

Langstone Infant School



Year R Handwriting Handbook



Hand and Finger Strength

To be good hand-writers and to be able to hold our pencils properly we need to have good hand and finger strength. At school we do hand gym to build the muscles in our fingers and hands.

Here are some activities you could try at home:

- Popping bubble wrap between fingers and thumbs.
- Making balls and snakes out of play-dough or Plasticine.
- Picking up small pieces of pasta or rice from a tray.
- Rolling up small pieces of different texture paper into balls.
- Using scissors to cut out.
- Playing with Lego or Duplo, stickle bricks or other construction where you pull apart and push together the pieces.
- Practise doing up zips and buttons.



Grasping

- Practise grasping and releasing with different sized objects. This will increase hand flexibility and build muscles.



Here are some activities you could try at home:

- Spherical grasps – These can be encouraged with tennis, or other similar sized balls – pick up, hold and throw. Alternatively use apples or oranges – can they pass them to each other?
- Pincer grasps – These can be encouraged by picking up raisins etc., popping bubble wrap, turning pages of a book, pointing at picture or words in a book, holding marbles or money.
- Cylindrical grasps – These can be encouraged by holding cups without handles, kaleidoscopes, rainmakers or other cylindrical shakers.
- Three point grasp – These can be encouraged with holding blocks or cubes.



Releasing



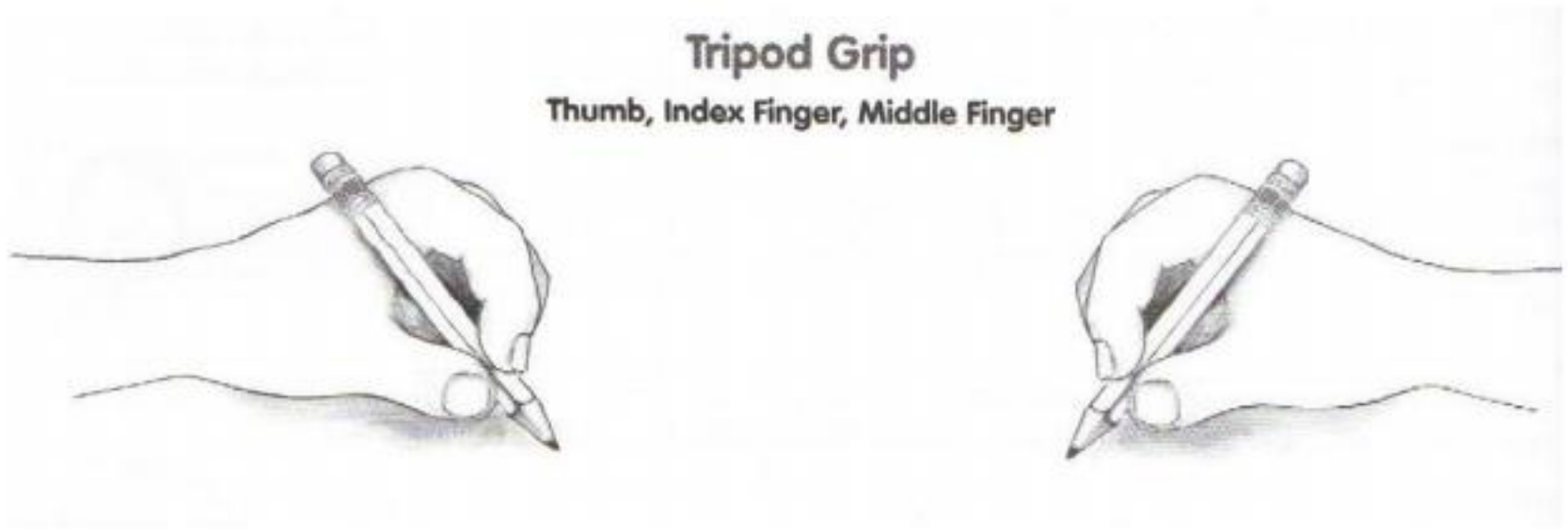
Here are some activities you could try at home:

- Connect Four – give your child a colour and take one yourself, take it in turns to pick up and release pieces into the frame. You could focus on making patterns rather than playing the game.
- Lids – putting lids on pens, bottles, etc.
- Towers - building towers with wooden bricks and releasing them accurately .
- Marble run – releasing marbles into a marble run accurately.



Pencil Grip

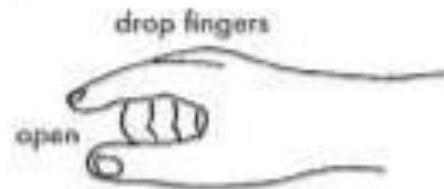
- When we have strong fingers we're more likely to be able to hold a pencil correctly. It is important that the children see you modelling the correct pencil grip too.



Pencil Grip

- The A-OK pencil grip - the pencil is pinched between the thumb pad and index finger pad. The pencil rests on the middle finger.

Right-handed:

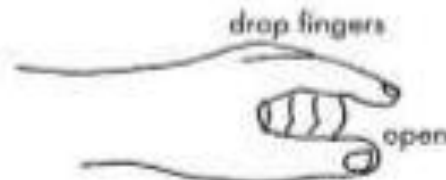
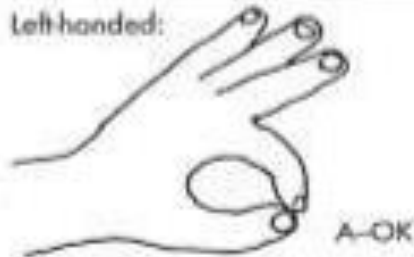


1. Make the A-OK sign.

2. Drop the fingers.
Open the A-OK.

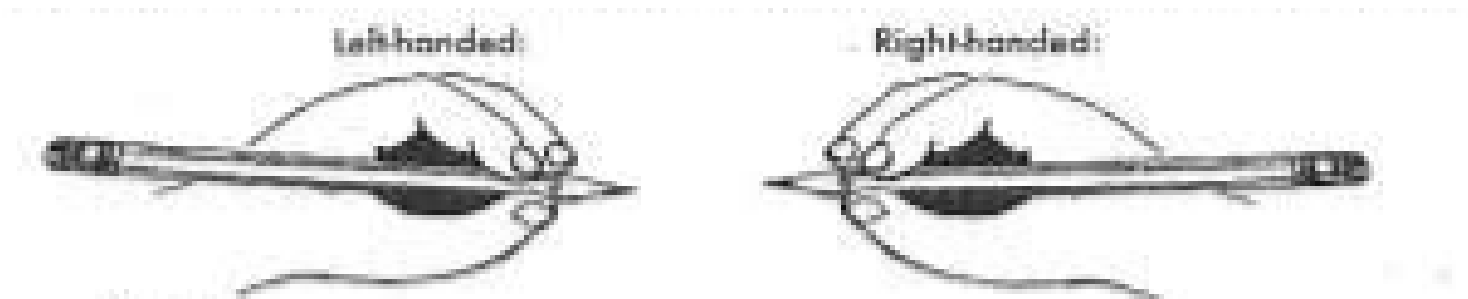
3. Pinch the pencil.

Left handed:



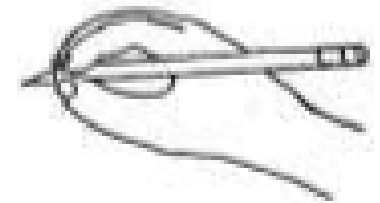
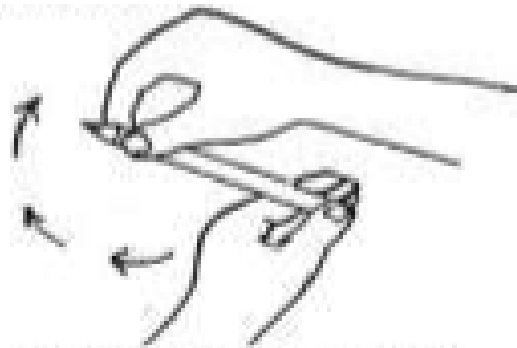
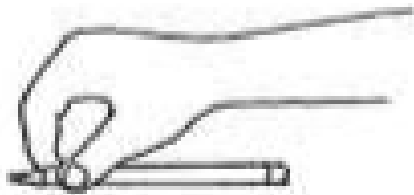
Pencil Grip

- An alternative pencil grip can be to pinch with the thumb and two fingers, the pencil rests on the ring finger.



The Pencil Flick Trick

- This trick, which children really like, also helps them to get the pencil into the correct position.
1. Place the pencil on the table pointing away from you.
 2. Pinch it where you should hold it – where the wood meets the paint.
 3. Hold the end and twirl it round.
 4. Bingo!



Pencil Control Activities

- Colouring in, focusing on marking a specific area of the picture .
- Colouring in, focusing on staying between the lines.
- Draw around own or others hand, trying to stay close to fingers.
- Draw around stencils, trying to follow contours of shape.
- Draw vertical lines with control, stopping before the edge of the paper.
- Draw vertical lines of varying lengths, with control.
- Draw horizontal lines with control, stopping before the edge of the paper.
- Draw horizontal lines of varying lengths, with control .
- Draw diagonal lines with control, stopping before the edge of the paper.
- Draw diagonal lines of varying lengths, with control.
- Draw enclosed shapes, joining the starting and finishing point.
- Draw circles of various sizes, with control.
- Follow straight tramlines, staying within boundaries.
- Follow wavy or zigzag tramlines, staying within boundaries.
- Trace then copy wavy lines with control.
- Trace then copy zigzag lines with control.



Drawing Skills

- Copy a modelled drawing of a face, making a mark for each of the basic features.
- Draw a face, focusing on including all the basic features (eyes, nose, mouth, hair)
- Draw a face, focusing on the correct positioning of features.
- Draw a face, including more detail, such as eyebrows, eyelashes, lips, teeth, ears, glasses, etc.
- Copy a modelled drawing of a house / cat / person / etc.
- Draw a house / cat / person / etc. including the basic features.
- Draw a house / cat / person / etc. including more detail.



Letter Formation

- Trace then copy letters in name.
- Trace words, focusing on correct starting point for letters – lowercase letters start on the line, upper case letters start from the top.
- Trace words, focusing on left to right directionality.
- Trace then copy “curly caterpillar” family of letters (c a d o s g q f), focusing on starting position and formation pattern.
- Trace then copy “long ladder” family of letters (l i t u k j y), focusing on starting position and formation pattern.
- Trace then copy “one-arm robot” family of letters (r b n h m p), focusing on starting position and formation pattern.
- Trace then copy “zigzag monster” family of letters (z v w x), focusing on starting position and formation pattern.
- Have-a-go independent writing.

Curly Caterpillars

- Start on the line, curl up to the top, then back round to the line and complete the letter.

• c

• a

• d

• o

• s

• g

• q

Long Ladders

- Start on the line, go all the way up to the top, then all the way back to the line and complete the letter.

- *l*

- *i*

- *t*

- *u*

- *j*

- *k*

- *y*

One Armed Robots

- Start on the line, go up, then back down to the line, then up and over and complete the letter.

• *r*



• *b*



• *n*



• *h*



• *m*



• *p*



Zig-Zag Monsters

- Start on the line, go up, then complete the letter with which ever zig zag movement is necessary.

- *Z*

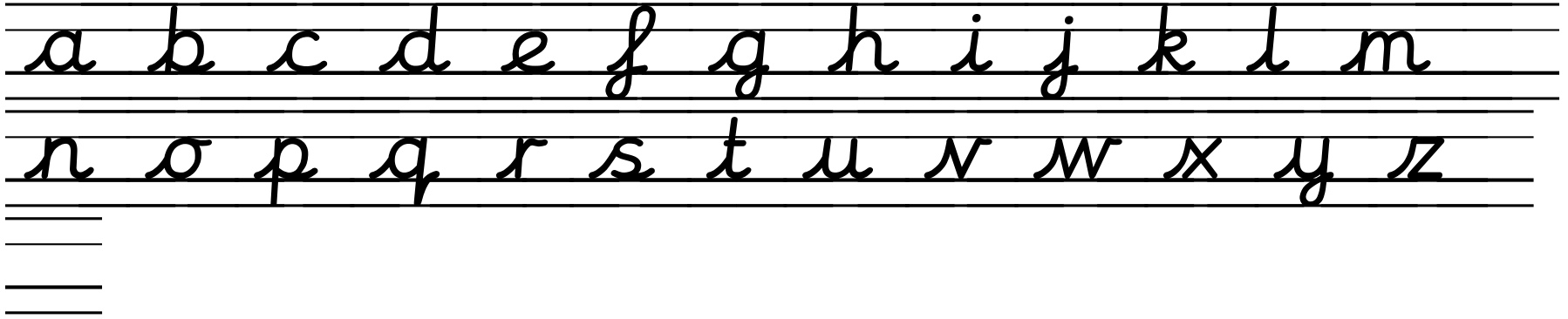
- *N*

- *W*

- *X*

Letter Formation

All lower case letters start on the line.



All capital letters start at the top.

