



GIG
CYMRU
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WALES

Bwrdd Iechyd Prifysgol
Bae Abertawe
Swansea Bay University
Health Board

Pre-Writing Skills Level 1



AIM – To Develop Pre-Writing Skills

Introduction

Developmentally a child is able to achieve spontaneous scribbles in pre-writing skills, of the following:

- In A Horizontal Direction.
- In A Vertical Direction.
- Nearly In a Circular Direction.

The next steps with regard to developing pre writing skills are imitations of the following:

- Horizontal Scribbles.
- Vertical Scribbles.
- A Circular Scribble.
- A Horizontal Line.
- A Vertical Line.
- A Circular Line.

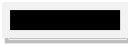
Note: Imitation – The teacher/LSA/parent should draw the shape/scribble/line whilst the child observes. Thus the child can then see how the shape/line/scribble is formed.

Methods for achieving the imitated scribbles / lines:

1. Draw (imitate) scribbles / lines with index finger using:

- Sand Tray
- Shaving foam spread on table
- Finger paints
- Wet finger of wet sponge on a blackboard
- Using index finger to trace around a cardboard template/stencil

Example of Stencil Shapes



2. Draw (imitate) shapes using the following writing tools:

- Chalks (stubs) on carpet squares
- Crayon (stubs) on embossed wall paper
- Chalk (stubs) on playground surface or blackboard
- Pen on Whiteboard
- Chalks/crayons/paints on wall hung paper (smooth or embossed)

- Or Draw shapes in air with finger or using ribbons or streamers.

Tips to help with achieving

1. Use hand over hand to help recognize and feel the direction of movement. This will need to be done during the first few sessions of this programme.
2. Use dots to show where to start and finish.
3. Ensure the child is watching what you are doing when you are drawing the shape.
4. Draw the lines/scribbles etc, slowly and talk through the direction in which your hand is moving. Also, talk through movements when hand over hand.
5. Keep sessions brief, to help the child keep on task. Build up time spent on session depending on the child's concentration span.
6. Encourage the child to choose writing implement.
7. Praise effort and really praise correct attempts.
8. Ensure the child only attempts the shape you are asking them to do. Try not to let the child go off on a tangent.

Shapes to Imitate

1.

2.

3.

4.

5.