

Pre-Handwriting – Developmental Continuum

Fine Motor Skills

Can use two hands together, e.g. to open lids on jars



Uses a dominant hand and an assist hand during activities



Is able to control and manipulate small tools effectively



Uses tripod grasp for more intricate tasks, e.g. picking up small items



Uses tripod grasp to manipulate small objects, e.g. rolling play-doh balls



Uses tripod grasp to accurately put things together, e.g. threading



Gets faster at tasks they have practised, e.g. posting coins into a slot



Scissor Skills

Is able to hold scissors appropriately



Is able to open and close scissors using a controlled action



Is able to hold the paper and make random cuts



Is able to cut in a straight line



Is able to cut out simple shapes



Is able to cut along curved lines, e.g. circles



Is able to cut out more complicated shapes with straight and curved lines



Pre-writing Skills

Scribbles randomly on paper



Scribbles spontaneously in different directions, e.g. straight line, circle



Imitates simple marks after watching an adult, e.g. diagonal line



Copies simple shapes that involve one movement, e.g. circle



Imitates shapes that involve multiple movements, e.g. □ X



Child copies shapes that have multiple movements, e.g. □ X



Child has an understanding of movement concepts, e.g. up, down, around



Child is ready for handwriting instruction

- Occupational Therapy advice sheets available on skill development for each of these areas
- A child's posture and seating during pre-writing activities can impact on their performance
- It is important that a child has lots of opportunity to develop their gross motor & co-ordination skills