

Gross Motor

- Slouched posture, leans on furniture or walls
- Head too close to table top, rests head on forearm or supports head with hand
- Appears physically restless, frequently shifts position but still attends to task
- Lies down during circle or mat times
- Sits on floor with knees bent inwards forming 'W' position
- Fatigues easily, poor endurance
- Floppy, very flexible joints, appears weak
- Moves body as a whole, looks stiff
- Trips easily, bumps into things or people
- Awkward running style
- Has difficulty learning new motor skills e.g. pumping a swing, riding without trainers, doing new obstacle courses
- Avoids challenging gross motor activities e.g. monkey bars
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Fine Motor

- Changes hands during drawing, colouring or writing
- Awkward pencil or marker grasp e.g. holds with whole hand or many fingers, fingers hold far from tip
- Excessive pressure when holding pencil or marker, excessive pressure on page
- Loose grasp of pencil/marker with light pressure
- Finger joints bend far backwards
- Poor control of the pencil with wavy lines
- Doesn't rest forearm on the table when colouring or drawing
- Forgets to use helper hand to hold paper steady
- Has difficulty cutting with scissors, forgets how to hold scissors, grasp of scissors or paper is awkward
- Drawings are less detailed for age
- Avoids fine motor tasks like colouring or drawing
- Expresses doubt about fine motor abilities
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This checklist is for parents and teachers of children ages 4 to 6 years. If several areas of need are identified, a *Get Fit for School* Check or Evaluation is advised. These may be done at Kindy, home or school. Short term OT intervention programs are available.



Fantastic Fingers®

Ages
4 to 6

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***Get Fit for School!* Checklist**

Early Writing (consider child's age & schooling)

- Despite adequate opportunities to practise, continues to form lines bottom to top and right to left (unlike peers)
- Often forgets how letters/numbers look (unlike peers)
- Despite instruction and practice continues to print letters/numbers incorrectly (compared to peers)
- Frequent reversals/swopping of letters (compared to peers)
- Poor quality and/or quantity of written work e.g. hard to read, inconsistent sizing or spacing, poor layout
- Dislikes or avoids printing by hand, challenging behaviours
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Early Reading (consider child's age & schooling)

- Despite adequate opportunities to practise, is unable to tell if simple words rhyme, unable to supply rhyming words
- Has difficulty identifying initial or final sounds
- Struggles to recall the sounds for letter symbols
- Has difficulty blending letters in simple words e.g. d-o-g
- Is resistant to practising saying letter sounds
- Tends to avoid or dislike reading activities
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