



## Fine Motor and Handwriting Skills Activities

### EYE-HAND CO-ORDINATION

- Target activities – Throw a range of equipment at targets – such as balls in a bucket, beanbags in a hoop, quoits on a stick, bowling at skittles. Encourage the appropriate grasp / release of each object
- Lacing and threading – Use different shape and sized beads – square, cylinder, oval, and flat ones. Use lacing cards and encourage a left to right orientation, as well as visual focus
- Tracing (Without pen and paper) - trace a car along a road, use a touch screen (iPad / iPhone), trace in damp or dry sand, trace a painted finger across paper (or a mixture of paint and sand) and trace a path on velvet or hessian. Make it tactile and multisensory!

### CROSSING THE MIDLINE

- Ear touch - Touch your ears with the opposite hand as fast as you can
- Hand to hand – Swap small objects from one hand to the other across the body
- Balloons – keep up a balloon in front of you but swap hands each time
- Figures of eight – With physical prompting initially, draw a large, sideways figure of eight in the air, or holding a pencil on a large vertical piece of paper. Make sure the centre of the body is the midpoint of the eight. Can the student sustain this action when the physical prompt is withdrawn?

### FINGER AND HAND STRENGTH

- Water transfer – Transfer water from one receptacle to another using a sponge.
- Playdough – Manipulate playdough, clay (harder) or plasticine (harder still). Squeeze it, so it oozes between fingers, squash balls flat, roll sausages on the table or between hands or roll balls of it.
- Banging – Use a wooden hammer to bang in pegs, or a beater to hit a drum or triangle.
- Encourage eye-to-hand coordination and accuracy as well as strength of hit.
- Cutting – Use loop or normal scissors to encourage cutting. Cut along lines or find things in catalogues to cut out. Alternatively just do free cutting.
- Tongs – Use tongs and tweezers to pick up objects and move them from one container to another.
- 20 – 30 matches and a matchbox – Picking up and placing matches in a box as quickly as possible
- Graph paper and sharp pencil on carpet – Make holes in graph paper with sharp pencil in every square.

# Regency Outreach Support Team

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## FINGER AND HAND MANIPULATIONS

- Scrunchy paper – Crumple or screw up little bits of paper using the fingertips. Use a range of papers – e.g. tissue, crepe, foil, coloured, thin card.
- Construction Toys – Use a range of construction equipment that requires different manipulations, such as Lego, Duplo, Stickle Bricks
- Opening things – Encourage students to open a range of packets, jars and bottles such as taking the lids off the squash bottles or opening the milk, or opening packets of crisps or biscuits
- Wind up toys – Use a variety of different wind up mechanisms – cylindrical and wing nut.
- Fastenings – Zips, buttons, clips and velcro
- Jigsaw puzzles – Use a range of puzzles, both with and without holding pegs
- Pinching sand – transfer sand from a tub to some glue on paper using pincer grip
- Pegs – Sorting pegs into colours, pegging into boards, copying patterns.

## FINGER ISOLATION SKILLS

- Bubbles – Pop bubbles with the index finger (or other named fingers) while they are in the air.
- Finger painting – Focus on two fingers, one on each hand, and assign each a different colour.
- Piano play – Or other keyboard instruments. Encourage free play, but also demonstrate, such as using one finger to go up the keyboard, and then back down again.
- Sorting – The items to be sorted into shapes, colours or sizes should be small things that require a pincer grip, such as Smarties, raisins or Hula Hoops.
- Telephone – Students take turns to ring each other, dialling the number on a push button telephone using one finger to press the buttons in a controlled way.
- Computer Keyboard – Encourage free play on a computer keyboard as well as pressing individual letters on command
- Apps – if an iPad or similar is accessible just search for 'fine motor skills' apps

## GRASPING

- Spherical grasps – Tennis or other similar sized balls – pick up, hold and throw.
- Pincer grasps – 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 – Holding cups without handles, kaleidoscopes, rainmakers or other cylindrical shakers.
- Tripod grasp – Holding small pieces of chalk or triangular pencils or pens/pencils with finger grips attached.
- Blocks – Building towers with building blocks (using one hand).
- Clothes Pegs – Place pegs around the top of a shoe box, on and off.

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## RELEASING

- Connect Four – Focus on making patterns rather than playing the game.
- Lids – Putting lids on pens, bottles, etc.
- Rubber Bands - Stretching rubber bands over jam jars or similar
- Towers - Building towers with wooden bricks and releasing them accurately
- Marble run – Releasing marbles into a marble run accurately or down water pipes
- Dropping stones – Dropping various sized stones into a bucket of water
- Coins and money box – Dropping coins into a box through the slot

## PENCIL CONTROL SKILLS

- Colouring in, focusing on marking a specific area of the picture or staying between the lines
- Draw around own or others hand
- Draw around stencils
- 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

- 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.
- Draw a stick man
- Draw your family and friends as stick people
- Draw a man with all the features and clothes
- Draw a house / cat / person / etc. including the basic features

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## HANDWRITING: LETTER FORMATION

- Trace then copy letters in name
- Trace letters, focusing on correct starting point
- Trace words, focusing on left to right directionality
- Trace then copy family of letters (c a d o s g q e f), focusing on starting position
- Trace then copy family of letters (l i t u j y), focusing on starting position
- Trace then copy family of letters (r b n h m k p), focusing on starting position
- Trace then copy family of letters (z v w x), focusing on starting position