

## **Dysgraphia**

Dysgraphia is a processing problem causing difficulty in remembering and using the correct sequence of muscle movements in order to write. It is a neurologically based difficulty and is often related to other specific learning difficulties. Dysgraphia is frustrating for children who have good oral language but are unable to transfer their ideas easily into written form.

### **Key Characteristics:**

Children with dysgraphia may:

- Write slowly and laboriously, and have poor presentation.
- Have inconsistent letter formation and use a mixture of upper and lower case letters.
- Have difficulty with their pencil grip.
- Have difficulty with copying and taking notes.
- Use a rubber excessively.
- Have difficulty with directions e.g. in map work, plans, diagrams.

### **Strategies we use in the Classroom**

We may need to:

- Teach the child keyboard skills as soon as possible and use a word processor.
- Allow them to write seated in the position that suits them best.
- Allow them to write in the style and form that suits them best.
- Allow extra time for writing activities.
- Use planning and writing frames.
- Encourage the use of visual organisation strategies, such as mind mapping.
- Develop alternative methods of recording, such as diagrams, posters, charts, comic strips.
- Allow the use of a scribe where appropriate.
- Give the child more opportunities to talk about their ideas rather than writing them.

### **Specific Interventions that we may use at Claremont School**

- BEAM
- Jump Ahead
- The Speed Up Program
- Write from the Start - Theodore Teodorescu.
- Extra handwriting sessions either done at school or at home.

### **Useful Websites:**

[www.dysgraphia.org.uk](http://www.dysgraphia.org.uk)