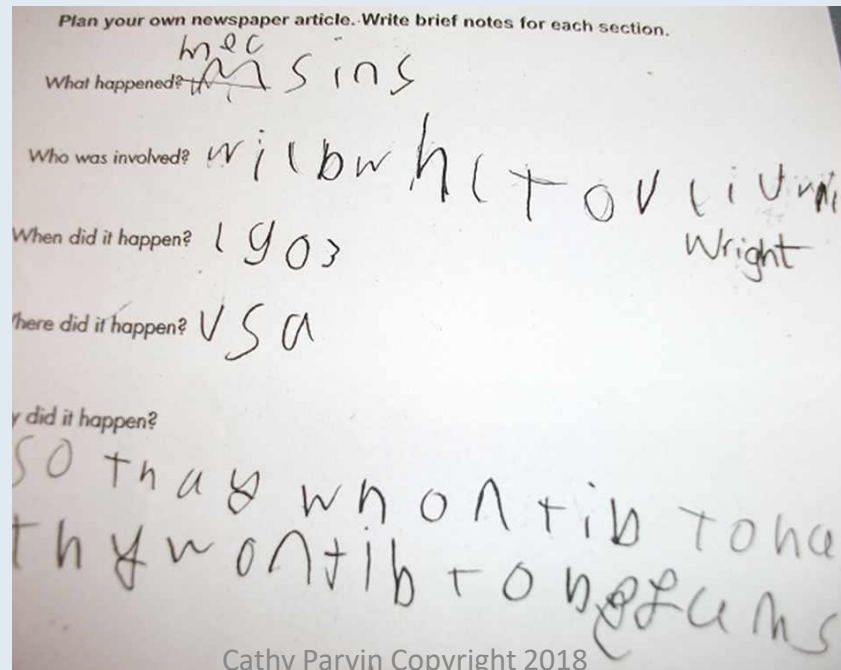
Poor handwriting at this stage is a massive barrier to learning and will need a monumental effort to correct by both school and pupil.

Getting it “write” from the start.



Importance of pre-writing motor skills.

- Asking a child to write before they have established good pre-writing motor skills is like asking them to run before they can walk.
- Many handwriting difficulties are due to poor motor skills and letter formation.



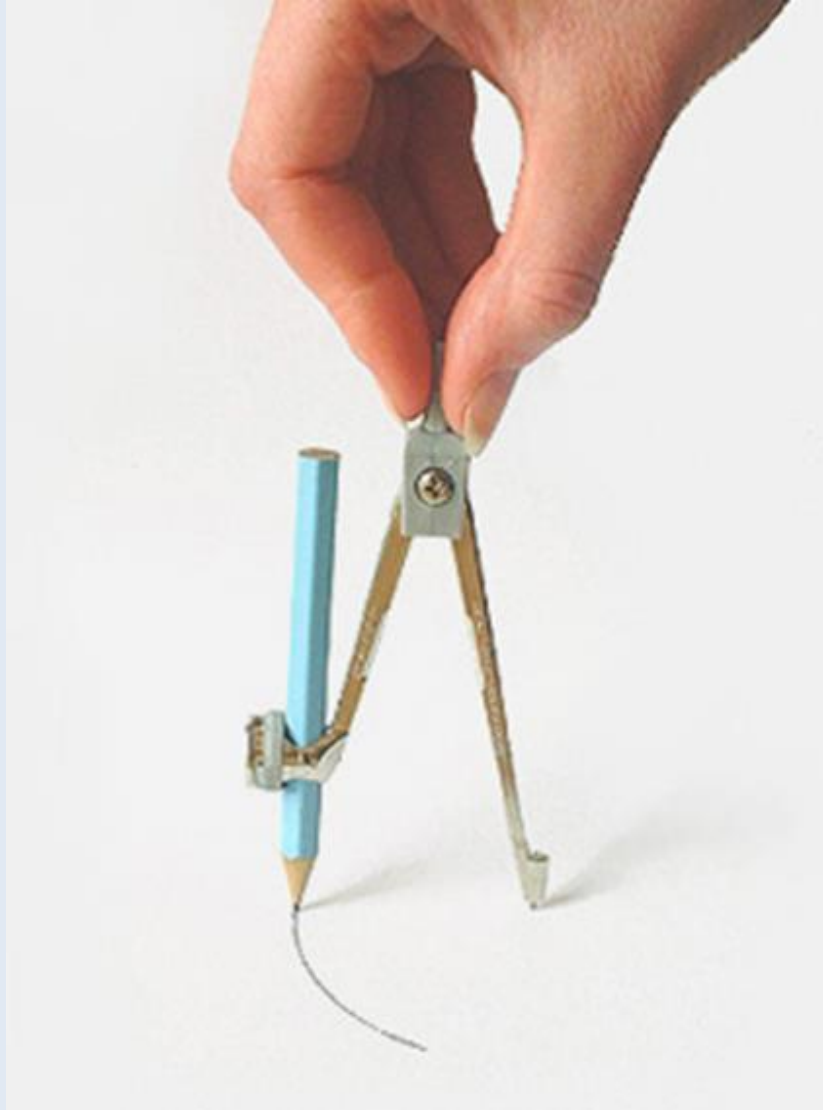
Ability to sit at the table



- Good core strength
- Good pelvic stability
- Good shoulder stability
- Good balance



Importance of Core Stability

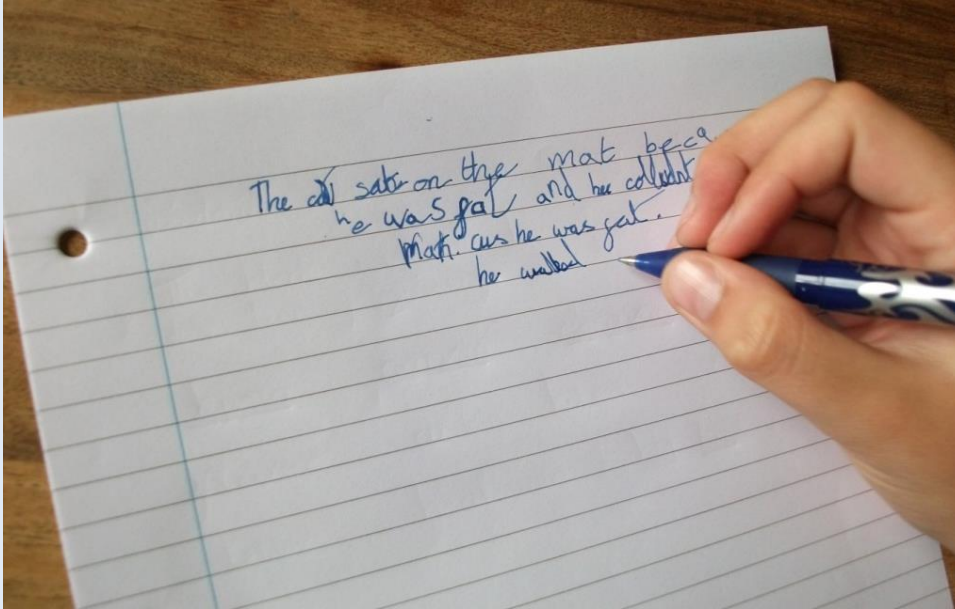


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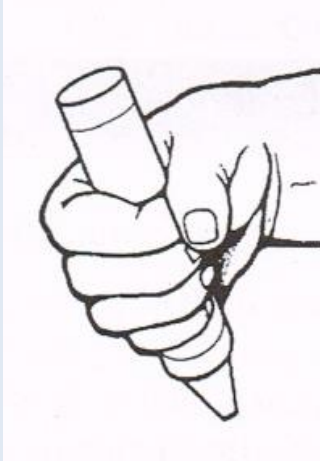
Ability to use the two sides of their body together



Ability to cross the midline.



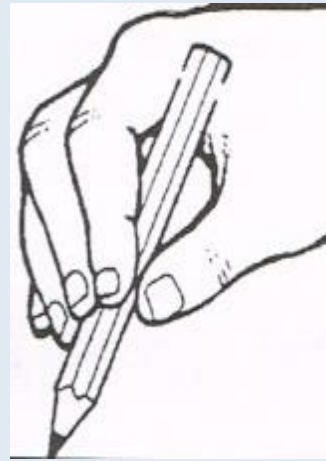
Good dynamic tripod grip



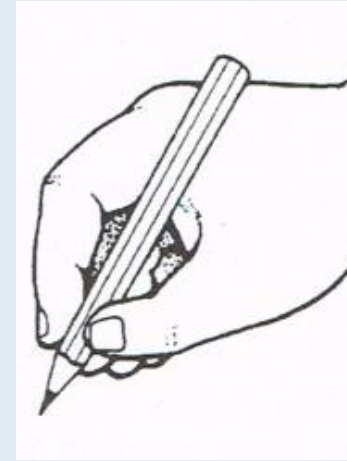
Age 1 – 1 ½



Age 2 - 3



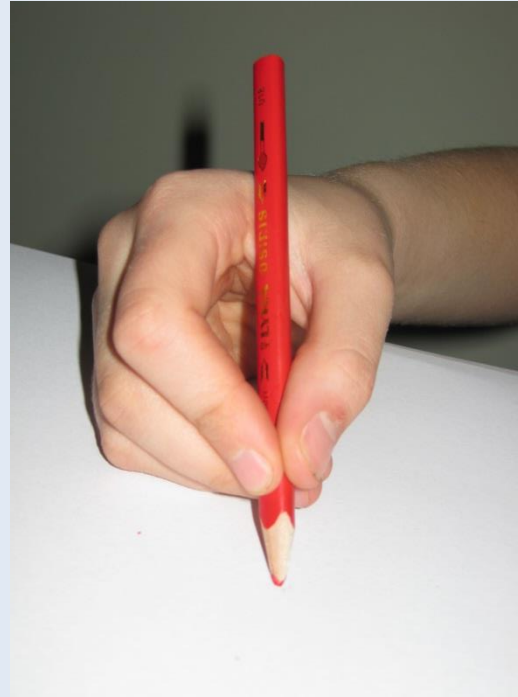
Age 3 ½ - 4



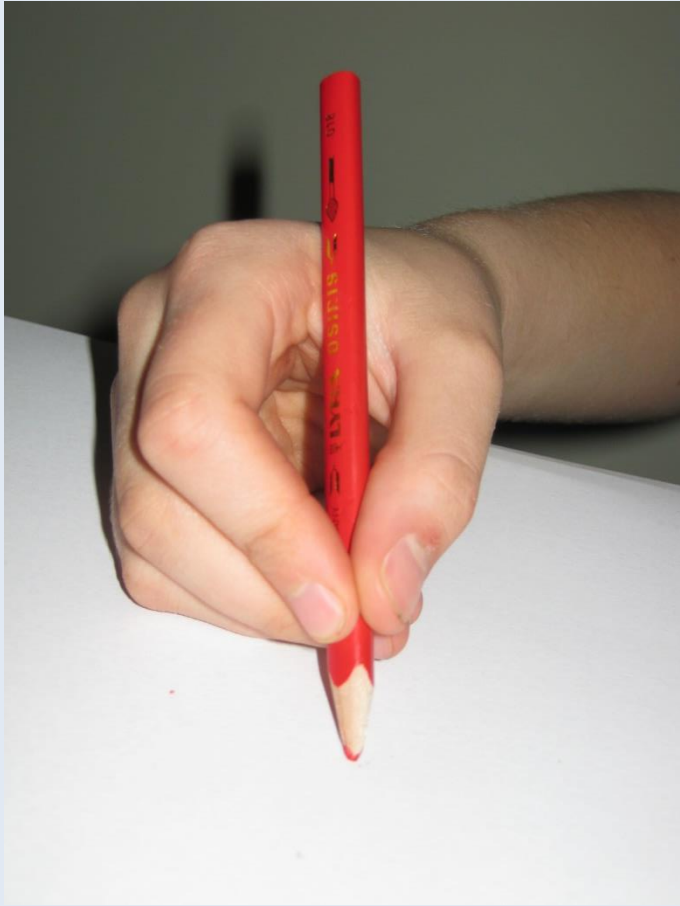
Age 4 - 6

Pencil grip:-

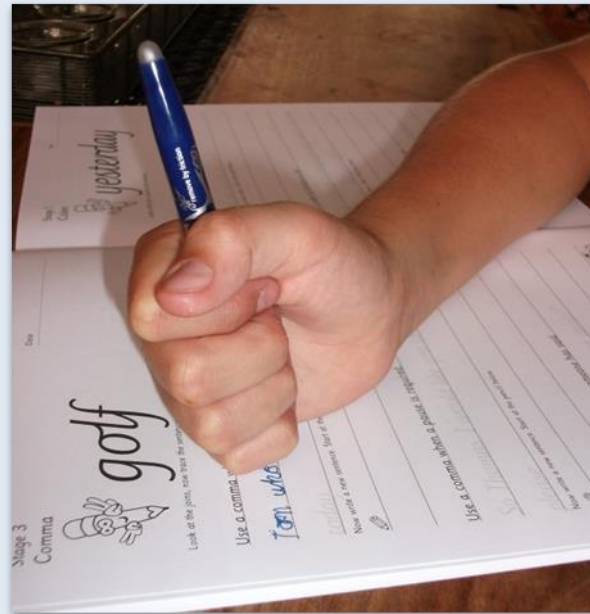
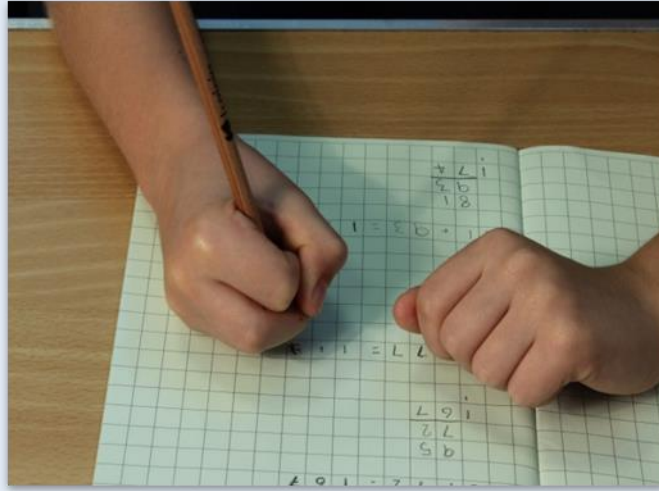
Why?



Functional Grips



Non Functional



Good spatial awareness

So they won't be to have
they won't be to have

Good kinaesthetic awareness and
proprioception feedback .

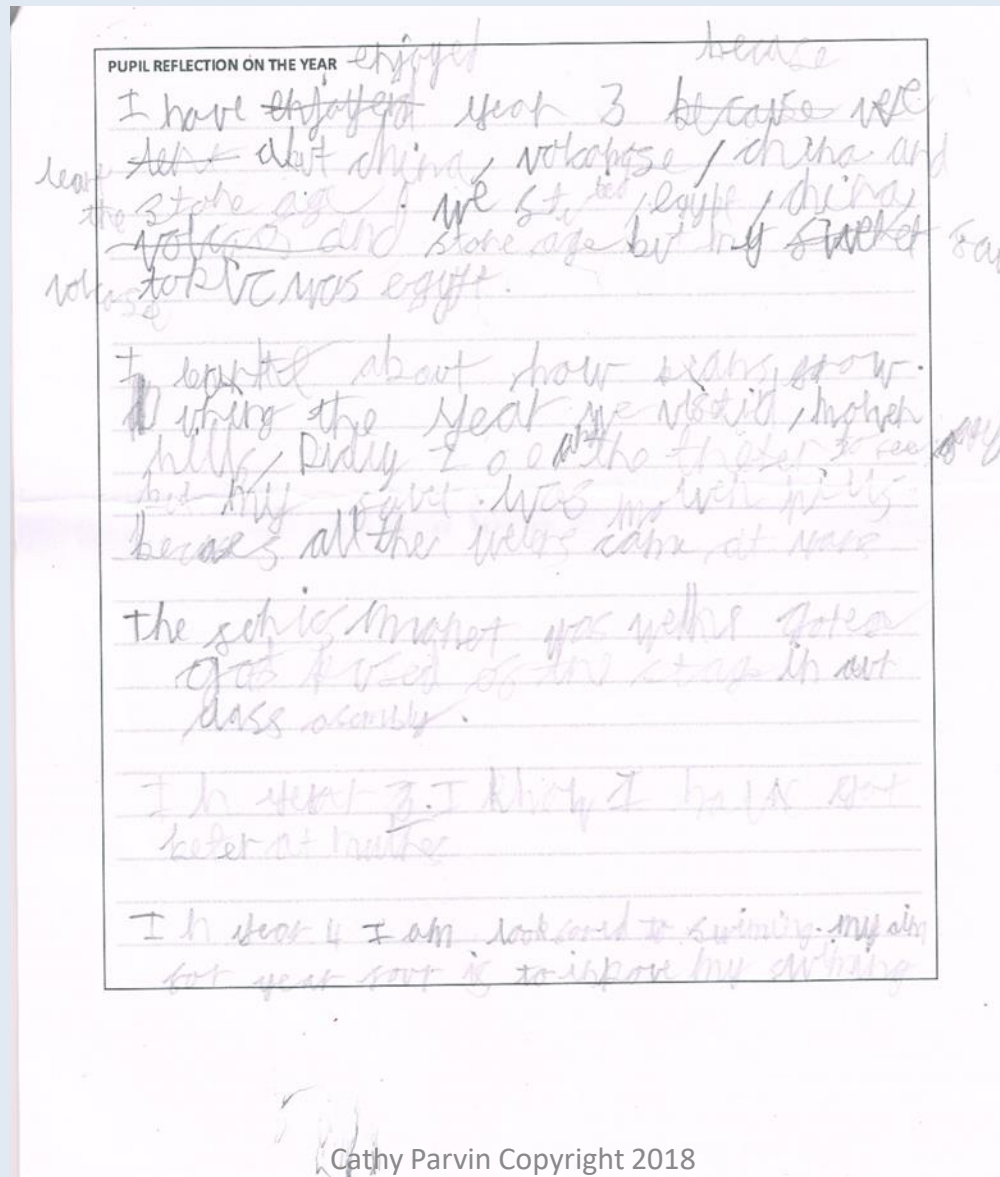
Cathy B. Parvin

Exercise:

1. Write a sentence about yourself normally (score effort you used out of 10)
2. Now write a second sentence about your self but this time
 - Sit on imaginary ball
 - Write with non dominant hand
 - Close one eye and cover with your dominant hand
 - Write it backwards
 - (score the effort you used out of 10)

This is how it feels to write when you lack pre writing motor skills

Pay off on neatness when cognitive load is increased



Letter Formation



Vital to get letter movement right from the start i.e. correct starting position, direction and ending

- Starts by a whole school decision on a font style?
- Cursive? Pre-cursive?...stick with it and *everyone* do it including parents!
- Teach in shape order / shape families.
- Correct movement before proportion.
- Start large and go small.
- Use multi sensory methods e.g. chalk/sand paper.
- Encourage them to talk it through as they form letter.

Shape Families:-

Curly /anti clockwise letters

c a d o s g q e f

One armed robots /clockwise letters

r b n h m k p

Long ladder letters

l i t u j y

Zig – Zig monster letters

z v w x

Avoid teaching b and d /p and q in the same lesson

mem
w

Zoe + Ash

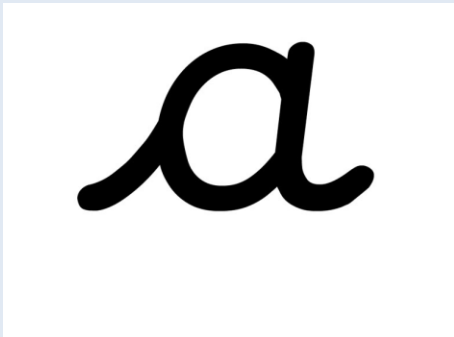
I love my brother and sister because we were little. We went to the park and we were playing football, well me and Ash. Well a dog runs towards us when I ~~was~~ scored a goal. Zoe noticed that the dog was going for it. I ran and ran but the dog got to the ball and played it. I ran over to the dog. It was my ball and my hand. Zoe and Ash came running over and guided me to the house. All traumatised. Got now and then I have had a scary dog. But that has nothing to do with them. Well when they got home our mum checked me over. We all got into the kitchen and ran. Only I was. The next day something amazing happened. Zoe got a slip to go to her new school in Coventry. She was all excited. I wanted her to leave because I didn't want her to leave. She was my

12/4

gubler



Pre Cursive



Continuous Cursive

Write this sentence:-

I went into the kitchen to start preparing the dinner.

Should we fully join?

Thank you

Any Questions?

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