

Fine Motor Activity Pack

Physiotherapy &
Occupational Therapy

The prevention of infection is a major priority in all healthcare and everyone has a part to play.

- Please decontaminate your hands frequently for 20 seconds using soap and water or alcohol gel if available
- If you have symptoms of diarrhoea and/or vomiting, cough or other respiratory symptoms, a temperature or any loss of taste or smell please do not visit the hospital or any other care facility and seek advice from 111
- Keep the environment clean and tidy
- Let's work together to keep infections out of our hospitals and care homes.

Contents

Page 3 - 6 Identifying the problem

Fine Motor Advice Sheets

Page 7 - 9 Visual Perception Advice

Page 10 Handwriting Advice

Page 11 - 12 Pre-Writing Skills Advice

Page 13 Activities to Encourage Finger Isolation

Page 14 Bilateral Motor Coordination Activities




Page 15 - 16 Scissor Skills Advice


Page 16 Cutlery Advice

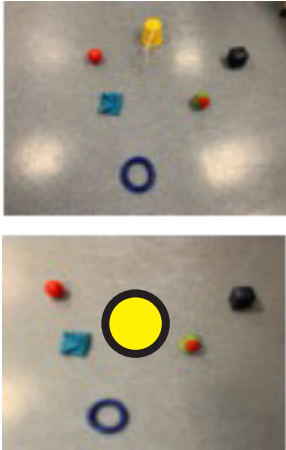
Children's Community Occupational Therapy


Fine Motor Activity Pack - Identifying the problem

This booklet has been designed to provide practical ideas and activities to help support your child to develop their fine motor skills. Children learn through movement and develop gross motor skills before developing their fine motor skills. This is useful to remember if you have concerns about both these areas as it will be beneficial to work on the gross motor activities before tackling the fine motor skills. Fine Motor Skills involve working on our muscles in our hands. Common activities similar to school related tasks will include gentle hand exercises, using pencils, and scissors. Working with construction and creating ideas to help with your child's dressing. Examples of these activities will be discussed throughout this Activity Pack.

Problem	Possible Causes	Things to Try
Slouches / leans in chair	<ul style="list-style-type: none"> Poor posture Low tone Furniture not positioned adequately. 	<ul style="list-style-type: none"> Ensure feet are flat on floor when sitting and back is well supported Adjust chair / table to meet child's needs Consider placement in class – move closer to whiteboard / teacher Wobble / Move 'n' sit cushion Angled Board Cool Kids. 
Loose Grip	<ul style="list-style-type: none"> Poor muscle strength Hypermobile joints Low muscle tone Poor Proprioception (Joint and Muscle feedback). 	<ul style="list-style-type: none"> Fine Motor strengthening activities Pre-writing warm up activities (hand stretches) Pre-writing skill activities Proprioceptive Activities Ensure rest breaks as required Refer to 'Handwriting Advice' (p10) Refer to 'Pre-Writing Skills Advice' (p11-12). 
Tight Grip	<ul style="list-style-type: none"> Low muscle tone (overcompensating) Poor Proprioception Anxiety. 	<ul style="list-style-type: none"> Fine Motor strengthening activities Pre-writing warm up activities Proprioceptive Activities Pens, pencils and Grips Consider whether extra time is required to complete task. Refer to 'Handwriting Advice' (p10) Refer to 'Pre-Writing Skills Advice' (p11-12).
Difficulties writing for long periods	<ul style="list-style-type: none"> Poor muscle strength Tight / loose grip Poor Proprioception Low muscle tone Muscle fatigue. 	<ul style="list-style-type: none"> Fine Motor strengthening activities Pre-writing warm up activities Proprioceptive Activities Ensure rest breaks as required Consider whether extra time is required to complete task. 

Difficulties with Concentration	<ul style="list-style-type: none"> • Hypersensitivity to visual / auditory input and therefore easily distracted • Seeking sensory input • Comprehension: unable to follow instruction and participate. 	<p>Sensory sensitivities;</p> <ul style="list-style-type: none"> • Consider environment and minimise distractions e.g., change placement in class, reduce visually distracting displays etc. • Tactile tools – fidget cube, bendy man etc., or Sensory box with tactile toys • Regular movement breaks e.g., ‘wake up shake up’, handing out workbooks, taking the register to the office e.g., Sensory snacks (Activities that provide the sensory input needed to stay focused and organized) • Cool Kids • Comprehension; Keep instructions simple – give step by step instructions and accompany with demonstrations if necessary. • If the child’s reading ability permits, write down the instructions so that they can go back to them.
Difficulties following page layout e.g., writing on the line, no spaces between words etc.	<ul style="list-style-type: none"> • Visual difficulties • Visual perceptual difficulties e.g., spatial relationships • Unlined paper. 	<ul style="list-style-type: none"> • Have vision checked – ensure any prescribed glasses are worn when advised • Use workbooks with lined paper / margins and ensure lines are bold and easily visible. • Place a smiley face / stamp in the margin as a prompt to where the work should start • Visual perceptual activities • Refer to ‘Visual Perception Advice’ (p7-9).
Writing too big / too small	<ul style="list-style-type: none"> • Visual difficulties • Visual perceptual difficulties e.g., spatial relationships, form constancy. • Writing too small can be due to anxiety • Writing too large can be due to impulsivity. 	<ul style="list-style-type: none"> • Have vision checked – ensure any prescribed glasses are worn when advised • Use workbooks with lined paper / margins and ensure lines are bold and easily visible. • Positive reinforcement and reward systems • Refer to ‘Visual Perception Advice’ (p7-9) • Refer to ‘Pre-Writing Skills Advice’ (p11-12) • Refer to ‘Handwriting Advice’ (p10).
Fidgeting	<ul style="list-style-type: none"> • Needing the toilet • Seeking sensory input • Avoidance – task too difficult • Uncomfortable sitting position. 	<ul style="list-style-type: none"> • Check if the child needs the toilet – regular requests may indicate avoidance behaviour or poor bladder control. • Tactile tools – fidget cube, bendy man etc., or Sensory box with tactile toys • Regular movement breaks e.g., ‘wake up shake up’, handing out workbooks, taking the register to the office e.g., Sensory snacks • Keep instructions simple – give step by step instructions and accompany with demonstrations if necessary. • Consider extra academic support required e.g., 1:1, smaller group, extra time, scribe, IT etc. • Cool Kids • Consider seating posture • Refer to ‘Handwriting Advice’ (p10)

<p>Pressure through pencil / pen too light / firm</p>	<ul style="list-style-type: none"> • Poor Proprioception • Poor muscle strength • Poor grip. 	<ul style="list-style-type: none"> • Fine Motor strengthening activities • Pre-writing warm up activities • Pens, pencils and grips
<p>Verbally competent but unable to translate to paper</p>	<ul style="list-style-type: none"> • Difficulties with information processing • Difficulties with handwriting therefore more likely to avoid / give up. 	<ul style="list-style-type: none"> • Keep instructions simple – give step by step instructions and accompany with demonstrations if necessary. • Consider extra academic support required e.g., 1:1, smaller group, extra time, scribe, IT etc. • Support with handwriting activities • Cool Kids.
<p>Un-established dominance (by age 6)</p>	<ul style="list-style-type: none"> • Immaturity of the nervous system. 	<ul style="list-style-type: none"> • Cool Kids • Refer to 'Pre-writing Skills Advice' (p11-12) • Refer to 'Bilateral Motor Coordination Activities' (p14) • Refer to 'Activities to Encourage Finger Isolation' (p13).
<p>Difficulty using scissors</p>	<ul style="list-style-type: none"> • Poor Proprioception • Poor fine motor muscle strength • Difficulty with finger isolation • Hand eye coordination • Difficulty using two hands together. 	<ul style="list-style-type: none"> • Show the child how to hold scissors correctly by demonstrating. Talk about where your fingers are inside the scissors. Let the child try to copy this • If it is difficult for the child to open and close the scissors to cut, let them practice this action without cutting, as long as you are supervising • If the cutting action is physically hard work for the child, allow them to try with looped 'easi grip' scissors or spring loaded scissors • Show the child how to support the paper with the other hand. Help them turn the paper initially • Practice scissor skills during play with craft activities • Refer to 'Scissor Skills Advice' (p15-17).
<p>Difficulties copying from board</p>	<ul style="list-style-type: none"> • Visual perception difficulties • Visual acuity / Glasses • Positioning in the classroom e.g., too far away. 	<ul style="list-style-type: none"> • Do activities and play games that help to work on and develop visual perception such as jigsaws, matching pairs, spot the difference, Lego, connect 4 • Consider positioning in the classroom e.g., sitting centrally facing the board • Refer to 'Visual Perception Advice' (p7-9). <div data-bbox="1225 1301 1511 1749" style="text-align: right;">  </div>

<p>Difficulties with Dressing, buttons zips, laces etc.</p>	<ul style="list-style-type: none"> • Poor Proprioception • Poor fine motor coordination • Sequencing difficulties • Poor muscle strength • Poor grip. 	<ul style="list-style-type: none"> • Work on grasp and hand strength using fine motor activities, play-dough, threading, mixing, pouring and stirring • Use dressing role play games such as dressing dolls, teddies and action figures • Use dressing up games e.g., pyjama parties, fancy dress outfits and using aprons / large shirts for craft activities • Practise fastening of zips on clothes laid out in front of your child on a table rather than on the body • Use a pipe cleaner to thread through the clasp of the zip to help with identifying where the zip needs to be housed. • Practice with different size buttons starting from large to small. • Attach a key ring or toy to the end of the zip to make it easier to grasp and pull up • For laces, choose one method of lace tying, and teach it consistently. If the child is left handed find a left handed adult to help them with this skill.
<p>Difficulties using Cutlery</p> 	<ul style="list-style-type: none"> • Poor fine motor strength and bilateral coordination • Poor proprioception. 	<ul style="list-style-type: none"> • Practice fine motor strengthening activities • Introduce cutlery to child and demonstrate how to hold. • Try large gripped cutlery / caring cutlery • Practice using blunt cutlery with playdough • Play body awareness songs to increase the child's awareness of body parts, e.g., action songs • Refer to 'Cutlery Advice' (p17).

Visual Perception Advice

Visual perception is the capacity to interpret, analyse and give meaning to what is seen. Children constantly learn through visual opportunities in everyday life at home, at school, in social interaction and in play. The process of taking in one's environment is referred to as perception. If this perception is incorrect or altered in any way, a child may present with reading, spelling, handwriting, maths and comprehension problems.

Visual perception may be connected to physical eye issues but even with 20/20 vision, children can still struggle to organise visual information and develop the visual perceptual skills necessary to establish a strong foundation for learning.

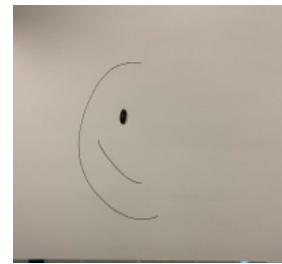
An immaturity in any of the visual perceptual areas can improve as the brain matures a great deal from early childhood into adulthood. There are several areas of visual perception, and a variety of ways in which selected activities can help:

<p>Visual Discrimination</p> <p>The ability to detect differences in objects, symbols or shapes. Visual Discrimination forms the foundation for matching and sorting skills. We all use colour, form, shape, pattern, size, and position to identify differences and distinguish between objects in our environment amongst other things.</p>	<p>Activities to Help:</p> <ol style="list-style-type: none"> 1. Cut out an assortment of geometric shapes of various shapes and sizes which the child can arrange to make people or animals 2. Give the child an assortment of objects and ask them to sort them into different sections of an egg box according to size, colour and shape 3. Ask the child to look through an old magazine or newspaper for a specific letter in as many different sizes and styles as possible. For each new size or style ask them to cut it out and paste it onto some paper 4. Write a word on some paper, ask the child to find all the words that start with that letter from one of their reading books 5. Show the child a colour and ask them to find things in the room that are that colour. Try with shapes as well 6. Thread different colour / size beads onto string and ask the child to match the pattern, try lots of different patterns.
<p>Visual memory</p> <p>The ability to remember for immediate recall all of the characteristics from a given form, and being able to find this form from an array of similar forms.</p>	<ol style="list-style-type: none"> 1. Pairs matching games 2. Follow the leader 3. 'Where's Wally' books 4. 'I Spy' game 5. Arrange a pattern of large coloured beads of various colours and shapes on some string and briefly show it to the child. Ask them to copy the string of beads from memory 6. Pick a category such as plants or animals and place several pictures on the table in front of the child. Ask the child to cover their eyes then rearrange the pictures and see if they can rearrange them in the original order 7. Kim's Game.

Visual sequential memory

The ability to remember for immediate recall (after four or five seconds) a series of forms from among four separate series of forms.

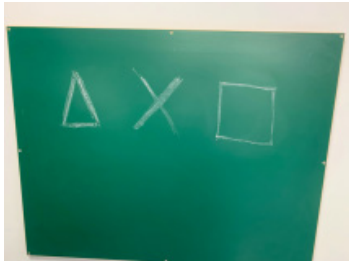

1. An obstacle course that they have to do in sequence
2. Follow the leader games
3. Go on a walk and point out several objects on the way such as a tree, fence etc. When you get home ask the child to tell you what they saw in the correct order
4. Draw letters and numbers with steam or shaving foam on windows or mirrors then rub it off and ask the child to copy it
5. Prepare a worksheet with sentences with the words spelt incorrectly and ask the child to rearrange the letters in the correct spelling order
6. Arrange a pattern of large coloured beads of various colours and shapes on some string and briefly show it to the child. Ask them to copy the string of beads from memory
7. Position four objects in front of the child then ask them to close their eyes. Move the objects while they are not looking and then ask the child to rearrange them to the correct order.



Visual closure

The ability to determine, from among four incomplete forms, the one that would be the same as the completed form. This skill is important in order to enable us to quickly process information in our environment without having to analyse every little detail to recognise what we are seeing.

1. Completing a whole picture from a partially drawn one
2. Jigsaw puzzles
3. Complete mazes of increasing difficulty
4. Filling in the missing part of shadows or silhouettes
5. Dot to dots, retrace the completed design for reinforcement
6. Looking for shapes in clouds
7. Filling in the missing letters in incomplete words or sentences
8. Have a piece of card with a circular hole the size of either a ten pence piece or a five pence piece cut into it. Hold this over pictures so that the picture is obscured with the exception of the area visible through the opening. Ask the child to guess what the picture is
9. Object recognition using pictures taken at unusual angles, finishing uncompleted pictures.

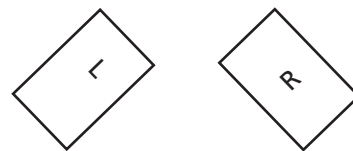
<p>Visual form constancy</p> <p>The ability to see a form and be able to find that form even though the form may be a different size (larger or smaller) and whatever the size, the ability to determine the form if it is rotated, reversed or hidden among other forms.</p>	<ol style="list-style-type: none"> 1. Construction set activities 2. Sorting shapes and objects 3. Ask the child to locate various geometrical shapes in a room or on an object such as circles and dots 4. Show the child a colour and ask them to find things in the room which are that colour 5. Write a word on some paper, ask the child to find all the words which start with that letter from one of their reading books
<p>Visual figure ground</p> <p>The ability to perceive a form visually, and to find this form hidden in a conglomerated ground of matter. The ability to find an object in amongst other objects or from the background is important when we are presented with a lot of visual information at the same time.</p>	<ol style="list-style-type: none"> 1. Construction set activities 2. Sorting shapes and objects 3. Ask the child to locate various geometrical shapes in a room or in a magazine, such as a clock is a circle 4. Show the child a colour and ask them to find things in the room that are that colour 5. Write a word on some paper, ask the child to find all the words that start with that letter from one of their reading books 6. Draw shapes on the ground in chalk so child can walk round them and see them at different angles 7. Cut out an assortment of geometric shapes of various shapes and sizes which the child can arrange to make people or animals 8. Give the child an assortment of objects and ask them to sort them into different sections of an egg box according to size, colour and shape. <div style="display: flex; justify-content: space-around; align-items: center;">   </div>
<p>Visual spatial relationships</p> <p>The ability to determine the odd one out from among a series of items, be it slightly different or going in a different direction to the other items. It allows us to understand and interpret relationships between oneself and other people, oneself and other objects, and objects in relation to other objects.</p>	<ol style="list-style-type: none"> 1. Jigsaw puzzles 2. Dot to dot puzzles 3. Action songs for different parts of the body (e.g., head shoulders knees and toes) 4. Movement games. 5. Walking on lines 6. Climbing through a homemade obstacle course of pillows & blankets etc. 7. Running, hopping, jumping, skipping around obstacles 8. Throwing objects to a target 9. Line walking 10. Follow the leader games 11. Twister 12. Drawing a person.

Handwriting Advice

The Four P's of handwriting

1. **Posture** (position) – sat fully supported by chair, feet flat on floor, table at elbow height; upright posture
2. **Paper** – usually a 20 ° angle for right handers & a 45 ° angle for left handers.

Non-dominant hand to support the paper



3. **Pen** – ideally tripod grip, but it is very difficult to change a well-established grip. Practising 'circular scribble' can encourage movement of the digits. Experiment with pen grips and different type of pen: ink flow, barrel diameter, surface texture (grip).
4. **Presses** (proprioception) – encourage hand presses prior to and during writing tasks to increase sensory feedback & so improve motor control and judgement of force.

Strategies to improve handwriting legibility

Spacing and sizing

- Use paper with raised lines so that you can feel when you are writing on the line
- Practice placing stickers or an ink stamp onto a line so that they can just touch it.

A space needs to be left between words

- Practice leaving space, by placing your left index finger at the end of the last word then start the next word on the other side of your finger
- Use a lolly stick with face drawn on it to make a space between each word while you are writing
- Use grid paper or graph paper.

Pencil grip

- It is important to encourage the child to hold the pencil using a dynamic tripod grip (three fingers on pencil with finger movement evident)
- If your child does not use this grip, you could try using a pencil grip, such as soft pencil grip available from Amazon.com as this may help your child develop the correct grip
- Fine motor activities like PlayDoh®, sorting coins and playing Connect Four® will help to strengthen your child's hand muscles.

Writing pressure

- Your child may need to teach themselves how to monitor the pressure they apply to the pencil or to the page. If they use too much pressure, you could play games using carbon paper placed between pages and see if they can only go through to one sheet. If they use too little, try to go through more sheets with carbon paper or try using sandpaper underneath the page
- Use light up pens to show pressure is being used
- Practice using refillable lead pencils as the lead will break if there is too much pressure applied
- Your child may need to do activities to help the muscles learn to send messages about pressure (proprioception), like wall press ups, chair press ups, hand presses, lemon squeezes.

Speed

- Practice drawing fluency patterns (homework sheets given, loops, waves, zig zags, spirals) on an upright blackboard or paper taped up onto a wall
- Continue to do hand presses and take regular breaks.

Pre-Writing Skills Advice

These ideas are helpful for children who have difficulties with shape, drawing and writing patterns.

Always try to teach these skills by starting with large movements before small ones. For example, practice drawing a large circle on the blackboard or large piece of paper taped to the wall before attempting it with paper and pencil at the table. It is recommended to involve as many of the other senses as possible.

To learn new or difficult shapes and letters follow the following progression:

1. Have child trace the shape first either on top of the shape with their finger or in a different texture e.g., sandpaper letters. Then progress to using a pencil to trace over the shape
2. Once they can trace competently use dots for them to 'target' while doing the shape
3. The next step is to draw the shape after watching a demonstration first (imitating)
4. Copying is the last step, where the child can copy a shape from a model without demonstration

To make learning fun and to involve multiple senses, try the following:

Use a variety of tools

- Wax crayons, thick and thin
- Chalk on paper and blackboard
- Felt tips
- Paint with brushes, fingers, sponge pieces, rollers etc.
- Fingers in shaving foam, wet sand, flour, cornflour and water.

Use a variety of surfaces

- Paper – white, coloured, black
- Blackboard
- Shiny card / textured wall papers / tracing paper, aluminium foil
- Paper over textured surfaces – corrugated card, sand paper, coins etc.

Use a variety of positions when drawing like sitting at table

- Standing at a table
- Vertical easel
- Large sheets stuck to wall
- Standing or kneeling.

Other fun ideas

- Write letter on another person's back with a finger and guess what shape it is
- Practice letters in the air with large arm and hand movements – can be practiced with 2 hands together or one arm at a time
- Attach a piece of ribbon to a stick or use a torch and 'draw' letters in the air.

Pre writing patterns

Here are some ideas that help to work on different pre-writing patterns.

Horizontal and vertical lines

- Drawing bars
- Drawing fence posts using vertical or horizontal lines
- Drawing roads connecting car to house, child to balloon etc.
- Drawing stripes.

Circles

- Encourage scribbling
- To and fro scribbles
- Circular scribbles

Diagonal lines

- Draw whiskers on cat, rain falling out of clouds, stripes on umbrella, bow ties on clown, zig zags along roads, roof on house.

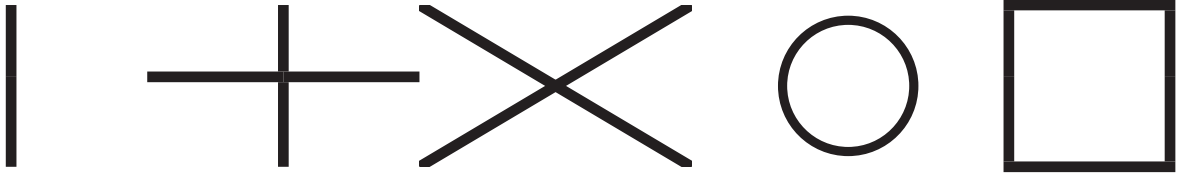
Crosses

- Draw crosses for clown's eyes, laces on shoe
- Draw stars in the sky or for flowers
- Draw blades of a windmill.

Triangles and diamonds

- Draw roof on house, sails on a boat, hat on head, ice cream cones.

Copy shapes



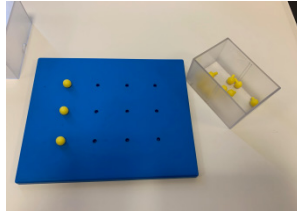
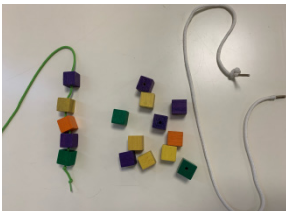
- Continue to develop shoulder strength and stability and body awareness; climbing frames, monkey bars, rock climbing, wheelbarrow walks.

Activities to Encourage Finger Isolation

Isolation of the index finger is an important skill. It is a pre-requisite for developing a pincer grip. This is essential for performing activities of daily living such as feeding, dressing and writing.

Activities to encourage finger isolation

1. Finger painting
2. Pinching and prodding play dough
3. Popping bubbles with index finger
4. Flicking ping pong balls, coins or screwed up paper at a target
5. Playing with marbles
6. Use tweezers to pick up paper / clips / buttons
7. Open / close clothes pegs
8. Pegboard games
9. Put money into money box or toy cash register
10. Flicking frog games
11. Wind-up toys
12. Finger puppets or hand puppets using thumb, index and middle fingers
13. Shadow puppets on a wall, copying animals and patterns
14. Developing a game where the child has to use two fingers to 'walk' across a board/table (e.g., finger football)
15. Use the keyboard of a computer or touch screen
16. Play musical instruments
17. Toy telephone, push button and dial ones
18. Sprinkle flour or lentils on a tray and let the child draw a picture using index finger.
19. Prod holes in sand / mud pies.



Bilateral Motor Coordination Activities

Bilateral motor co-ordination refers to the ability to co-ordinate both body sides.

Ideas for developing bilateral activities / using two hands in a co-ordinated way

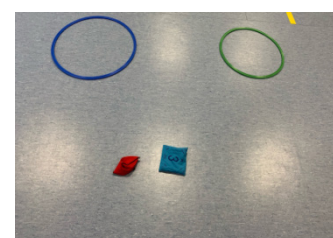
- a. Arms work together, moving in the same direction:
 - Hitting a balloon or a ball strung on string, with cardboard middle of an empty kitchen roll, holding it with one hand at each end
 - Pushing a large ball or trolley with both hands
 - Clapping and knee slapping action games – hands together, hands against person 5-10 times
 - Playdough – using rolling pin or both hands – cutting it up with knife
 - Playing a drum, banging it with both hands at the same time
 - Stencils – animals, objects, shapes – ensure independently holds the stencil. To colour in, ensure child stabilises paper. To cut out, ensure outline is clear.
- b. Arms move in **opposite** or reciprocal directions:
 - Marching, swinging arms
 - Action songs
 - Finger painting, making a big circle with each hand at the same time
 - Pushing together / pulling apart activities (bubble paper, popper buttons).
- c. Arms **alternate** movements:
 - Hitting a balloon with a bat in both hands
 - Walking on hands (wheelbarrows)
 - Playing a xylophone
 - Crawling, creeping on hands and knees.

To encourage crossing the midline of the body

When children are doing activities and at mealtimes, always put the tools that the child is using in the middle or in front of them (for e.g., cutlery, pencil / pens / crayons / scissors), so that they can decide which hand works best for them. If tools are put to either side, the child / young person is likely to pick up using the nearest hand and may not swap to the hand which is more skilled.

These games can help them to learn to reach across:

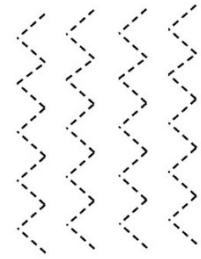
- Batting activities, keeping bat in one hand only (forehand and backhand movements)
- Drawing the largest circle possible or a line across a blackboard using just one hand and keeping body still
- Sitting on floor and drawing biggest arc (curved, rainbow shape) with chalk (or in sand at the beach)
- During fine motor activities – play games side sitting (with both legs to one side, leaning on one arm) on floor placing game on same side as arm they are leaning on
- Throwing bean bags at different targets on the opposite side of the body, ensure body doesn't turn
- Play 'Simon Says' games with arms and hands crossing over to the other side of body
- When the child is playing a game or doing a puzzle on the floor, encourage them to get onto their hands and knees, put part of the game (e.g., the puzzle pieces) on one side of them and the rest (the puzzle board) on the other. Encourage them to keep one hand on the floor and just use the other to pick up the pieces and put into the puzzle (reaching across) or play the game.



Scissor Skills Advice

Stages of Scissor use

1. Child shows an interest in using scissors
2. Child holds and manipulates the scissors appropriately.
3. Child open and closes the scissors in a controlled way
4. Child cuts random snips
5. Child manipulates scissors in a forward motion (e.g., to get the other side of the paper)
6. Child can co-ordinate the sideways movements (e.g., can cut within a path without straying outside)
7. Child cuts forward in a straight line
8. Child cuts out simple geometric shapes (straight lines in triangle, square or rectangle and moving to curved lines such as in a circle)
9. Child cuts out simple figure shapes (e.g., around a house or a flower)
10. Child cuts out complex figure shapes.



How to help a child to progress through these stages

- Help the child to develop good eye-hand co-ordination (activities included)
- Help the child to develop good fine motor skills especially using the lateral pincer grip used to open and close scissors (activities included)
- Choose scissors that the child feels comfortable with (left hand scissors for left handed children, spring scissors)
- Use different types of paper e.g. cardboard, wax paper, aluminium foil, sugar paper (card is easier to begin with as it is easier to handle)
- Practice snipping with scissors by cutting through straws, thin strips of paper, playdough, snip the edge of piece of paper
- Help the child to control the direction of their cutting by giving them a target e.g., a sticker at the end of a line, a thick path to cut along to follow, use a small piece of paper
- To stay within a path, glue lolly sticks or string to form edges of path
- Vary the width between the two lines, starting with wide path and then bring the lines closer as the child's co-ordination develops
- Punch a line of holes into card or paper and then ask the child to cut along the line of holes
- Start using the above ideas for diagonal or curvy lines or lines that change direction
- When cutting around simple shapes / figure shapes use thick lines at first (use a marker pen to make the lines thicker).

Other activities that will help develop the skills needed to use scissors well

- Play relay games where you have to pick up small objects (eg aluminium foil balls, marshmallows, cotton balls, small toys, blocks) using tweezers, salad servers or tongs to place them into a container
- Play with squirt guns or water pistols. Get the child to aim their water spray at a target drawn with chalk on a brick wall or aim for a hanging balloon
- Use turkey basters or medicine droppers during craft activities to pick up and then drop paint onto paper
- Lacing activities
- Card games
- Thumb wrestling
- Family games such as Jenga®, Operation®, Kerplunk®, pick-up sticks.



Cutlery Advice

- Show your child how to hold the cutlery. Remind them to put their pointer fingers out along the cutlery
- Begin practising with cutlery with plastic handles which are easier to hold than metal handles
- Practise when your child is not hungry (i.e., during their playing time) using playdough or putty rolled into sausages
- Give your child a blunt knife and get them to cut the playdough, using forwards and backwards sawing action, while holding it still with their other hand
- When your child gets good at using a knife, introduce the fork
- Remind your child to hold the food still with the fork and to cut with the knife without tearing
- Your child may find it useful to repeat the phrase “hold still with the fork, backwards and forwards with the knife” as they cut up the food to remind them of what to do
- Progress to cutting up soft foods and help with tougher foods like meat
- Gradually increases the amounts you expect them to cut up e.g., they have to cut up two pieces then you will do the rest
- Ask them to cut up tougher foods once they are able to cut up soft foods
- ‘Caring cutlery’ is available from a number of outlets, both from shops and the internet.



English

If you need information in another way like easy read or a different language please let us know.

If you need an interpreter or assistance please let us know.

Lithuanian

Jeigu norėtumėte, kad informacija jums būtų pateikta kitu būdu, pavyzdžiui, supaprastinta forma ar kita kalba, prašome mums apie tai pranešti.

Jeigu jums reikia vertėjo ar kitos pagalbos, prašome mums apie tai pranešti.

Polish

Jeżeli chcieliby Państwo otrzymać te informacje w innej postaci, na przykład w wersji łatwej do czytania lub w innym języku, prosimy powiedzieć nam o tym.

Prosimy poinformować nas również, jeżeli potrzebowaliby Państwo usługi tłumaczenia ustnego lub innej pomocy.

Punjabi

ਜੇ ਤੁਹਾਨੂੰ ਇਹ ਜਾਣਕਾਰੀ ਕਿਸੇ ਹੋਰ ਰੂਪ ਵਿਚ, ਜਿਵੇਂ ਪੜ੍ਹਨ ਵਿਚ ਆਸਾਨ ਰੂਪ ਜਾਂ ਕਿਸੇ ਦੂਜੀ ਭਾਸ਼ਾ ਵਿਚ, ਚਾਹੀਦੀ ਹੈ ਤਾਂ ਕਿਰਪਾ ਕਰਕੇ ਸਾਨੂੰ ਦੱਸੋ।

ਜੇ ਤੁਹਾਨੂੰ ਦੁਆਰਾ ਚਾਹੀਦੀ ਹੈ ਜਾਂ ਸਹਾਇਤਾ ਦੀ ਲੋੜ ਹੈ ਤਾਂ ਕਿਰਪਾ ਕਰਕੇ ਸਾਨੂੰ ਦੱਸੋ।

Romanian

Dacă aveți nevoie de informații în alt format, ca de exemplu caractere ușor de citit sau altă limbă, vă rugăm să ne informați.

Dacă aveți nevoie de un interpret sau de asistență, vă rugăm să ne informați.

Traditional Chinese

如果您需要以其他方式了解信息，如易读或其他语种，请告诉我们。

如果您需要口译人员或帮助，请告诉我们。