

# St Dunstan's Handwriting and Presentation Policy

January 2023

When communicating ideas in writing, it is important that pupils use a handwriting style which is fluent and legible. The importance of handwriting should not be underestimated. It is vital pupils can write quickly, comfortably and legibly as this is a skill needed in many curriculum areas. Pupils' self-esteem is also heightened when they are able to take pride in their handwriting.

## Aims and Purposes

- To develop a joined, confident handwriting style that is clear, legible and fluent, which will free the writer to write and not worry about letter formation.
- To foster a positive attitude towards writing.
- To establish and maintain high expectations for presentation of work.
- To ensure that pupils' recorded work is of real value to their learning.

## Provision for Handwriting

The school uses the 'Nelson Handwriting Scheme (see appendix 1). A letter to parents can be found in appendix 2. In addition, we will operate a 'pen licence' scheme, in order to enhance our high expectations.

Handwriting will be explicitly taught in EYFS, Key Stage 1 and KS2, with interventions taking place where required. Our high expectations for handwriting and presentation will be upheld across all curriculum subjects.

## Writing materials Tools

Throughout the school, children will be encouraged to experience writing with different tools. Pens, pencils, chalks and crayons will be available for them to experiment with. In the early stages a soft pencil with a thick stem may be most appropriate. Too thin a pencil, offered too soon, may result in a tight grip. The standard pencil should be introduced as a child's motor skills begin to improve. At the beginning of junior school, a child's main writing tool will be a standard pencil.

Teachers and support staff will act as a model when writing on the whiteboard, on flipchart paper or when marking work, using a fluent joined style with accurate letter and number formation, as appropriate to the pupils' level of development.

All text displayed throughout the school environment, whether written or typed, will also model high expectations for handwriting and presentation. Typed text should predominantly use the 'Twinkl cursive unlooped' font, however, on occasion, children will be exposed to resources using a different script.

## Seating and posture

The child's chair and table should be at a comfortable height. The table should support the forearm so that it rests lightly on the surface and is parallel to the floor. Children should be encouraged to sit up straight and not to slouch. The height of the chair should be such that the thighs are horizontal and the feet flat on the floor. Tables should be free of clutter and there should be adequate light to allow children

to see what they are doing. Ideally, left-handed pupils should sit on the left of their partners so that their movements are not restricted.

The online teaching software contains a set of videos to help get ready for writing, which teachers will utilise with students to ensure correct seating and posture.



### Pencil and pen grip

For all children, especially left-handers, a pen or pencil with a rounded nib or point is best for writing.

For right-handers a tripod grip is generally accepted as the most efficient way of holding a pen or pencil. It should be held lightly between the thumb and forefinger about 3cm from the point. The middle finger provides additional support. The book or writing paper should be placed to the right, tilted slightly to the left. The left hand should be used to steady the paper.

Left-handers are in a minority, and our writing system favours the right-hander. Left-handers therefore need plenty of encouragement and support. When a left-hander makes joining strokes they are pushed, not pulled as they are by a right-hander.

Encourage them to hold their pencils far enough away from the point to allow them to see what they are writing. The tripod grip should be much the same as for a right-hander. The book or paper should be positioned to the left and tilted slightly to the right. Attention to posture and seating arrangements is important. Pupils, who write with their left hand, face particular difficulties and teachers need to be aware of this. Left-handed pupils should either sit next to other left-handed pupils or on the left side of a right-handed pupil to avoid bumping arms or smudging work (appendix 7)

Pupils, who display specific difficulties with handwriting, will have these addressed through such resources as slanted writing boards, rubber pencil grips, using alternative writing media, etc. Individual cases may be referred to the SENDco, where necessary. Where difficulties persist, fine/gross motor interventions or the Occupational Therapy: Children, Young People & Families Department Handwriting Intervention Programme should be followed (appendix 8)

### Handwriting patterns

Writing patterns that reinforce basic handwriting movements will help to develop fluency, control and confidence. Patterns are provided throughout Nelson Handwriting, and children should be encouraged to use a variety of writing implements to complete them. Patterns may be used purely for practice, or to decorate pieces of written work.

## Focus

Each handwriting lesson should have a clear focus. This will be discussed, and demonstrations given to emphasise key teaching points. Each unit begins with a Focus section.

## Practice

Motivated and directed handwriting practice is essential. The focus of each unit of work is followed by purposeful practice of a specific handwriting skill. Focus and Extension Resource sheets allow for further practice at the pupil's own level.

## Writing for a purpose

All the exercises in Nelson Handwriting are designed to be interesting and enjoyable, and are relevant to the curriculum wherever possible. The activities are designed to reinforce key English skills in spelling, grammar, vocabulary and punctuation.

Children should be taught to adapt their writing according to the requirements of the task. In Nelson Handwriting they are taught a print script and are encouraged to use it in a variety of situations, e.g. for labelling maps and diagrams. They are also taught to write quickly, without losing legibility, for making notes. The writing activities span a range of genres, including real-life writing situations.

## Fluency and rhythm

Fluent handwriting is writing in which the pencil literally flows from letter to letter in a smooth and almost continuous process. Children should be encouraged to write at a reasonable speed in order to develop this skill. Handwriting patterns are a useful aid in this respect.

## Speed

The essential qualities of good writing are fluency, neatness and speed. Fluency is best achieved at speed, but writing done too quickly often suffers from loss of form, regularity and legibility. The Nelson Handwriting style and joining methods have been designed to stand up to demands for speedy, efficient handwriting. Activities to develop speed writing are provided from Year 3, together with tests enabling children to work out their own writing speed.

Incorrect letter/number formation will be addressed through marking and feedback as appropriate to the developmental level of the pupil as well as through daily handwriting practise.

## Linking handwriting, phonics and spelling

Nelson Handwriting takes into account the current demands of the new statutory curricula as well as the needs of practising teachers. There is now a greater alignment between the teaching of phonics, spelling and the teaching of handwriting.

In the Foundation Stage, children are exposed to daily phonics teaching during which they are investigating phoneme and grapheme correspondence i.e. seeing the letter, saying the sound and then writing the letter. Teachers usually encourage children to extend this early knowledge as they encourage them to say, recall and write letters. Teaching correct pencil hold and letter formation in the early years is very important. Bad habits are very hard to eradicate later on.

Nelson has more activities to support and extend this early learning including the addition of a Starter-Resources and Assessment Book offering extra practice forming all letters and numerals correctly.

As teachers plan and deliver phonics teaching, generally following the DfE Primary National Strategy publication Letters and Sounds Revised, we know handwriting plays a vital role in supporting the teaching of phonics and spelling. This is why, in the Early Years, the teaching of correct letter formation is directly linked to the teaching of phonics. The Nelson software and resource materials provide more support, through structured activities linked to phonics, enabling children 'to write as they learn'. This kinaesthetic approach can activate further memory channels, thus supporting children's development.

Nelson Handwriting introduces each grapheme with a pattern for formation, as well as an image associated with that letter sound, giving children opportunities to recognise and retain patterns and relationships between symbols and their sounds.

Individual letters are taught in the following order:

s a t p

i n m d

g o c k

ck e u r h h

b f l ll ss

j v w x

y z q

In year one correct letter formation is reviewed using letter families grouped according to similar handwriting movements.

Set 1

c a o d g q s f e

Set 2

i l t u j y

Set 3

r n m b p h k

Set 4

v w x z

All through the scheme we link handwriting activities, whenever possible, to the spelling of high frequency words and the spelling of words in the new National Curriculum word list for each year group.

## Handwriting across the curriculum

There are many opportunities to practise the skills of handwriting during the course of lessons in other subjects. In the same way, Nelson Handwriting pays attention to other aspects of the English curriculum – grammar, punctuation, spelling and vocabulary – and to other subjects such as History and Geography. Research has confirmed the natural link between spelling and handwriting. The examples used in Nelson Handwriting consolidate pupils' mastery of common spelling rules and develop both a visual and a motor memory of spelling patterns.

## Expectations for Presentation

It is very important to achieve consistency towards presentation of work across the school. The following guidelines will be used to ensure this consistency, taking into account the age and ability of pupils as appropriate:

### English

Key Stage 1 pupils will write in pencil until they demonstrate sufficient ability to write fluently and legibly. Key Stage 2 pupils will write in pencil until they demonstrate sufficient ability to write fluently and legibly, thus earning a 'pen licence'. Pen licences will be awarded to a child by the Writing Lead. All teachers, who feel a child is ready for a pen licence, should send the pupil along with their work to have it checked before allowing them to write in pen. Pen licences will be renewed each academic year, in order to reinforce and maintain high standards of presentation.

Pupils will only use pens provided by the school. Birs or gel pens should not be used (unless they are appropriate to a specific task, such as writing a greeting card).

All work in English books will be dated with the full date (e.g. *Monday 2<sup>nd</sup> September*) and will have an LO. The pupil will write the date and LO unless they are unable to or it is too time consuming for the pupil. Where this is the case, the date and title will be written or printed for that pupil. Presentation guides should be displayed in every classroom (appendix 6).

In English, when modelling writing, flipchart paper should be lined beforehand, to ensure correct modelling.

## Mathematics

Pencil should always be used for Mathematics work. Presentation guides should be displayed clearly in every classroom (appendix 4).

Any lines drawn will be done so with a ruler and where shapes are drawn they should be accurate, using appropriate mathematical knowledge and resources. Lines and shapes should also be drawn using the squares within the books as guidelines, where appropriate.

Numbers should be formed in the following way:

- One needs to be written as a 1
- Three should be curved 3
- Four should be an open number 4
- Five to be formed by starting at the top right corner 5
- Seven should be presented without a horizontal line 7
- Eight should start at the top and be one fluent shape 8

All work in maths books should be dated with the short date (e.g. 2.9.25) and LO: (e.g. *Written methods – division*). The pupil will write the date and LO unless they are unable to. Where this is the case, the date and title will be printed for that pupil.

## Published Work

Display of writing could take the form of a class book or work displayed throughout the classroom. Pupils will be encouraged to redraft written work for display, understanding the purpose and audience for which they are writing.

Any written work displayed will be of the highest standard for that individual pupil. A pen will only be used for pupils who have a pen licence. Teachers must ensure that published work is representative of the whole class, demonstrating the highest standard for each pupil.

## Books

All exercise books should have a handwritten or printed label on the front with the pupil's first name, the subject of the book and the class name (written by the teacher, not pupil or typed on a label).

Pupils are expected to keep their books well presented. They should not 'doodle' on the front cover, or on the pages inside. Books which are not kept well-presented may be remedied through the use of an eraser or pupils should be asked to re-write work on paper to be stuck over messy work – unacceptable presentation must be rectified and doodles removed. Inadequacies of presentation will be addressed through marking and feedback. At no point, should pages be torn out of books by either pupils or teachers.

Felt tip pens should not be used in pupil books under any circumstances.

## Home Learning

Parents will be encouraged to support their children to produce high quality work following the handwriting and presentation policy guidelines. Pupils will be expected to take the same care with home learning as they do with their class books and the same standards will be expected.

## Pen Licence

To be awarded a pen licence you must always:

- Sit letters on the line with appropriate ascenders and descenders
- Form letters in a consistent size
- Represent and use upper and lower case letters accurately
- Present letters in the correct orientation
- Form letters accurately
- Have a tripod grip
- Include appropriate finger spaces
- Write in a legible style
- Demonstrate a fluent, joined script using letter joins that have been taught

Class teachers should identify pupils who they feel have reached the required standard for a Pen Licence. Pen Licences will then be awarded to pupils by the Writing Lead and presented in assembly on a Friday. Pupils will need to maintain a high standard of presentation to retain their licence.

Pen Licences will be renewed each academic year. When a Pen Licence is awarded, a certificate will be presented to the pupil.

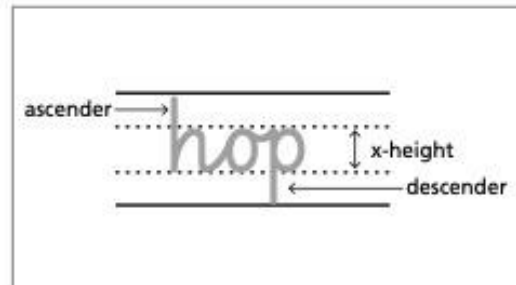
Please note that it may be appropriate for a specific child to use a supportive pen although they do not hold a pen licence. This will be agreed by the inclusion team.

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## THE JOINS

Joins between letters increase the speed, rhythm and ease of writing without reducing legibility. In *Nelson Handwriting*, the 26 lower case letters have been divided into five joining groups (which are not the same as the letter sets/families), according to the nature of the joins they require. There are four types of join and a set of 'break' letters after which joins are never made. (See pages 8–9 for details of the joining groups and letter sets.) The joins are taught in Pupil Book 1B and practice is provided in all subsequent books.



### Joining

Joining letters is introduced midway through year one, and/or once children can confidently form and write letters correctly. This helps with spelling, as research tells us that seeing words as a whole, rather than a series of isolated letters, helps us memorise and spell words correctly. Joined writing also helps pupils write more, increasing the speed of writing and fluency. *Nelson Handwriting* teaches the four joins at the same time as teaching the letter sets/families.

### The first join

The join from any member of joining group 1 to any member of joining group 2 is made with exactly the same movement as a diagonal join from one letter to the start of the next.

*in*

Teaching the first handwriting join is linked to the letter sets/families:

- When the first diagonal join is introduced, from the bottom of a small letter to the top of the next, we teach the diagonal join to Set 1 letters first, e.g. *ed, eg, ac, as*.
- This is followed by the diagonal join to Set 2 letters e.g. *iu, ig, iy*.
- Then diagonal joins to Set 3 letters e.g. *ar, an, am, ap*.
- Finally the diagonal join to Set 4 letters e.g. *aw, ew, ex, ux*.

### The second join

The join from any member of joining group 1 to any member of joining group 3 is the same as the first join except that the join meets the ascender halfway up the letter and then continues to the top of the ascender.

*il*

Teaching the second handwriting join is linked to letter families too:

- The second join, a diagonal join from the bottom of a small letter to the top of an ascender, is taught using Set 1 letters first, then Set 2, 3 and 4.
- For example to Set 1 letters *if, ef, uf*; to Set 2 letters *il, it*; Set 3 letters *ck, ch*.

### The third join

The join from any member of joining group 4 to any member of joining group 2 is a horizontal curve because the join is from the x-height of one letter to the x-height of the next.

*og*

Teaching the third join, the horizontal join from the top of one letter, across and to the top of the next, is also taught using letter families:

- The third join to Set 1 letters e.g. *wa, wo, fo*; to Set 3 letters *on, om*; Set 4 letters *ow*.



## The fourth join

The join from any member of joining group 4 to any member of joining group 3 is the same as the first join except that it goes from the x-height of one letter to the top of the ascender of the next.

ob

The fourth join is the join from the top of a small letter to the top of an ascender.

- To Set 1 letters e.g. of, ff; to set 2 e.g. w1, r1; Set 3 e.g. ob, oh, ok.

## The break letters

Joins are never made after the letters in this group. No join is ever made to or from the letter z. A small space should be left after each break letter so that it is spaced as evenly as the joined letters.

The letters e and s have slightly varying forms because their shapes depend on the nature of the preceding join. Attention is drawn to these special cases in Pupil Books 1A, 1B and 2.

As the size of writing decreases, children should be encouraged to decrease the space between words. By the time children are using Pupil Book 1A this space should be the width of a lower case letter a, and the space between two lines of writing should be about twice the height of this letter.

## Teaching the joined style

- In the early stages the correct movements are more important than the appearance of the writing. Children should be discouraged from forming writing with incorrect movements, even if they manage to achieve results that appear satisfactory. However, in later stages a more individual style based around *Nelson Handwriting* is encouraged.
- As joined handwriting is a movement skill, it is essential for teachers to provide demonstrations. The *Nelson Handwriting* online teaching software is useful for this; you can also use whiteboards or flipcharts.
- Observe individuals as much as possible while they practise. This enables the teacher to recognise and correct bad habits as they arise.
- Talk the children through the process, using appropriate language.
- Encourage children to verbalise what they are doing from time to time. This gives a window into the thought processes they are using as they write.
- Most children will need extra practice with making the joins. The Pupil Books and Resources and Assessment books provide ample material for this.
- Encouraging children to use the basic handwriting patterns both for practice and for decorative purposes is a valuable technique.



## Appendix 2

### Letter to Parents

Dear

I am writing to inform you that your child is now using a structured handwriting programme called *Nelson Handwriting*. As with reading and spelling, handwriting can be practised at home, as regular reinforcement of key concepts will support children's development in this area.

Handwriting needs to be taught in a consistent way. From the earliest stages, children will be developing their fine motor skills when they pick up writing tools and make marks on paper. This should be encouraged, and opportunities provided for children to scribble, draw, colour and develop other early writing skills. However, it is important for children to develop good habits with writing, and pencil hold and formation are important parts of this process.

When your child starts to write, we would encourage you to reinforce the 'tripod' grip through modelling and correction where necessary. This pencil grip gives children the most control over the movement of their writing tool. When children are beginning to form letters, we encourage children to follow set formation (generally starting at the top of the letters). Once a child can form their letters correctly, joined writing is introduced. When starting to join, we encourage clear joins, which aid fluency and accuracy in writing. Please get in touch for more information about letter formation and joins.

There are other ways in which you can be of help. These include:

- pointing out letters which have a similar formation e.g. the letters c a o d g q all start in the same way
- model writing key words (such as names) using correct letter formation and joins as appropriate for the level of your child's progression e.g. your child's name starts with a capital letter and capital letters do not join
- praising good effort in handwriting, especially if the error is a 'reasonable' attempt, before correcting any mistake
- encouraging other development of fine motor skills, such as colouring in or drawing, as well as giving ample opportunity to write.

If you have any queries about any of these matters please feel free to ask at school for more information.

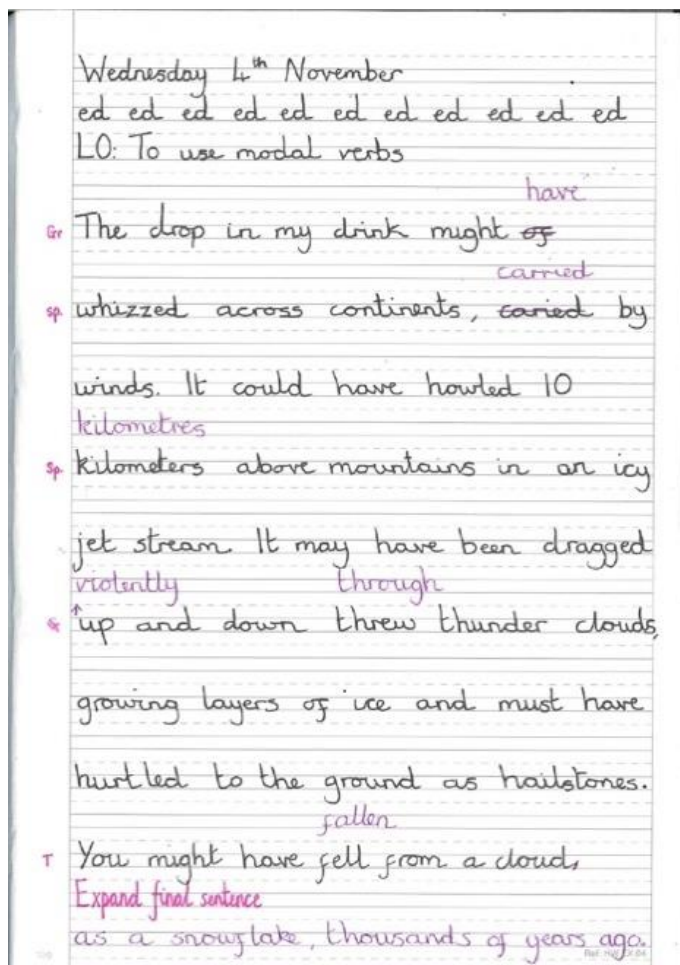
Yours sincerely,

## English Presentation Guide

Presentation is a very important aspect of learning and allows everyone to look at your work clearly. At St Dustan's Catholic Primary we always present our work to the highest standards. Writing should be presented as one page 'Thinking Side' the other page 'Writing Side' as per The Write Stuff training.

The long date should be written on the left-hand side of the page and the LO underneath. You do not need to underline your date and LO. (For some pupils, your teacher may type this on a sticker for you)

- ✓ Always make sure that your handwriting is neatly presented.
- ✓ When using a pencil, always make sure it is sharp.
- ✓ For any mistakes, draw one horizontal line through your mistake, using a ruler.
- ✓ If you are editing work, this should be done in purple pen and original work should not be rubbed out.
- ✓ When drafting, you should miss a line, so that you can edit your work above should you need to.
- ✓ Pages should not be missed out. However, if you miss a page by accident, you should return to that page as soon as possible and use it.





## Wider Curriculum Presentation Guide

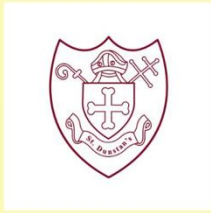
Presentation is a very important aspect of learning and allows everyone to look at your work clearly. At St Dunstan's Catholic Primary, we always present our work to the highest standards. If you finish halfway down the page, begin a new page. If less than halfway down the page, leave five lines and rule off using a ruler.

The long date should be written on the left-hand side of the page and the LO underneath. You do not need to underline. (RE Los can be printed on a label due to the length of the objective. For some pupils, LOs may be printed on a label for other lessons).

Monday 1<sup>st</sup> September 2022

LO: identify the features of rivers

- ✓ Always make sure that your handwriting is neatly presented.
- ✓ When using a pencil, always make sure it is sharp.
- ✓ For any mistakes, draw one horizontal line using a ruler.
- ✓ If you are editing work, this should be done in purple pen and original work should not be rubbed out.
- ✓ Pages should not be missed out. However, if you miss a page by accident, you should return to that page as soon as possible and use it.



## Presentation Guide



Only use writing pencil to write.



Only use coloured pencils for drawing.



Use purple pens to improve your work.



Use a ruler when you are drawing a line.

## Supporting Left-Handed Writers

### Handwriting across the curriculum

There are many opportunities to practise the skills of handwriting during the course of lessons in other subjects. In the same way, *Nelson Handwriting* pays attention to other aspects of the English curriculum – grammar, punctuation, spelling and vocabulary – and to other subjects such as History and Geography. Research has confirmed the natural link between spelling and handwriting. The examples used in *Nelson Handwriting* consolidate pupils' mastery of common spelling rules and develop both a visual and a motor memory of spelling patterns. Computers offer exciting possibilities for the writing process and for the presentation of written work. Children should be encouraged to experiment with the range of fonts available and with different sizes of print.

## HELPING THE LEFT-HANDER

### Pen hold

The left-handed, like the right-handed child, needs to be shown as early as possible how to hold a writing implement correctly. The video available on the online teaching software shows this clearly. There is also a photocopiable version of the Pupil Book flap in each of the Resources and Assessment books which can be copied and used with left-handed children.

Bad habits are easily learnt and many left-handers adopt a hooked pencil hold which can result in a tired grip and affect the quality of their writing. When they begin to use a pen their hand can easily smudge the ink as they write.

If a child already has a 'hooked' pencil hold, do not force them to change. It is very difficult to alter the way you have learnt to hold a pencil, and confidence can easily be destroyed.

Encourage them *instead* to angle their paper 8° to the left, i.e. the same angle used for a right-handed child. If possible, demonstrate how to hold a pen and how to form and join letters with your left hand.

The left-hander should hold the pencil in the left hand in the same way as a right-handed person holds theirs. The pencil is held between thumb and forefinger, resting on the first knuckle of the middle finger. The pencil should be held about 3cm from the tip.

The hand should be kept below the writing line. This enables the children to see what they are writing and encourages correct pen hold.

The grip the left-hander uses means the pencil is pushed as the child writes, whereas the right-hander

pulls their pencil across the page as they write. It is important therefore that the left-hander's pencil is not too sharp, so that it will run smoothly across the page.

### Paper position

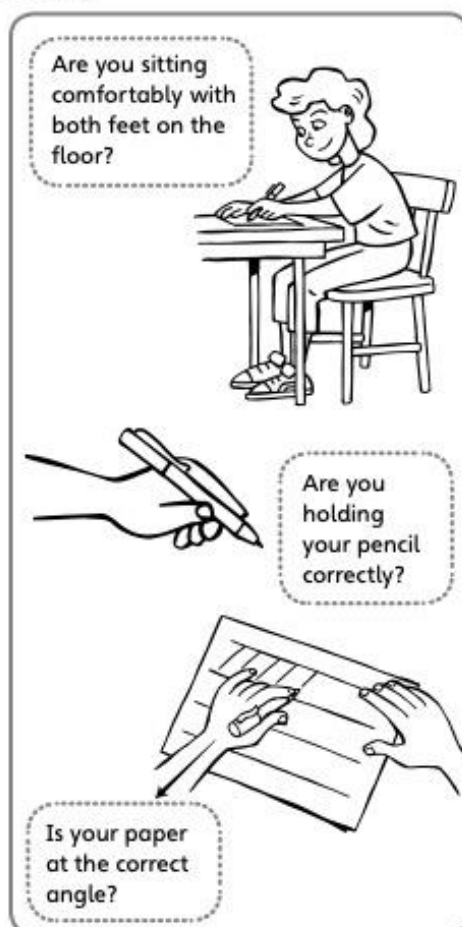
The left-hander will find it easier if the paper is tilted slightly to the right, at about 8°. The higher the angle the harder it is for most children to write efficiently. The right hand is used to steady the paper, above the writing line.

### Crossing letters

The left-hander often crosses the 'f' and 't' from right to left. Many left-handers therefore will find it easier to leave the 'f' unjoined.

### Classroom organisation

Teachers need to be aware of left-handers in the classroom as they do have different needs. It is very important that a right-handed child is not seated on the left-hand side of a left-handed child as their elbows will collide!



## Appendix 8 –

# Handwriting Intervention Programme

### Before you start...

- Complete the “Which Programme?” Fine Motor Skills screening form to make sure you are choosing the appropriate programme for the child
- Fill in the Baseline Assessment (see back of booklet) to get an idea of how the child is performing now.
- Review the child’s pencil grip. Is it functional? Is it comfortable? Do they fatigue or experience pain when writing? Give them the opportunity to experiment with different writing tools and pen grips.

### Remember...

- To fill in the Session Completion list to keep track of which sessions the child has completed.
- To re-do the Baseline Assessment (see back of booklet) at the end to see how much progress the child has made.

## Overview

<b>Week 1</b>	<b>Warm up</b>	<b>Main activities</b>
Session 1:	Arm wake-up routine Handwriting patterns (straight lines)	Straights: <i>l, i</i>
Session 2:	Wall push-ups Pencil aerobics	Straights: <i>t, f</i>
Session 3:	Shoulder spirals Rubber band stretch	Straights: revising and using in context
<b>Week 2</b>	<b>Warm up</b>	<b>Main activities</b>
Session 1:	Arm wake-up routine Handwriting patterns (curves and circles)	Anti-clockwise: <i>c, o, e</i>
Session 2:	Wall push-ups Pencil aerobics	Anti-clockwise: <i>a, d</i>
Session 3:	Shoulder spirals Rubber band stretch	Anti-clockwise: revising and using in context
<b>Week 3</b>	<b>Warm up</b>	<b>Main activities</b>
Session 1:	Arm wake-up routine Handwriting patterns (swirls and curves)	Special curves: <i>s, u</i>
Session 2:	Wall push-ups Pencil aerobics	Special curves: revising and using in context
Session 3:	Shoulder spirals Handwriting patterns (humps)	Curves: <i>r, n, m</i>
<b>Week 4</b>	<b>Warm up</b>	<b>Main activities</b>
Session 1:	Arm wake-up routine Rubber band stretch	Curves: <i>h, b</i>
Session 2:	Wall push-ups Pencil aerobics	Curves: revising and using in context
Session 3:	Shoulder spirals Handwriting patterns (loops)	Descenders: <i>j, g</i>
<b>Week 5</b>	<b>Warm up</b>	<b>Main activities</b>
Session 1:	Arm wake-up routine Rubber band stretch	Descenders: <i>q, p</i>
Session 2:	Wall push-ups Pencil aerobics	Descenders: revising and using in context
Session 3:	Shoulder spirals Handwriting patterns (zigzags)	Sliders: <i>v, w, y</i>
<b>Week 6</b>	<b>Warm up</b>	<b>Main activities</b>
Session 1:	Arm wake-up routine Rubber band stretch	Sliders: <i>x, z, k</i>
Session 2:	Wall push-ups Pencil aerobics	Sliders: revising and using in context
Session 3:	Shoulder spirals Rubber band stretch	Revision Handwriting project

## Week 1: Session 1

### Resources:

Model alphabet for each child, with numbered arrows (a copy of the alphabet printed out in your chosen handwriting font)

A variety of writing materials (pencils, crayons, marker pens, chalks) and paper

A chalkboard, chalks and a sponge/paper towels

### Warm-up:

Arm wake-ups

Shrug your shoulders to your ears then back down.

Touch the sky, keeping your shoulders down.

Touch your shoulders – hand to same shoulder

Touch your shoulders – hand to opposite shoulder

Push down on the desk

Hold your hands out, palm up, then palm down

Push palms together

Pull hands apart

Link your hands together and circle your wrists, one way then the other

Make a fist, thumbs up and give them a wiggle

Touch each finger to your thumb, one at a time, making a big circle.

Shake your hands out – you're ready to begin!

Handwriting patterns: straight lines

Attach some lined paper to the wall, or use a chalkboard or whiteboard with lines marked on them.

Draw vertical straight lines between the lines. Try to space them evenly, keep them at the same angle and try to start and stop on the line. If you do not have enough wall space, do this at the desk. You may want to use writing slopes to help with the feeling of “up” and “down”.

If it is difficult to keep within the lines, try using narrow strips of paper, or cutting out a “window” from card to work within.

Try forming the pattern with eyes open and with eyes closed, encouraging children to “feel” the movement.

## Main activities:

Straights: l, i

Follow the format below for each letter in turn, starting with 'l'.

- 1) Present the model alphabet to the children and ask them to circle the letter.
- 2) Modelling:  
Demonstrate how to form the letter using a chalkboard or white board.  
Emphasise the starting point and include numbered arrows to show correct letter formation.
- 3) Self-Talk:  
Encourage the children to say out loud the directions for forming the letter, focusing on the starting point and movement. Verbally model the self-talk and prompt the student to talk out loud, repeating the same set of directions each time.
- 4) Chalkboard Practice:  
Now practice the letter in a range of writing tools.
  - Start by drawing the letter in the air – remember to say the movements as you do it.
  - Next, draw the letter on a chalkboard with a small, wet sponge.
  - Now draw the letter with a wet fingertip.
  - Dry the letter with a bit of scrunched up paper towel.
  - Finally, draw the letter with chalk.
- 5) Paper practice  
Next, practice the letter on paper. Remember to say the movements as you draw the letter.
  - Firstly, trace a copy of the letter with numbered arrows
  - Next trace 3 copies of the letter without numbered arrows
  - Finally, copy the letter ten times.
- 6) Self Evaluation:  
Now ask the children to look at what they have written on paper and compare it to the target letter.  
Ask them to circle their three “best” letters and discuss with them why they are good.

## Week 1: Session 2

### Resources:

- Model alphabet for each child, with numbered arrows (a copy of the alphabet printed out in your chosen handwriting font)
- A variety of writing materials (pencils, crayons, marker pens, chalks) and paper
- A chalkboard, chalks and a sponge/paper towels

### Warm-up:

#### Wall push-ups

Stand in front of a wall about arm's length away from it. Lift your arms up to shoulder level and place your hands on the wall so they are a little bit wider than your shoulders.

Breathe in as you slowly bend your elbows to lean into the wall.

Breathe out as you push to straighten your arms.

Start with five and see if you can build that up. Don't rush the move!

A lot of children have "bendy" elbows – in this case, try not to "lock" your elbows when you straighten them. Instead, don't straighten your arms all the way.



#### Pencil aerobics

- Hold onto the pencil as if you were going to write – using your fingers only, walk up the pencil! And when you get to the end walk back down. Try this 5 times.
- Put your pencil down facing right, pick it up and be ready to write.
- Put your pencil down facing left, pick it up and be ready to write.
- Don't forget, only use one hand – try this 3 times each side.
- Place your palm facing up with your pencil on it. Roll your pencil from your palm into your fingertips 10 times – using movement of your fingers and wrist only.
- Pick up the pencil so you're ready to write. Draw a dot on the paper. Now, using just that hand, turn the pencil round and rub out the dot. Repeat five times.

## Main activities:

Revision of l,i

Revise the letters you learnt in the last session (l,i) – where do they start, what direction does the movement go in? Draw them in the air or on paper to make sure the learning has carried over.

Straights:t,f

Now introduce today's letters: t, and f.

Follow the format below for each letter in turn, starting with 't'.

- 1) Present the model alphabet to the children and ask them to circle the letter.
- 2) Modelling:  
Demonstrate how to form the letter using a chalkboard or white board.  
Emphasise the starting point and include numbered arrows to show correct letter formation.
- 3) Self-Talk:  
Encourage the children to say out loud the directions for forming the letter, focusing on the starting point and movement. Verbally model the self-talk and prompt the student to talk out loud, repeating the same set of directions each time.
- 4) Chalkboard Practice:  
Now practice the letter in a range of writing tools.
  - Start by drawing the letter in the air – remember to say the movements as you do it.
  - Next, draw the letter on a chalkboard with a small, wet sponge.
  - Now draw the letter with a wet fingertip.
  - Dry the letter with a bit of scrunched up paper towel.
  - Finally, draw the letter with chalk.
- 5) Paper practice  
Next, practice the letter on paper. Remember to say the movements as you draw the letter.
  - Firstly, trace a copy of the letter with numbered arrows
  - Next trace 3 copies of the letter without numbered arrows
  - Finally, copy the letter ten times.
- 6) Self Evaluation:  
Now ask the children to look at what they have written on paper and compare it to the target letter.  
Ask them to circle their three “best” letters and discuss with them why they are good.

## Week 1: Session 3

### Resources:

- Selection of rubber bands
- Model alphabet for each child, with numbered arrows (a copy of the alphabet printed out in your chosen handwriting font)
- A variety of writing materials (pencils, crayons, marker pens, chalks) and paper
- A chalkboard, chalks and a sponge/paper towels

### Warm-up:

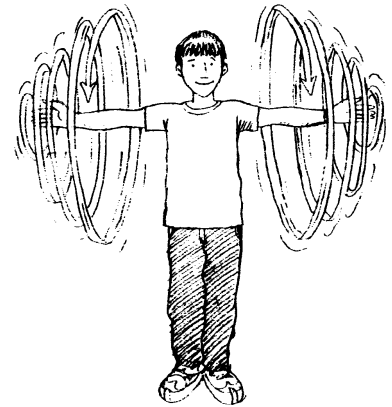
#### Shoulder spirals

Hold both arms out horizontally to the side and start to circle them, initially making small circles but gradually getting larger until the circles are as large as possible, (this should take about 5 rotations).

Keep the circles controlled – don't rush them! Try some in slow motion.

When the circles have reached full size, change direction and gradually reduce the circles, (again taking about 5 rotations) to get back to the smallest size.

Start by trying to complete 3 spiral sequences then gradually build up the number you can do. Aim to do 10 spiral sequences comfortably.



#### Rubber band stretch

Place a rubber band around the fingers and thumb. Now slowly stretch the fingers out and then relax them back in. Start with five and then build up to ten. Add extra bands or thicker bands if it is too easy.

A loop of playdough can be used instead of rubber bands.

### Main activities:

Straights: revision and using in practice

Revise the letters: l, i, t, f. Can the children pick them out from the alphabet? Where do they start, what direction does the movement go in? Draw them in the air or on paper to make sure the learning has carried over.

## Week 2: Session 1

### Resources:

- Model alphabet for each child, with numbered arrows (a copy of the alphabet printed out in your chosen handwriting font)
- A variety of writing materials (pencils, crayons, marker pens, chalks) and paper
- A chalkboard, chalks and a sponge/paper towels

### Warm-up:

Arm wake-ups

- Shrug your shoulders to your ears then back down.
- Touch the sky, keeping your shoulders down.
- Touch your shoulders – hand to same shoulder
- Touch your shoulders – hand to opposite shoulder
- Push down on the desk
- Hold your hands out, palm up, then palm down
- Push palms together
- Pull hands apart
- Link your hands together and circle your wrists, one way then the other
- Make a fist, thumbs up and give them a wiggle
- Touch each finger to your thumb, one at a time, making a big circle.
- Shake your hands out – you're ready to begin!

Handwriting patterns: curves and circles

Attach some lined paper to the wall, or use a chalkboard or whiteboard with lines marked on them.

Practice curved patterns between the lines. Try to space them evenly, keep them at the same angle and try to start and stop on the line. If you do not have enough wall space, do this at the desk. You may want to use writing slopes to help with the feeling of “up” and “down”.

- If it is difficult to keep within the lines, try using narrow strips of paper, or cutting out a “window” from card to work within.
- Try forming the pattern with eyes open and with eyes closed, encouraging children to “feel” the movement.

## Main activities:

Anti-clockwise: c,σ,e

Follow the format below for each letter in turn, starting with 'c'.

- 1) Present the model alphabet to the children and ask them to circle the letter.
- 2) Modelling:  
Demonstrate how to form the letter using a chalkboard or white board.  
Emphasise the starting point and include numbered arrows to show correct letter formation.
- 3) Self-Talk:  
Encourage the children to say out loud the directions for forming the letter, focusing on the starting point and movement. Verbally model the self-talk and prompt the student to talk out loud, repeating the same set of directions each time.
- 4) Chalkboard Practice:  
Now practice the letter in a range of writing tools.
  - Start by drawing the letter in the air – remember to say the movements as you do it.
  - Next, draw the letter on a chalkboard with a small, wet sponge.
  - Now draw the letter with a wet fingertip.
  - Dry the letter with a bit of scrunched up paper towel.
  - Finally, draw the letter with chalk.
- 5) Paper practice  
Next, practice the letter on paper. Remember to say the movements as you draw the letter.
  - Firstly, trace a copy of the letter with numbered arrows
  - Next trace 3 copies of the letter without numbered arrows
  - Finally, copy the letter ten times.
- 6) Self Evaluation:  
Now ask the children to look at what they have written on paper and compare it to the target letter.  
Ask them to circle their three “best” letters and discuss with them why they are good.

## Week 2: Session 2

### Resources:

- Model alphabet for each child, with numbered arrows (a copy of the alphabet printed out in your chosen handwriting font)
- A variety of writing materials (pencils, crayons, marker pens, chalks) and paper
- A chalkboard, chalks and a sponge/paper towels

### Warm-up:

#### Wall push-ups

Stand in front of a wall about arm's length away from it. Lift your arms up to shoulder level and place your hands on the wall so they are a little bit wider than your shoulders.



Breathe in as you slowly bend your elbows to lean into the wall.

Breathe out as you push to straighten your arms.

Start with five and see if you can build that up. Don't rush the move!

A lot of children have "bendy" elbows – in this case, try not to "lock" your elbows when you straighten them. Instead, don't straighten your arms all the way.

#### Pencil aerobics

- Hold onto the pencil as if you were going to write – using your fingers only, walk up the pencil! And when you get to the end walk back down. Try this 5 times.
- Put your pencil down facing right, pick it up and be ready to write.
- Put your pencil down facing left, pick it up and be ready to write.
- Don't forget, only use one hand – try this 3 times each side.
- Place your palm facing up with your pencil on it. Roll your pencil from your palm into your fingertips 10 times – using movement of your fingers and wrist only.
- Pick up the pencil so you're ready to write. Draw a dot on the paper. Now, using just that hand, turn the pencil round and rub out the dot. Repeat five times.

## Main activities:

Revision

Revise the letters: c, o, e. Can the children pick them out from the alphabet? Where do they start, what direction does the movement go in? Draw them in the air or on paper to make sure the learning has carried over.

Anti-clockwise: e, a

Follow the format below for each letter in turn, starting with 'a'.

- 1) Present the model alphabet to the children and ask them to circle the letter.
- 2) Modelling:  
Demonstrate how to form the letter using a chalkboard or white board. Emphasise the starting point and include numbered arrows to show correct letter formation.
- 3) Self-Talk:  
Encourage the children to say out loud the directions for forming the letter, focusing on the starting point and movement. Verbally model the self-talk and prompt the student to talk out loud, repeating the same set of directions each time.
- 4) Chalkboard Practice:  
Now practice the letter in a range of writing tools.
  - Start by drawing the letter in the air – remember to say the movements as you do it.
  - Next, draw the letter on a chalkboard with a small, wet sponge.
  - Now draw the letter with a wet fingertip.
  - Dry the letter with a bit of scrunched up paper towel.
  - Finally, draw the letter with chalk.
- 5) Paper practice  
Next, practice the letter on paper. Remember to say the movements as you draw the letter.
  - Firstly, trace a copy of the letter with numbered arrows
  - Next trace 3 copies of the letter without numbered arrows
  - Finally, copy the letter ten times.
- 6) Self Evaluation:  
Now ask the children to look at what they have written on paper and compare it to the target letter.

Ask them to circle their three "best" letters and discuss with them why they are good.

## Week 2: Session 3

### Resources:

- Model alphabet for each child, with numbered arrows (a copy of the alphabet printed out in your chosen handwriting font)
- A variety of writing materials (pencils, crayons, marker pens, chalks) and paper
- A chalkboard, chalks and a sponge/paper towels

### Warm-up:

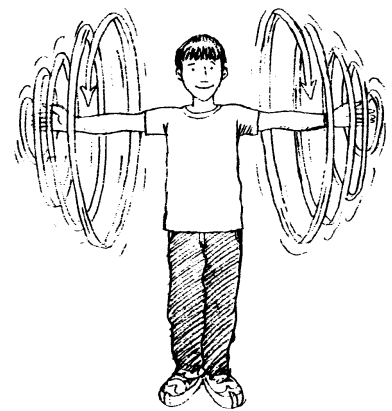
Shoulder spirals

Hold both arms out horizontally to the side and start to circle them, initially making small circles but gradually getting larger until the circles are as large as possible, (this should take about 5 rotations).

Keep the circles controlled – don't rush them! Try some in slow motion.

When the circles have reached full size, change direction and gradually reduce the circles, (again taking about 5 rotations) to get back to the smallest size.

Start by trying to complete 3 spiral sequences then gradually build up the number you can do. Aim to do 10 spiral sequences comfortably.



Rubber band stretch

Place a rubber band around the fingers and thumb. Now slowly stretch the fingers out and then relax them back in. Start with five and then build up to ten. Add extra bands or thicker bands if it is too easy.

A loop of playdough can be used instead of rubber bands.

### Main activities:

Anti-clockwise: revision and using in practice

Prepare a short list of words containing the letters c,σ,e. Print them out in the model alphabet. Can the children copy these words with good letter formation? What about when you read out the words for them to write down? Can they think of their own words with these letters in?

## Week 3: Session 1

### Resources:

- Model alphabet for each child, with numbered arrows (a copy of the alphabet printed out in your chosen handwriting font)
- A variety of writing materials (pencils, crayons, marker pens, chalks) and paper
- A chalkboard, chalks and a sponge/paper towels

### Warm-up:

Arm wake-ups

- Shrug your shoulders to your ears then back down.
- Touch the sky, keeping your shoulders down.
- Touch your shoulders – hand to same shoulder
- Touch your shoulders – hand to opposite shoulder
- Push down on the desk
- Hold your hands out, palm up, then palm down
- Push palms together
- Pull hands apart
- Link your hands together and circle your wrists, one way then the other
- Make a fist, thumbs up and give them a wiggle
- Touch each finger to your thumb, one at a time, making a big circle.
- Shake your hands out – you're ready to begin!

Handwriting patterns: straight lines

Attach some lined paper to the wall, or use a chalkboard or whiteboard with lines marked on them.

Draw swirls and curves handwriting patterns between the lines. Try to space them evenly, keep them at the same angle and try to start and stop on the line. If you do not have enough wall space, do this at the desk. You may want to use writing slopes to help with the feeling of “up” and “down”.

- If it is difficult to keep within the lines, try using narrow strips of paper, or cutting out a “window” from card to work within.
- Try forming the pattern with eyes open and with eyes closed, encouraging children to “feel” the movement.

## Main activities:

Special curves: s,u

Follow the format below for each letter in turn, starting with 's'.

- 1) Present the model alphabet to the children and ask them to circle the letter.
- 2) Modelling:  
Demonstrate how to form the letter using a chalkboard or white board.  
Emphasise the starting point and include numbered arrows to show correct letter formation.
- 3) Self-Talk:  
Encourage the children to say out loud the directions for forming the letter, focusing on the starting point and movement. Verbally model the self-talk and prompt the student to talk out loud, repeating the same set of directions each time.
- 4) Chalkboard Practice:  
Now practice the letter in a range of writing tools.
  - Start by drawing the letter in the air – remember to say the movements as you do it.
  - Next, draw the letter on a chalkboard with a small, wet sponge.
  - Now draw the letter with a wet fingertip.
  - Dry the letter with a bit of scrunched up paper towel.
  - Finally, draw the letter with chalk.
- 5) Paper practice  
Next, practice the letter on paper. Remember to say the movements as you draw the letter.
  - Firstly, trace a copy of the letter with numbered arrows
  - Next trace 3 copies of the letter without numbered arrows
  - Finally, copy the letter ten times.
- 6) Self Evaluation:  
Now ask the children to look at what they have written on paper and compare it to the target letter.  
Ask them to circle their three “best” letters and discuss with them why they are good.

## Week 3: Session 2

### Resources:

- Model alphabet for each child, with numbered arrows (a copy of the alphabet printed out in your chosen handwriting font)
- A variety of writing materials (pencils, crayons, marker pens, chalks) and paper
- A chalkboard, chalks and a sponge/paper towels

### Warm-up:

#### Wall push-ups

Stand in front of a wall about arm's length away from it. Lift your arms up to shoulder level and place your hands on the wall so they are a little bit wider than your shoulders.



Breathe in as you slowly bend your elbows to lean into the wall.

Breathe out as you push to straighten your arms.

Start with five and see if you can build that up. Don't rush the move!

A lot of children have "bendy" elbows – in this case, try not to "lock" your elbows when you straighten them. Instead, don't straighten your arms all the way.

#### Pencil aerobics

- Hold onto the pencil as if you were going to write – using your fingers only, walk up the pencil! And when you get to the end walk back down. Try this 5 times.
- Put your pencil down facing right, pick it up and be ready to write.
- Put your pencil down facing left, pick it up and be ready to write.
- Don't forget, only use one hand – try this 3 times each side.
- Place your palm facing up with your pencil on it. Roll your pencil from your palm into your fingertips 10 times – using movement of your fingers and wrist only.
- Pick up the pencil so you're ready to write. Draw a dot on the paper. Now, using just that hand, turn the pencil round and rub out the dot. Repeat five times.

## Main activities:

Special curves: revision

Revise the letters: s,u. Can the children pick them out from the alphabet? Where do they start, what direction does the movement go in? Draw them in the air or on paper to make sure the learning has carried over.

Special curves: using in practice

Prepare a short list of words containing the letters s,u. Print them out in the model alphabet. Can the children copy these words with good letter formation? What about when you read out the words for them to write down? Can they think of their own words with these letters in?

## Week 3: Session 3

### Resources:

- Model alphabet for each child, with numbered arrows (a copy of the alphabet printed out in your chosen handwriting font)
- A variety of writing materials (pencils, crayons, marker pens, chalks) and paper
- A chalkboard, chalks and a sponge/paper towels

### Warm-up:

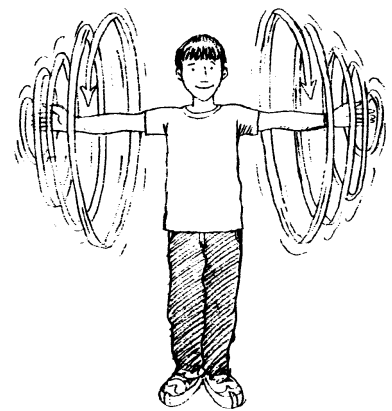
#### Shoulder spirals

Hold both arms out horizontally to the side and start to circle them, initially making small circles but gradually getting larger until the circles are as large as possible, (this should take about 5 rotations).

Keep the circles controlled – don't rush them! Try some in slow motion.

When the circles have reached full size, change direction and gradually reduce the circles, (again taking about 5 rotations) to get back to the smallest size.

Start by trying to complete 3 spiral sequences then gradually build up the number you can do. Aim to do 10 spiral sequences comfortably.



#### Handwriting patterns: humps

Attach some lined paper to the wall, or use a chalkboard or whiteboard with lines marked on them.

Draw "hump" patterns between the lines. Try to space them evenly, keep them at the same angle and try to start and stop on the line. If you do not have enough wall space, do this at the desk. You may want to use writing slopes to help with the feeling of "up" and "down".

- If it is difficult to keep within the lines, try using narrow strips of paper, or cutting out a "window" from card to work within.
- Try forming the pattern with eyes open and with eyes closed, encouraging children to "feel" the movement.

## Main activities:

Curves: *r, n, m*

Follow the format below for each letter in turn, starting with 'r'.

- 1) Present the model alphabet to the children and ask them to circle the letter.
- 2) Modelling:  
Demonstrate how to form the letter using a chalkboard or white board.  
Emphasise the starting point and include numbered arrows to show correct letter formation.
- 3) Self-Talk:  
Encourage the children to say out loud the directions for forming the letter, focusing on the starting point and movement. Verbally model the self-talk and prompt the student to talk out loud, repeating the same set of directions each time.
- 4) Chalkboard Practice:  
Now practice the letter in a range of writing tools.
  - Start by drawing the letter in the air – remember to say the movements as you do it.
  - Next, draw the letter on a chalkboard with a small, wet sponge.
  - Now draw the letter with a wet fingertip.
  - Dry the letter with a bit of scrunched up paper towel.
  - Finally, draw the letter with chalk.
- 5) Paper practice  
Next, practice the letter on paper. Remember to say the movements as you draw the letter.
  - Firstly, trace a copy of the letter with numbered arrows
  - Next trace 3 copies of the letter without numbered arrows
  - Finally, copy the letter ten times.
- 6) Self Evaluation:  
Now ask the children to look at what they have written on paper and compare it to the target letter.  
Ask them to circle their three “best” letters and discuss with them why they are good.

## Week 4: Session 1

### Resources:

- Selection of rubber bands
- Model alphabet for each child, with numbered arrows (a copy of the alphabet printed out in your chosen handwriting font)
- A variety of writing materials (pencils, crayons, marker pens, chalks) and paper
- A chalkboard, chalks and a sponge/paper towels

### Warm-up:

Arm wake-ups

- Shrug your shoulders to your ears then back down.
- Touch the sky, keeping your shoulders down.
- Touch your shoulders – hand to same shoulder
- Touch your shoulders – hand to opposite shoulder
- Push down on the desk
- Hold your hands out, palm up, then palm down
- Push palms together
- Pull hands apart
- Link your hands together and circle your wrists, one way then the other
- Make a fist, thumbs up and give them a wiggle
- Touch each finger to your thumb, one at a time, making a big circle.
- Shake your hands out – you're ready to begin!

Rubber band stretch

Place a rubber band around the fingers and thumb. Now slowly stretch the fingers out and then relax them back in. Start with five and then build up to ten. Add extra bands or thicker bands if it is too easy.

A loop of playdough can be used instead of rubber bands.

## Main activities:

Curves: revision

Revise the letters: r, n, m. Can the children pick them out from the alphabet? Where do they start, what direction does the movement go in? Draw them in the air or on paper to make sure the learning has carried over.

Follow the format below for each letter in turn, starting with 'h'.

- 1) Present the model alphabet to the children and ask them to circle the letter.
- 2) Modelling:  
Demonstrate how to form the letter using a chalkboard or white board. Emphasise the starting point and include numbered arrows to show correct letter formation.
- 3) Self-Talk:  
Encourage the children to say out loud the directions for forming the letter, focusing on the starting point and movement. Verbally model the self-talk and prompt the student to talk out loud, repeating the same set of directions each time.
- 4) Chalkboard Practice:  
Now practice the letter in a range of writing tools.
  - Start by drawing the letter in the air – remember to say the movements as you do it.
  - Next, draw the letter on a chalkboard with a small, wet sponge.
  - Now draw the letter with a wet fingertip.
  - Dry the letter with a bit of scrunched up paper towel.
  - Finally, draw the letter with chalk.
- 5) Paper practice  
Next, practice the letter on paper. Remember to say the movements as you draw the letter.
  - Firstly, trace a copy of the letter with numbered arrows
  - Next trace 3 copies of the letter without numbered arrows
  - Finally, copy the letter ten times.
- 6) Self Evaluation:  
Now ask the children to look at what they have written on paper and compare it to the target letter.  
Ask them to circle their three “best” letters and discuss with them why they are good.

## Week 4: Session 2

### Resources:

- Model alphabet for each child, with numbered arrows (a copy of the alphabet printed out in your chosen handwriting font)
- A variety of writing materials (pencils, crayons, marker pens, chalks) and paper
- A chalkboard, chalks and a sponge/paper towels

### Warm-up:

#### Wall push-ups

Stand in front of a wall about arm's length away from it. Lift your arms up to shoulder level and place your hands on the wall so they are a little bit wider than your shoulders.



Breathe in as you slowly bend your elbows to lean into the wall.

Breathe out as you push to straighten your arms.

Start with five and see if you can build that up. Don't rush the move!

A lot of children have "bendy" elbows – in this case, try not to "lock" your elbows when you straighten them. Instead, don't straighten your arms all the way.

#### Pencil aerobics

- Hold onto the pencil as if you were going to write – using your fingers only, walk up the pencil! And when you get to the end walk back down. Try this 5 times.
- Put your pencil down facing right, pick it up and be ready to write.
- Put your pencil down facing left, pick it up and be ready to write.
- Don't forget, only use one hand – try this 3 times each side.
- Place your palm facing up with your pencil on it. Roll your pencil from your palm into your fingertips 10 times – using movement of your fingers and wrist only.
- Pick up the pencil so you're ready to write. Draw a dot on the paper. Now, using just that hand, turn the pencil round and rub out the dot. Repeat five times.

### Main activities:

Curves: revision

Revise the letters: r,n,m,h,b. Can the children pick them out from the alphabet? Where do they start, what direction does the movement go in? Draw them in the air or on paper to make sure the learning has carried over.

Curves: using in practice

Prepare a short list of words containing the letters: r,n,m,h,b. Print them out in the model alphabet. Can the children copy these words with good letter formation? What about when you read out the words for them to write down? Can they think of their own words with these letters in?

## Week 4: Session 3

### Resources:

- Model alphabet for each child, with numbered arrows (a copy of the alphabet printed out in your chosen handwriting font)
- A variety of writing materials (pencils, crayons, marker pens, chalks) and paper
- A chalkboard, chalks and a sponge/ paper towels

### Warm-up:

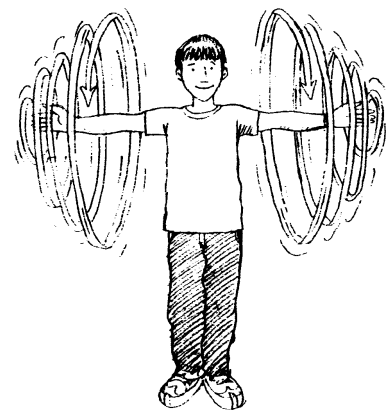
#### Shoulder spirals

Hold both arms out horizontally to the side and start to circle them, initially making small circles but gradually getting larger until the circles are as large as possible, (this should take about 5 rotations).

Keep the circles controlled – don't rush them! Try some in slow motion.

When the circles have reached full size, change direction and gradually reduce the circles, (again taking about 5 rotations) to get back to the smallest size.

Start by trying to complete 3 spiral sequences then gradually build up the number you can do. Aim to do 10 spiral sequences comfortably.



#### Handwriting patterns: loops

Attach some lined paper to the wall, or use a chalkboard or whiteboard with lines marked on them.

Draw looped patterns between the lines. Try to space them evenly, keep them at the same angle and try to start and stop on the line. If you do not have enough wall space, do this at the desk. You may want to use writing slopes to help with the feeling of “up” and “down”.

- If it is difficult to keep within the lines, try using narrow strips of paper, or cutting out a “window” from card to work within.
- Try forming the pattern with eyes open and with eyes closed, encouraging children to “feel” the movement.

## Main activities:

Descenders: j, g

Follow the format below for each letter in turn, starting with 'j'.

- 1) Present the model alphabet to the children and ask them to circle the letter.
- 2) Modelling:  
Demonstrate how to form the letter using a chalkboard or white board. Emphasise the starting point and include numbered arrows to show correct letter formation.
- 3) Self-Talk:  
Encourage the children to say out loud the directions for forming the letter, focusing on the starting point and movement. Verbally model the self-talk and prompt the student to talk out loud, repeating the same set of directions each time.
- 4) Chalkboard Practice:  
Now practice the letter in a range of writing tools.
  - Start by drawing the letter in the air – remember to say the movements as you do it.
  - Next, draw the letter on a chalkboard with a small, wet sponge.
  - Now draw the letter with a wet fingertip.
  - Dry the letter with a bit of scrunched up paper towel.
  - Finally, draw the letter with chalk.
- 5) Paper practice  
Next, practice the letter on paper. Remember to say the movements as you draw the letter.
  - Firstly, trace a copy of the letter with numbered arrows
  - Next trace 3 copies of the letter without numbered arrows
  - Finally, copy the letter ten times.
- 6) Self Evaluation:  
Now ask the children to look at what they have written on paper and compare it to the target letter.  
Ask them to circle their three “best” letters and discuss with them why they are good.

## Week 5: Session 1

### Resources:

- Model alphabet for each child, with numbered arrows (a copy of the alphabet printed out in your chosen handwriting font)
- A variety of writing materials (pencils, crayons, marker pens, chalks) and paper
- A chalkboard, chalks and a sponge/ paper towels

### Warm-up:

#### Arm wake-ups

- Shrug your shoulders to your ears then back down.
- Touch the sky, keeping your shoulders down.
- Touch your shoulders – hand to same shoulder
- Touch your shoulders – hand to opposite shoulder
- Push down on the desk
- Hold your hands out, palm up, then palm down
- Push palms together
- Pull hands apart
- Link your hands together and circle your wrists, one way then the other
- Make a fist, thumbs up and give them a wiggle
- Touch each finger to your thumb, one at a time, making a big circle.
- Shake your hands out – you're ready to begin!

#### Rubber band stretch

Place a rubber band around the fingers and thumb. Now slowly stretch the fingers out and then relax them back in. Start with five and then build up to ten. Add extra bands or thicker bands if it is too easy.

A loop of playdough can be used instead of rubber bands.

## Main activities:

Descenders: revision

Revise the letters: j, g. Can the children pick them out from the alphabet? Where do they start, what direction does the movement go in? Draw them in the air or on paper to make sure the learning has carried over.

Follow the format below for each letter in turn, starting with 'q'.

- 1) Present the model alphabet to the children and ask them to circle the letter.
- 2) Modelling:  
Demonstrate how to form the letter using a chalkboard or white board.  
Emphasise the starting point and include numbered arrows to show correct letter formation.
- 3) Self-Talk:  
Encourage the children to say out loud the directions for forming the letter, focusing on the starting point and movement. Verbally model the self-talk and prompt the student to talk out loud, repeating the same set of directions each time.
- 4) Chalkboard Practice:  
Now practice the letter in a range of writing tools.
  - Start by drawing the letter in the air – remember to say the movements as you do it.
  - Next, draw the letter on a chalkboard with a small, wet sponge.
  - Now draw the letter with a wet fingertip.
  - Dry the letter with a bit of scrunched up paper towel.
  - Finally, draw the letter with chalk.
- 5) Paper practice  
Next, practice the letter on paper. Remember to say the movements as you draw the letter.
  - Firstly, trace a copy of the letter with numbered arrows
  - Next trace 3 copies of the letter without numbered arrows
  - Finally, copy the letter ten times.
- 6) Self Evaluation:  
Now ask the children to look at what they have written on paper and compare it to the target letter.  
Ask them to circle their three “best” letters and discuss with them why they are good.

## Week 5: Session 2

### Resources:

- Model alphabet for each child, with numbered arrows (a copy of the alphabet printed out in your chosen handwriting font)
- A variety of writing materials (pencils, crayons, marker pens, chinks) and paper
- A chalkboard, chinks and a sponge/ paper towels

### Warm-up:

#### Wall push-ups

Stand in front of a wall about arm's length away from it. Lift your arms up to shoulder level and place your hands on the wall so they are a little bit wider than your shoulders.



Breathe in as you slowly bend your elbows to lean into the wall.

Breathe out as you push to straighten your arms.

Start with five and see if you can build that up. Don't rush the move!

A lot of children have "bendy" elbows – in this case, try not to "lock" your elbows when you straighten them. Instead, don't straighten your arms all the way.

#### Pencil aerobics

- Hold onto the pencil as if you were going to write – using your fingers only, walk up the pencil! And when you get to the end walk back down. Try this 5 times.
- Put your pencil down facing right, pick it up and be ready to write.
- Put your pencil down facing left, pick it up and be ready to write.
- Don't forget, only use one hand – try this 3 times each side.
- Place your palm facing up with your pencil on it. Roll your pencil from your palm into your fingertips 10 times – using movement of your fingers and wrist only.
- Pick up the pencil so you're ready to write. Draw a dot on the paper. Now, using just that hand, turn the pencil round and rub out the dot. Repeat five times.

### Main activities:

Descenders: revision

Revise the letters j,g,q,p. Can the children pick them out from the alphabet? Where do they start, what direction does the movement go in? Draw them in the air or on paper to make sure the learning has carried over.

Descenders: using in practice

Prepare a short list of words containing the letters: j,g,q,p. Print them out in the model alphabet. Can the children copy these words with good letter formation? What about when you read out the words for them to write down? Can they think of their own words with these letters in?

## Week 5: Session 3

### Resources:

- Model alphabet for each child, with numbered arrows (a copy of the alphabet printed out in your chosen handwriting font)
- A variety of writing materials (pencils, crayons, marker pens, chalks) and paper
- A chalkboard, chalks and a sponge/ paper towels

### Warm-up:

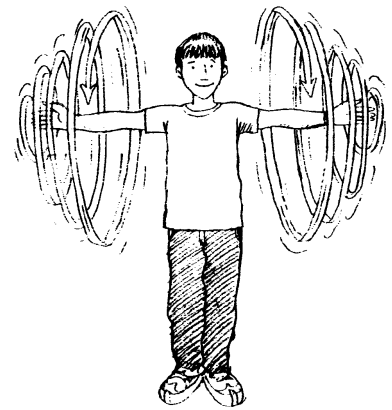
#### Shoulder spirals

Hold both arms out horizontally to the side and start to circle them, initially making small circles but gradually getting larger until the circles are as large as possible, (this should take about 5 rotations).

Keep the circles controlled – don't rush them! Try some in slow motion.

When the circles have reached full size, change direction and gradually reduce the circles, (again taking about 5 rotations) to get back to the smallest size.

Start by trying to complete 3 spiral sequences then gradually build up the number you can do. Aim to do 10 spiral sequences comfortably.



#### Handwriting patterns: zigzags

Attach some lined paper to the wall, or use a chalkboard or whiteboard with lines marked on them.

Draw zigzag patterns between the lines. Try to space them evenly, keep them at the same angle and try to start and stop on the line. If you do not have enough wall space, do this at the desk. You may want to use writing slopes to help with the feeling of "up" and "down".

- If it is difficult to keep within the lines, try using narrow strips of paper, or cutting out a "window" from card to work within.
- Try forming the pattern with eyes open and with eyes closed, encouraging children to "feel" the movement.

## Main activities:

Sliders: v,w,y,

Follow the format below for each letter in turn, starting with 'v'.

- 1) Present the model alphabet to the children and ask them to circle the letter.
- 2) Modelling:  
Demonstrate how to form the letter using a chalkboard or white board.  
Emphasise the starting point and include numbered arrows to show correct letter formation.
- 3) Self-Talk:  
Encourage the children to say out loud the directions for forming the letter, focusing on the starting point and movement. Verbally model the self-talk and prompt the student to talk out loud, repeating the same set of directions each time.
- 4) Chalkboard Practice:  
Now practice the letter in a range of writing tools.
  - Start by drawing the letter in the air – remember to say the movements as you do it.
  - Next, draw the letter on a chalkboard with a small, wet sponge.
  - Now draw the letter with a wet fingertip.
  - Dry the letter with a bit of scrunched up paper towel.
  - Finally, draw the letter with chalk.
- 5) Paper practice  
Next, practice the letter on paper. Remember to say the movements as you draw the letter.
  - Firstly, trace a copy of the letter with numbered arrows
  - Next trace 3 copies of the letter without numbered arrows
  - Finally, copy the letter ten times.
- 6) Self Evaluation:  
Now ask the children to look at what they have written on paper and compare it to the target letter.  
Ask them to circle their three “best” letters and discuss with them why they are good.

## Week 6: Session 1

### Resources:

- Selection of rubber bands
- Model alphabet for each child, with numbered arrows (a copy of the alphabet printed out in your chosen handwriting font)
- A variety of writing materials (pencils, crayons, marker pens, chalks) and paper
- A chalkboard, chalks and a sponge/ paper towels

### Warm-up:

#### Arm wake-ups

- Shrug your shoulders to your ears then back down.
- Touch the sky, keeping your shoulders down.
- Touch your shoulders – hand to same shoulder
- Touch your shoulders – hand to opposite shoulder
- Push down on the desk
- Hold your hands out, palm up, then palm down
- Push palms together
- Pull hands apart
- Link your hands together and circle your wrists, one way then the other
- Make a fist, thumbs up and give them a wiggle
- Touch each finger to your thumb, one at a time, making a big circle.
- Shake your hands out – you're ready to begin!

#### Rubber band stretch

Place a rubber band around the fingers and thumb. Now slowly stretch the fingers out and then relax them back in. Start with five and then build up to ten. Add extra bands or thicker bands if it is too easy.

A loop of playdough can be used instead of rubber bands.

## Main activities:

Sliders: revision

Revise the letters v,w,y. Can the children pick them out from the alphabet? Where do they start, what direction does the movement go in? Draw them in the air or on paper to make sure the learning has carried over.

Sliders: x,z,k

Follow the format below for each letter in turn, starting with 'x'.

- 1) Present the model alphabet to the children and ask them to circle the letter.
- 2) Modelling:  
Demonstrate how to form the letter using a chalkboard or white board. Emphasise the starting point and include numbered arrows to show correct letter formation.
- 3) Self-Talk:  
Encourage the children to say out loud the directions for forming the letter, focusing on the starting point and movement. Verbally model the self-talk and prompt the student to talk out loud, repeating the same set of directions each time.
- 4) Chalkboard Practice:  
Now practice the letter in a range of writing tools.
  - Start by drawing the letter in the air – remember to say the movements as you do it.
  - Next, draw the letter on a chalkboard with a small, wet sponge.
  - Now draw the letter with a wet fingertip.
  - Dry the letter with a bit of scrunched up paper towel.
  - Finally, draw the letter with chalk.
- 5) Paper practice  
Next, practice the letter on paper. Remember to say the movements as you draw the letter.
  - Firstly, trace a copy of the letter with numbered arrows
  - Next trace 3 copies of the letter without numbered arrows
  - Finally, copy the letter ten times.
- 6) Self Evaluation:  
Now ask the children to look at what they have written on paper and compare it to the target letter.  
Ask them to circle their three “best” letters and discuss with them why they are good.

## Week 6: Session 2

### Resources:

- Model alphabet for each child, with numbered arrows (a copy of the alphabet printed out in your chosen handwriting font)
- A variety of writing materials (pencils, crayons, marker pens, chalks) and paper
- A chalkboard, chalks and a sponge / paper towels

### Warm-up:

#### Wall push-ups

Stand in front of a wall about arm's length away from it. Lift your arms up to shoulder level and place your hands on the wall so they are a little bit wider than your shoulders.



Breathe in as you slowly bend your elbows to lean into the wall.

Breathe out as you push to straighten your arms.

Start with five and see if you can build that up. Don't rush the move!

A lot of children have "bendy" elbows – in this case, try not to "lock" your elbows when you straighten them. Instead, don't straighten your arms all the way.

#### Pencil aerobics

- Hold onto the pencil as if you were going to write – using your fingers only, walk up the pencil! And when you get to the end walk back down. Try this 5 times.
- Put your pencil down facing right, pick it up and be ready to write.
- Put your pencil down facing left, pick it up and be ready to write.
- Don't forget, only use one hand – try this 3 times each side.
- Place your palm facing up with your pencil on it. Roll your pencil from your palm into your fingertips 10 times – using movement of your fingers and wrist only.
- Pick up the pencil so you're ready to write. Draw a dot on the paper. Now, using just that hand, turn the pencil round and rub out the dot. Repeat five times.

#### Sliders: revision

Revise the letters v,w,y,x,k,z. Can the children pick them out from the alphabet? Where do they start, what direction does the movement go in? Draw them in the air or on paper to make sure the learning has carried over.

Sliders: using in practice

Prepare a short list of words containing the letters: v,w,y,x,k,z p. Print them out in the model alphabet. Can the children copy these words with good letter formation? What about when you read out the words for them to write down? Can they think of their own words with these letters in?

## Week 6: Session 3

### Resources:

- Model alphabet for each child, with numbered arrows (a copy of the alphabet printed out in your chosen handwriting font)
- A variety of writing materials (pencils, crayons, marker pens, chalks) and paper
- A chalkboard, chalks and a sponge

### Warm-up:

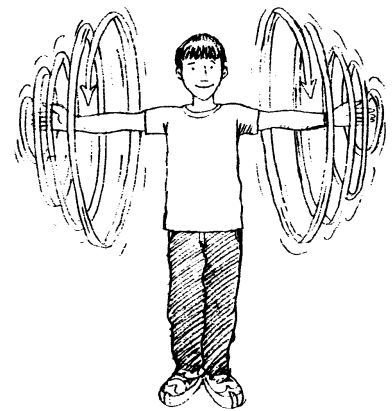
#### Shoulder spirals

Hold both arms out horizontally to the side and start to circle them, initially making small circles but gradually getting larger until the circles are as large as possible, (this should take about 5 rotations).

Keep the circles controlled – don't rush them! Try some in slow motion.

When the circles have reached full size, change direction and gradually reduce the circles, (again taking about 5 rotations) to get back to the smallest size.

Start by trying to complete 3 spiral sequences then gradually build up the number you can do. Aim to do 10 spiral sequences comfortably.



#### Rubber band stretch

Place a rubber band around the fingers and thumb. Now slowly stretch the fingers out and then relax them back in. Start with five and then build up to ten. Add extra bands or thicker bands if it is too easy.

A loop of playdough can be used instead of rubber bands.

### Main activities:

#### Alphabet game

Give each child their preferred size of lined (or squared) paper.

Prepare a set of alphabet cards. Draw these cards out at random and call out the letter. The children must produce 5 well-formed letters.

#### Sample sentence

Copy out the same sentence that you copied at the beginning of the intervention programme.

Write something special

This final task gives the children the opportunity to put all their learning into practice.

Set the task of writing something special, depending on the abilities of the children.

Using their preferred paper and pen or pencil, they could write:

- a wish list of Christmas or birthday presents
- an invitation to a party
- a letter (to a friend, to Santa)

Encourage them to decorate their work with pictures or stickers.

Now, ask the children to compare their writing with a sample of writing from the beginning of the treatment plan. What has changed? What is really good about their writing? What do they need to work on next?

## 5: Handwriting – letter formation

### Baseline and outcome assessment

Child's name ..... Date of birth .....

Class ..... Date of assessment .....

Fill in this table to rate the child's performance before and after the block of intervention sessions.

Area of difficulty	Before intervention			After intervention		
	A lot of difficulty	Some difficulty	No difficulty	A lot of difficulty	Some difficulty	No difficulty
Holds pencil in a functional grasp (with/without a pen grip)						
Maintains a good sitting posture for duration of task						
Steadies paper with helper hand						
Able to copy pre-writing shapes (see attached)						
Can distinguish between b/d, u/v, m/n, r/n, n/h, p/q/q						
Able to write without letter reversals						
Consistent letter sizing						
Spacing between words/letters is consistent						
Letters placed on the writing line						
Able to maintain alignment with margin						
Letters formed correctly						
Letters joined correctly						
Legibility of writing						
Clear ascending strokes on b, d, k, t						
Clear descending strokes on g, j, p, q, y						
Consistent slant of ascender and descender strokes						
Able to write with a consistent rhythm						
Appropriate level of pressure (not too light or too heavy)						
Able to complete written work at similar pace to peers						

Advice for administration	
Holds pencil in a functional grasp (with/without pencil grip)	Does the child hold their pen or pencil in an efficient, comfortable grasp? It does not have to be a tripod grasp, but it should not be a "fist" grasp or a fingertip grasp.
Maintains a good sitting posture for duration of task	Is the child able to sit straight-on to the desk, and maintain a fairly upright sitting posture, without hooking their feet around the chair legs or falling off the side of their chair?
Steadies paper with helper hand	Does the child use their non-writing hand to keep the paper still when writing?
Able to copy pre-writing shapes	Can the child copy the pre-writing shapes attached?
Can distinguish between b/d, u/v, m/n, r/n, n/h, p/q/g	From your existing knowledge of the child, or by presenting them with letter flashcards – can they tell the difference between these letters?
Able to write without letter/number reversals	Look at a typical sample of handwriting: does the child frequently reverse letters or numbers (beyond the age of 7)?
Consistent letter sizing	In a typical sample of handwriting, is the child performing similarly to their peers in terms of keeping the letters the same size, and spacing them evenly?
Spacing between words/letters is consistent	In a typical sample of handwriting, is the child performing similarly to their peers in terms of spacing between letters and words?
Letters placed on the writing line	In a typical sample of handwriting, are letters placed on the line? Do they consistently sit above or below the line, or is there are a lot of variation?
Able to maintain alignment with margin	In a typical sample of handwriting, does the writing start in the top left and work across to the right? Does the writing gradually slope away from the margin?
Letters formed correctly	Are letters formed correctly (for example, in the correct direction)?
Letters joined correctly	Are letters joined correctly, appropriately to the style of writing taught? For example, 'o' joined from the top, not the bottom, joins added as part of the letter formation, not added on afterwards.
Legibility of writing	Looking at a typical sample of handwriting, how much of it is easily legible?
Letters placed on the writing line	In a typical sample of handwriting, are letters placed on the line? Do they consistently sit above or below the line, or is there are a lot of variation?
Clear ascending strokes on b,d,k,t	Is the child able to form clear ascenders?
Clear descending strokes on g,i,p,q,y	Is the child able to form clear descenders?
Consistent slant of ascender and descender strokes	Are the strokes of ascenders and descenders consistent in the direction of their slant?
Able to write with a consistent rhythm	Observe the child writing – does their writing flow or is it hesitant, with pauses in letter formation and when joining letters?
Appropriate level of pressure (not too light or too heavy)	Does the child press very heavily when writing, or very lightly?
Able to complete written work at similar pace to peers	Is the child noticeably slower than their peers in completing written work?

Handwriting – letter formation

Baseline and outcome assessment

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

1) Write out the alphabet, in lower case letters, below:

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2) Write out the numbers 1 to 10, below:

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3) Copy out the following sentence in your normal handwriting:

The five boxing wizards jump quickly.



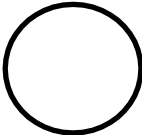
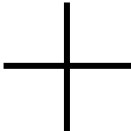


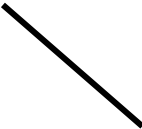

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4) Copy out each shape in the box below:

## Session completion record

Child's name .....

Date of birth .....

Class .....

Date of assessment .....

Write in the name of the programme you have carried out with the child and then the date when you carried out each session. If you have carried out additional activities, add these in the final column.

Name of programme					
	Session 1	Session 2	Session 3	Additional activities?	Comments on performance (difficulties and achievements).
Week 1					
Week 2					
Week 3					
Week 4					
Week 5					
Week 6					

## Handwriting self-assessment checklist

Name: \_\_\_\_\_

Class: \_\_\_\_\_ Date: \_\_\_\_\_

Before writing	Yes	No
I feel comfortable with the chair and table		
I sit correctly		
I position the paper correctly		
I hold the pen/pencil correctly		
I steady the paper with the other hand		

During and after writing	Yes	No
I form the letters correctly		
The letters sit correctly on the line		
The tall letters are the correct height		
The letters with tails are the correct length		
The mid-zone letters (for example, a, c, e, i, m, etc) are the same size		
The slant of my letters is regular		
The spacing between my letters is even		
The spacing between my words is even		
The letters with curves are nicely rounded		
I use capital letters correctly		
The horizontal joins are correct		
The diagonal joins are correct		
I form the numbers correctly		

