



Teaching Tips for Scissors Skills

Three things that children might do when struggling with scissor skills:

- They do not place their thumb uppermost on the scissors (positioning).
- They might have difficulty opening and closing the scissors (fine motor skills).
- They cut a more complex shape (for e.g. a circle) in the wrong direction for their dominant hand - or they do not move the shape as they cut (coordination).

How you can help with positioning

- Practise with your child. Help your child by repositioning their thumb so it is uppermost on the scissors. When using scissors, this is an important rule for children to learn. You could also place a sticker on the scissors to help your child remember where to place their thumb.
 - You could try **peta mini easy grip scissors** as this making the opening and closing action easier. The child can therefore focus on keeping their thumb uppermost.
 - Initially, focus on making snips in paper or card; or cutting straws, or play doh. The goal is to keep the thumb uppermost.
 - Adults might want to hold the object as the child focuses on cutting.



How you can help with fine motor skills

- Make sure your child has foundational skills such as being able to rip paper or tissue paper. Encourage general fine motor play such as: play doh; water pistols; squeeze toys; squeezing sponges, lego.
- If your child is struggling with standard scissors, try scissors such as peta mini easy grip scissors. When they are confident, you can then move them on to other scissors.

How you can help with coordination of the task

- Usually, a child who is **right-handed** should cut a circle in an **anticlockwise direction** to support coordination of the task
- A child who is **left-handed** should cut a circle in a **clockwise direction** to support coordination of the task.
- When there is difficulty, try:
 - ⇒ An adult holding the shape and moving the shape in the right direction while the child cuts.
 - ⇒ Placing arrows on the paper in the direction that the children needs to cut.

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