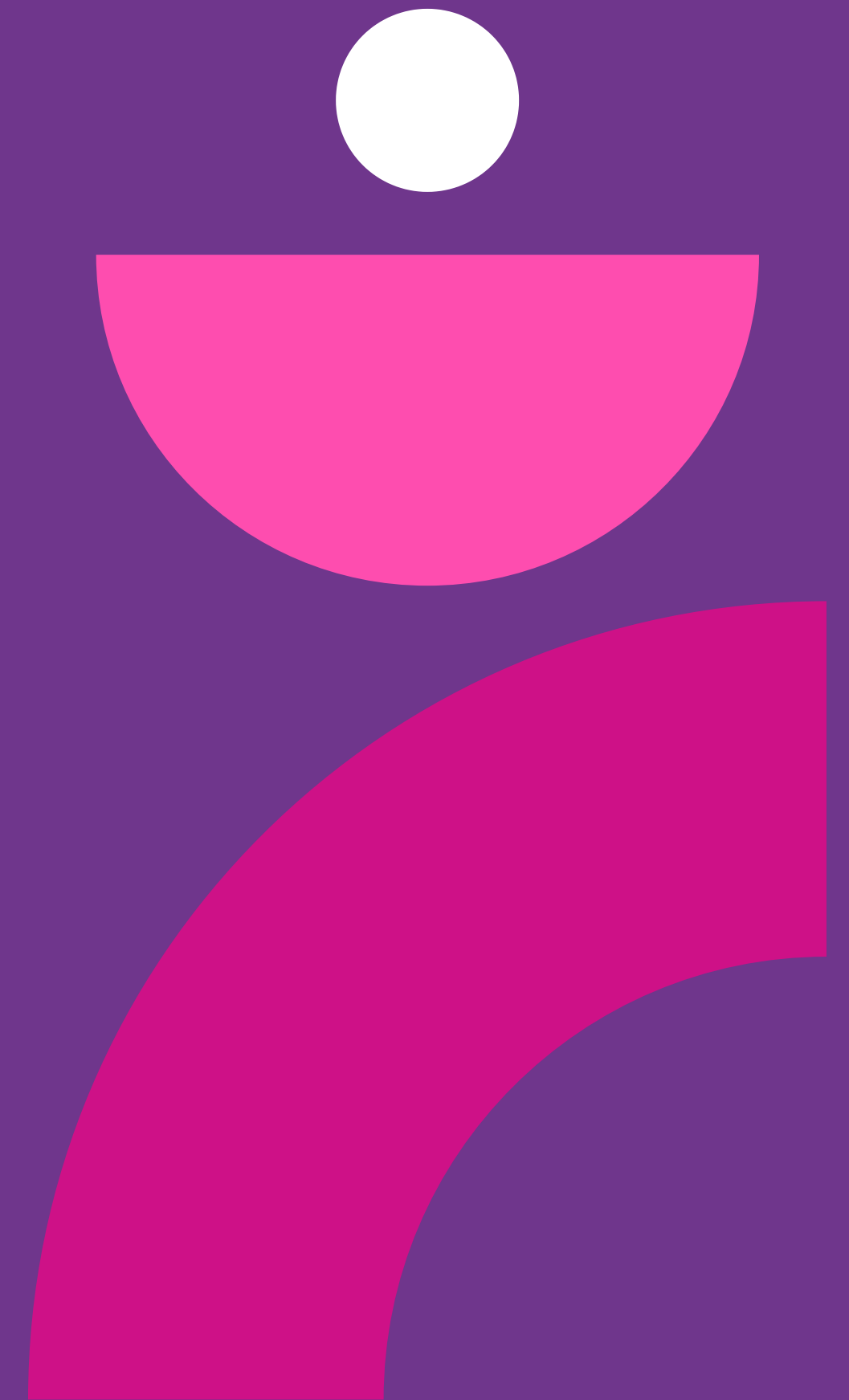




6 for 6 - Parents How To Improve Your Handwriting Without Writing!

WWW.TOTALCHILDRENSTHERAPY.COM





6 FOR 6

HOW TO IMPROVE YOUR HANDWRITING
WITHOUT WRITING!

Written by

6 for 6

INTRODUCTION

We often hear from school and teachers that they have students who are struggling with messy, illegible, slow and/or a dislike of handwriting. 6 for 6 is designed for school to recommend for parents and students but also lends itself really well to running as a group within school. Its clear easy to follow format gives the school all it needs to implement the programme and show a before and after result. Not only will this benefit the students but the 'evidence' produced can also be used when planning any SEN, onward referrals or additional input for students.

The programme is designed to achieve other wins too! So why not join into and not only see the improvement in your student handwriting but feel the benefits of becoming stronger and fitter too!

- 6 for 6 is a ready made resource/programme available to purchase - details on p. 6.
- It is suitable for Year 6 aged students, right through to young adults at university!

6 FOR 6

BACKGROUND

As all good physiotherapists and occupational therapists will agree, practicing and securing gross motor skills (the big movements of the body) is vital before fine motor skills (small movements of the hands and fingers) are at their most efficient and can be transferrable to other skills for function and learning.

Working hard on big body movements, makes refining and improving small movements much easier to achieve. When less physical effort for handwriting is required, the body fatigues less and muscles don't ache as much. Therefore, it is possible to improve the skills needed without practising handwriting.

6 for 6 is designed for young people who present with any or all of the following:

- Those who have messy/illegible writing.
- Those who have disorganised work on a page.
- Those that complain of muscle fatigue/aching in their hands.
- Those who are always slower than their peers to finish written work.
- Those who present with joints that are a little more bendy or flexible than their peers.
- Those who struggle to sit still and have a tendency to fidget.
- Those who will often sit at a desk propping on their elbows/slumping on the table/hooks their feet around the chair legs, to help with stability whilst writing.

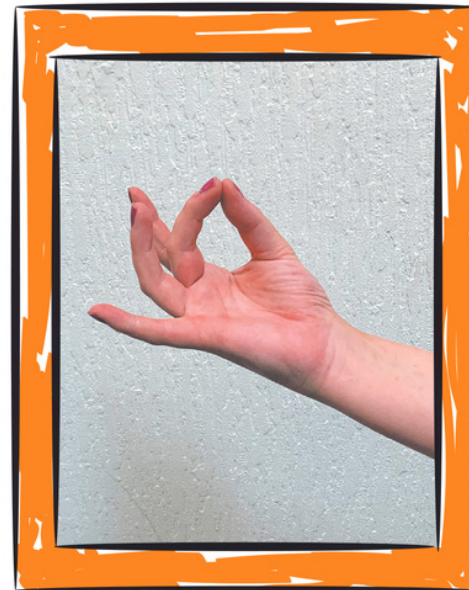
3. PROPRIOCEPTION

Touch your thumb to each of your fingertips in turn.

One hand at a time.
Repeat x 5 each hand.
Then both hands together
x 10 times.

Now repeat above with your eyes shut

- **First in standing x 10**
- **Then in sitting x 10.**



4. CROSSING MIDLINE

MODIFIED STAR JUMPS

Start with your arms and legs crossed. Jump into open star position with arms up high and land on the floor and then jump back to starting position.

Repeat x 30.



**REMEMBER
TO BREATHE
AND NOT
HOLD YOUR
BREATH!**

WEEK 4

1. CORE STABILITY

BRIDGING

1. Lift up and hold with knees together, aim to hold for two minutes.

Repeat x 2.

2. When you're able to hold steady without wobbling for two minutes, move onto lifting up your middle, plus one foot **just off** the floor for two minutes.

Repeat x 2.

3. When you're able to hold steady with your foot just off the floor for two minutes, try now to move onto lifting up your middle and raise your straight leg up and hold for two minutes.

Repeat x 2.



2. CORE, SHOULDER STRENGTH AND STABILITY

SPOTTY DOG

A - Starting position - left leg forward, left arm forward, now jump and alternate, so right arm and leg are forwards and left arm and leg are behind.

Repeat x 25.



3. PROPRIOCEPTION

COIN ROLL CHALLENGE!

Learn how to roll a coin across your fingers.

Remember, practice makes perfect! When you have learnt it, try and teach a friend or someone in your family.

www.wikihow.com/

Roll-a-Coin-on-Your-Knuckles

TRY A
COIN ROLL
CHALLENGE
WITH YOUR
FRIENDS!



4. CROSSING MIDLINE

Find a bare piece of wall (or the back of a door) and with a pointed finger draw a large zig zag line. Make sure it has at least 12 points and do not lean your body.

- Work top to bottom x 5
- Work bottom to top x 5
- Work left to right x 5
- Work right to left x 5
- Work diagonal top left to bottom right x 5
- Work diagonal top right to bottom left x 5

Make sure your arm travels across the middle of your body to the other side.



KEY COMPONENTS OF 6 FOR 6

Being able to write easily and clearly is a bit like making a cake, if you have all the right things in place like good quality ingredients, the right equipment and a good technique then the 'end product' will be good.

As movement specialists, we as therapists look at the 'ingredients and technique' as a set of physical abilities. If they are all of good quality and in place, they can improve the 'end product' in this case, handwriting.



The 6 for 6 Authors! Jane Reynolds (left) and Wendy Joy (right)

6 FOR 6 HOW TO IMPROVE YOUR HANDWRITING WITHOUT WRITING!

BACKGROUND

As all good physiotherapists and occupational therapists will agree, practicing and securing gross motor skills (the big movements of the body) is vital before fine motor skills (small movements of the hands and fingers) can be efficient, refined and transferrable to other skills for effective function and learning.

Working hard on big body movements, makes refining and improving small movements much easier to achieve. When less physical effort for handwriting is required, the body fatigues less and muscles don't ache as much. Therefore, it is possible to improve the skills needed for handwriting **without** practising handwriting.



WHO IS IT FOR?

This booklet is designed for students who present with any or all of the following.

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- Those who are always slower than their peers to finish written work.
- Those who present with joints that are a little more bendy or flexible than their peers.
- Those who struggle to sit still and have a tendency to fidget.
- Those who will often sit at a desk propping on their elbows/slumping on the table/hooks their feet around the chair legs, to help with stability whilst writing.



**YOUNG PEOPLE ALSO IMPROVE
THEIR GENERAL FITNESS ONCE
THE PROGRAMME IS COMPLETED!**

HOW DOES 6 FOR 6 WORK?

- There is a quick and easy task at the beginning of the programme that can be repeated at the end for comparison.
- The programme can then be started.
- The young person will be asked to follow the programme for 6 days out of 7, for 6 weeks (6 for 6).
- Each day they will do the 6 specific tasks on the programme.
- Each week has a new programme.
- At the end of 6 weeks, having completed the whole programme, the initial task they did at the beginning will be repeated.
- You can then compare the results.
- The programme can be repeated for further improvement -taking 2 weeks off before starting again is advised.
- Other positive effects that may be seen once the programme has been completed, are improvements in general fitness, increased strength, better stamina, less fatigue, hand aching and improved co-ordination.

HOW TO BUY 6 FOR 6

To order 6 for 6 please contact the TCT office via one of the following options:

1. The online enquiry form [here](#)
2. Email: info@totalchildrenstherapy.com
3. Tel: 01202 743674

THE 6 FOR 6 AUTHORS - Wendy Joy MCSP Grad Dip Phys SRP

Wendy qualified in 1991 as a chartered physiotherapist. She is a paediatric specialist and has a particular interest in the physicality of child development. She wanted to be a physiotherapist from the age of 12 and loves her work.

Wendy has worked both in the NHS and independently and at various settings along the south coast of the UK. She now divides her time between her clinical work as a specialist children's physio, Storycises, lecturing around the UK and managing her private paediatric practice.

Through Wendy's work with Storycises™, she has developed and built a model for all ages of children that underpins her clinical work. The results have shown the importance of relevant targeted intervention at any age and the positive effects it can have on children and young people for the rest of their lives.

Wendy enjoys seeing the impact from improving physical health and ability on other areas such as improving confidence, self-esteem, emotional and mental wellbeing.

Wendy believes wholeheartedly that if children and young people do not have fun and 'enjoy' being active- in whatever form that takes- then compliance will be poor. She is always happy to join in, have a go and demonstrate movements and activities with children. It might not always look pretty or elegant, but Wendy likes children and their parents to see that it doesn't matter if you sometimes look a bit silly or get rosy cheeked or can't do something perfectly. The important thing is to try and feel supported whilst trying.

All her work clinically, whilst lecturing and with Storycises is based on sharing knowledge and understanding about the spiral of child development and how children need to work up and down by experimenting, learning, repeating and consolidating movements.

Wendy lives in Dorset with her husband, she has three grown up children and in her spare time loves to walk, read and be arty and crafty. She loves a new challenge and has recently started to learn to play the piano. When she gets the chance Wendy enjoys getting out into the local countryside, visiting her local beaches and holidaying in the Scottish Highlands and Islands.

THE 6 FOR 6 AUTHORS - Jane Reynolds MCSP BSc (Hons)

Jane has been a physiotherapist since 2003. She has worked both in the NHS and in the private sector along the south coast. Now she works with lots of different children, of all ages, with differing challenges from all walks of life. But fun is always at the centre of what she does.

Before she became a physiotherapist, she was a paramedic with the London Ambulance Service and has also had a career in the Royal Naval Reserve. The experiences she had in these years really do give her an additional skill set!

Jane really enjoys lecturing around the country about how child development is changing and what we can do to improve children's physical development, educating those who work with children to raise the profile of the importance of a physical childhood.

The principles of Storycises™ underpin all of her practice when treating the children on her caseload.

She also spends time promoting sport and inclusion for children and young people with a disability and is keen to ensure that these children have as much opportunity to be included as able-bodied children.

In her spare time, Jane works in her garden, planting and creating. She has been using yoga to exercise and relax for some time and is a keen traveller, having travelled extensively around the world. During the pandemic, she swapped this for discovering an untapped talent for sewing and enjoys nothing better than a day creating with the sewing machine.



FOR FURTHER DETAILS OR TO MAKE A BOOKING

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