Abstract

The scientific literature shows that the acquisition of literacy is a basic and indispensable to consolidate school learning other instrumental learning. The processes involved in the acquisition of the reading and writing require sensory integration within a set sequential maturation process that must be programmed interconnection information to the brain as a result of the different and multiple connections occur between functional parts. At this point, the driving factors of the environment and stimulation are key, regardless of the presence or absence of learning difficulties during childhood. Thus, the development of motor patterns contributes to automatic movements that help decrease the burden of care for subjects increased: muscle tone (essential to consolidate the stroke); graphomotor balance, and General motor coordination as well as fine motor coordination (eye-hand, essentially). Often, because of the discrepancy of different maturation levels in relation to the acquisition of motor patterns in the early years, it might appear associated learning disabilities. In this paper the different motor patterns are identified and associated with the bases of the nervous system for understanding brain functionality and complexity associated with reading-writing processes. For this, attends a review of studies in which the incidence of these other variables is observed. Finally, recognizing the principle of prevention in education, it is considered that many of the difficulties related to reading and writing can be prevented with proper educational intervention in the early school years.

Keywords

Motor patterns, reading, writing, neuroscience, brain.