

Motor Skills: Foundation Stage Screen

Name:	DOB:	NC Year:	Date:
--------------	-------------	-----------------	--------------

<u>MOTOR SKILLS</u>			
Area of Concern	How do I see it in the Classroom?	What can I do to help?	Impact
Appears unco-ordinated	Clumsy in the classroom/playground	<ul style="list-style-type: none"> Rearrange furniture in class /declutter walkways for ease of access and 	
Poor awareness of space	Bumping into people/objects	<ul style="list-style-type: none"> Add visual cues eg. marking edge of furniture with coloured tape Pair child with peer when moving around school 	
Poor balance – still and moving Poor posture and muscle tone	Frequent trips/falls Falls off chair Difficulty sitting still Sits awkwardly on chair	<ul style="list-style-type: none"> Try different chairs/chair heights or a chair with arms Work in different positions eg. lying on floor/standing Ensure correct chair/table height or provide footrest so feet are on the floor Sitting down to get changed 	
Poor ball skills	Throws ball too hard/not hard enough Lack of control/direction in throwing	<ul style="list-style-type: none"> Try using different sized balloons or balls Use visual targets of different sizes e.g. aim at a blanket, coloured mats, hoop etc. Gradually make the target smaller. Give extra verbal directions e.g. spatial directions 	
Can't use 2 hands together	Problems with buttons, laces opening containers Poor co-ordination between 2 sides of body	<ul style="list-style-type: none"> Provide larger tools eg.bigger beads for threading, laces with wooden ends, attach key rings to zip fasteners Try some hand exercises/activities to develop skills(see additional activity sheets) 	
Poor awareness of body parts	Difficulty naming and locating body parts Difficulty dressing	<ul style="list-style-type: none"> 'Simon Says' games Body parts collage/jigsaws etc. Pile clothes in the order they are to be put on or lay out in the shape of a body so the child can orientate them correctly 	
Problems running/jumping/kicking	Awkward movements in the playground and in PE	<ul style="list-style-type: none"> BEAM or other motor skills programme Write Dance 	

HANDWRITING & SCISSOR SKILLS			
Area of Concern	How do I see it in the Classroom?	What can I do to help?	Impact
Poor tool grip	Immature tool grip – too much/too little pressure	<ul style="list-style-type: none"> • Try different sized tools e.g. paintbrushes, crayons, pencils, rulers, stencils • Hand gym activities 	
Poor letter/numbers/shapes formation Upper and lower case confusion Poor position of letter on line Slow handwriting	Poor presentation of work Not as much produced as peers Written work doesn't match verbal ability	<ul style="list-style-type: none"> • Vary the size of paper and texture. • Try wider spaced lines/no lines/squared paper • Reduce written work-use 'gapped handouts', scribing etc. • Handwriting programmes 	
Difficulty with practical tasks	Difficulty holding/manipulating scissors Difficulty turning pages/opening doors	<ul style="list-style-type: none"> • Different scissors – looped • Stiffer paper with highlighted cutting edges • See additional 'Developing scissor skills' sheet 	
MOTOR ORGANISATION			
Area of Concern	How do I see it in the Classroom?	What can I do to help?	
Difficulty sequencing and organising self and equipment	Difficulty with order of garments when dressing Difficulty organising work Lose and drop things Difficulty organising time Poor directions/gets lost	<ul style="list-style-type: none"> • Clothes on/off in same order • Reinforcing sequence of task with words/pictures using a Task Board. • Visual cues on page e.g. green/red dots to indicate where to start/finish. Frame for children to draw inside. • Provide a visual timetable with pictures to illustrate the activities for the day. • Provide a timer to place on the table. • Task Board- what equipment is needed to complete the task. • Visual signs in corridors- pictures or arrows • Partner with a peer when moving around the school. 	

VISUAL PERCEPTION			
Area of Concern	How do I see it in the Classroom?	What can I do to help?	Impact
Poor planning/layout of work Spacing varies day to day	Poor presentation or work Reluctance to complete activities Difficulty in finding resources etc	<ul style="list-style-type: none"> • Highlighting lines to write on or tracing over letters etc • Use visual cues on page re. Layout e.g. green/red dots, squares on a page to write in etc. • Kim's game – talk through strategies used to remember placement. 	
AUDITORY SKILLS			
Area of Concern	How do I see it in the Classroom?	What can I do to help?	
Difficulty discriminating sounds in classroom	Following teacher instructions Locating sound Responding to everything	<ul style="list-style-type: none"> • Sound shaker games • Listening work • Use of name to cue in • Phase 1 letters and sounds 	