



## Stephenson Memorial Primary School



### Outline of a Handwriting Session

#### Handwriting: Learning Print

- Activity 1: Fine motor development/practise
- Activity 2: Pre-handwriting Patterns
- Activity 3: Explicit Teaching of Letter Formation
- Activity 4: Independent Application

#### Handwriting: Learning Cursive

- Activity 1: Fine motor development/practise
- Activity 2: Pre-handwriting Patterns
- Activity 3: Explicit Teaching of Letter Formation
- Activity 4: Independent Application
- Activity 5: Explicit Teaching of Joining
- Activity 6: Independent Application

#### Handwriting: Learning Print

##### Activity 1: Fine motor development/practise

One fine motor task will be selected and explicitly taught. The children will then do this independently. This is a short activity, lasting the time required based on the needs of the children. This is vital to develop muscles and flex needed for the process of writing.

Examples:

##### Hand Turns

With palm up, place your hand flat on a solid, flat surface making sure that the little finger and thumb are touching the surface with fingers spread out. Turn your wrist and flip your hand over so that your palm is then flat against the surface, again ensuring that the little finger and thumb are touching the surface. Repeat around ten times.

##### Hand Pushes

Place hands together, palms facing with straight elbows and push both hands together for 5 seconds.

### Hand Circles

Place hand in front of your so that your arm is in line with your shoulder and your palm is facing the left when exercising your right hand and left when exercising your left hand.

Stretch out each finger and thumb, with your thumb pointing towards your shoulder. Move thumb and first finger together to form a circle and hold for 5 seconds and then slowly release and extend the finger and thumb again. Repeat so that with your thumb, one at a time you form a circle with each finger. Repeat so that you have done this with both hands.

### Figure of Eight

Stretch out your arm so that it is straight and in front of your body. Keep your head straight and neck still, making a figure of 8 in the air (but horizontally - see below). As you move your hand and arm, follow them with your eyes and track the figure ensuring you move your eyes and keep your head straight and still.



### Pencil Rolls

Hold your hand out so that your palm is facing the air. Move your thumb so that it is in line with the middle finger and place a pencil at your finger tips. With your thumb, roll the pencil slowly from your finger tips to the thumb and repeat three times. Then repeat with the other hand.

There are more exercises and activities that can be done to develop motor skills and development. Other activities can be found by following the link below:

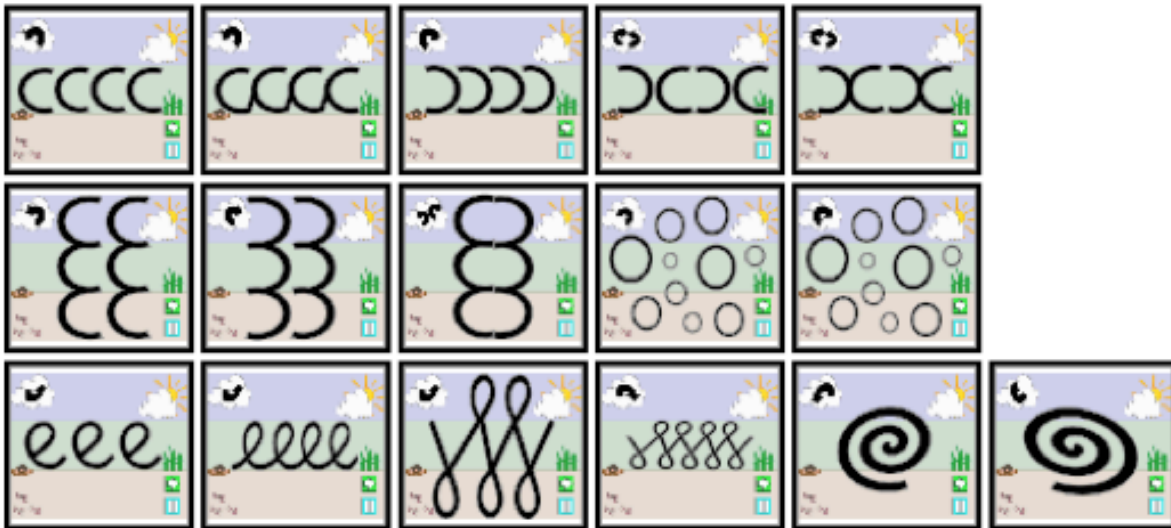
<https://www.teachhandwriting.co.uk/handwriting-warm-up-exercises.html>

## Activity 2: Pre-handwriting Patterns

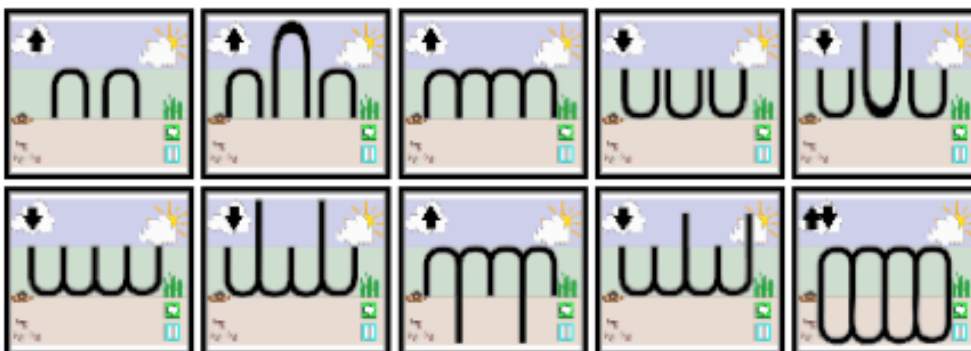
Explicit teaching of how to form different patterns will be included. The type of pattern explicitly taught and practised will be linked to the letter group/style being taught in the session.

Pre-handwriting Pattern Styles:

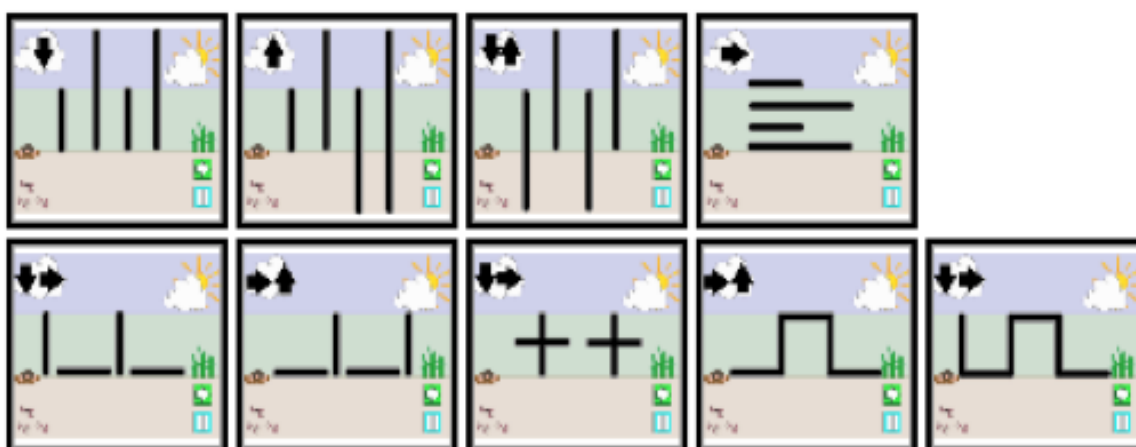
## Curve Pre-handwriting Patterns



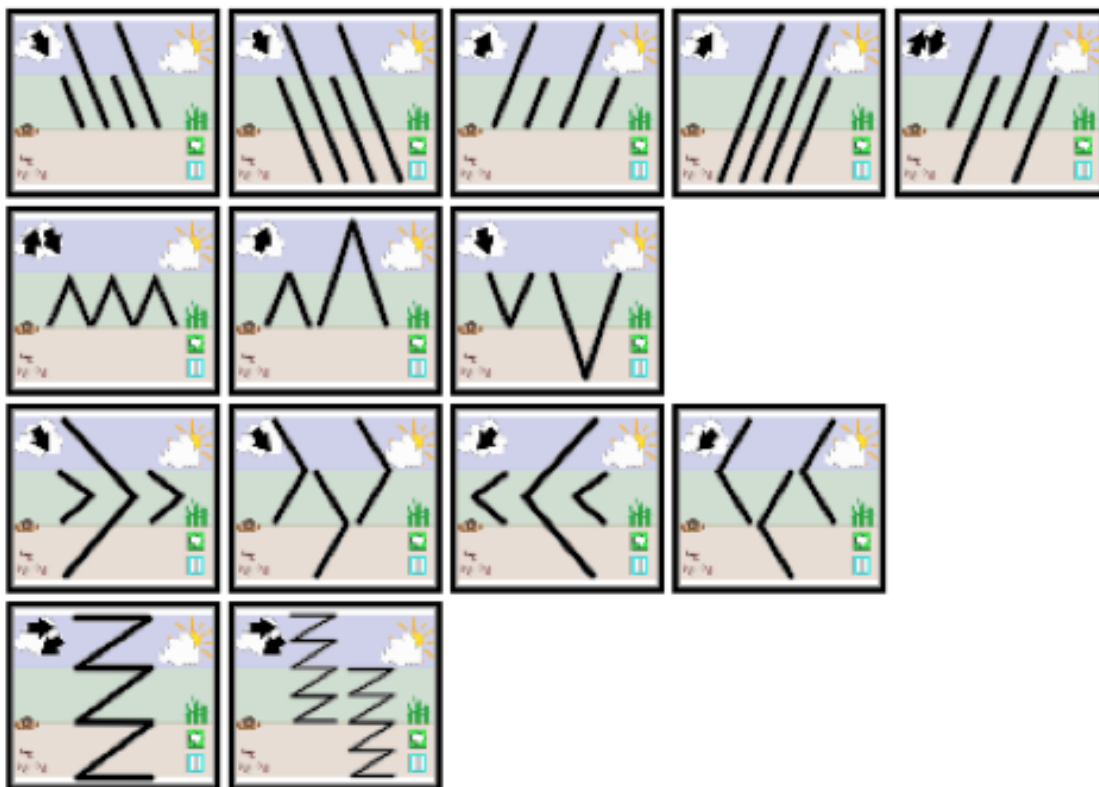
## Tunnel Pre-handwriting Patterns



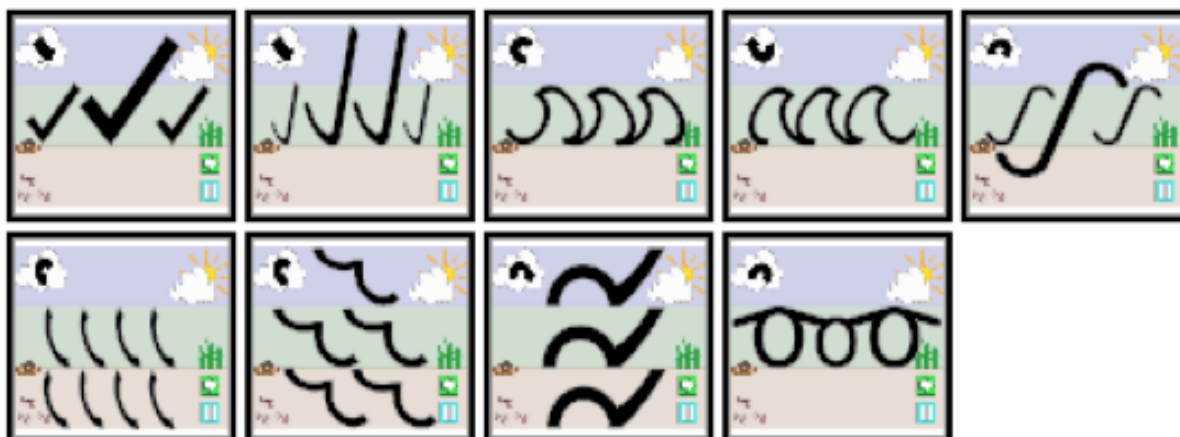
Straight Pre-handwriting Patterns:



Diagonal Pre-handwriting Patterns:



Mixed Pre-handwriting Patterns:



## Activity 3: Explicit Teaching of Letter Formation

In this activity the letters will be modelled to the children with the staff member forming letters on a board (TV screen or Flipchart) and modelled writing on lines. A staff member will talk through how they are forming the letter using consistent vocabulary across school. As letters are being modelled, the staff member will then talk through the S Factors for Success.

Vocabulary of how letters are being formed will be consistent across school and linked to the vocabulary used in phonics sessions, where applicable, to support children with letter recognition and formation.

### Letter Order

When teaching a child to print, this will be linked to the order of phonics sounds teaching. The order to teach letter formation in handwriting sessions is therefore:

Group 1: m a s d t i n p g o c k u b f e

Group 2: l h r j v y w z x

One letter is to be taught in each session. Once all letters have been taught in Group 1, review and recap all Group 1 letters. As part of this recap and review, write words with the letters in. Where possible words will be common exception words or key spelling words. The number of words included will be decided by the staff member in order to ensure the focus is on accurate and neat letter formation.

Following this teach each letter's capital letter from Group 1. Show lower case and teach capital. Cover 2 capital letters per session.

Teach one letter per session in Group 2 and then review and recap all letters in Group 2. As part of this recap and review, write words with the letters in. Where possible words will be common exception words or key spelling words. The number of words included will be decided by the staff member in order to ensure the focus is on accurate and neat letter formation.

Following this teach each letter's capital letter for group 2. Show lower case and teach capital. Cover 2 letters per session for capitals.

Once both groups have been taught (lowercase and capitals) explicit teaching of letters in context of words. Words to be linked to phonics teaching (phrase they are learning) or the spelling rule/words they have and numbers.

Crib Sheet for the Vocabulary to be used:

Group 1:

m - Maise, mountain, mountain.

a - round the apple, down the leaf

s - slither down the snake

d - round his bottom, up his tall neck and down to his feet

t - down the tower, across the tower

i - down the body, dot for the head

n - down Nobby, over his net

p - down the plait, over the pirate's face

g - round her face, down her hair and give her a curl

o - all around the orange

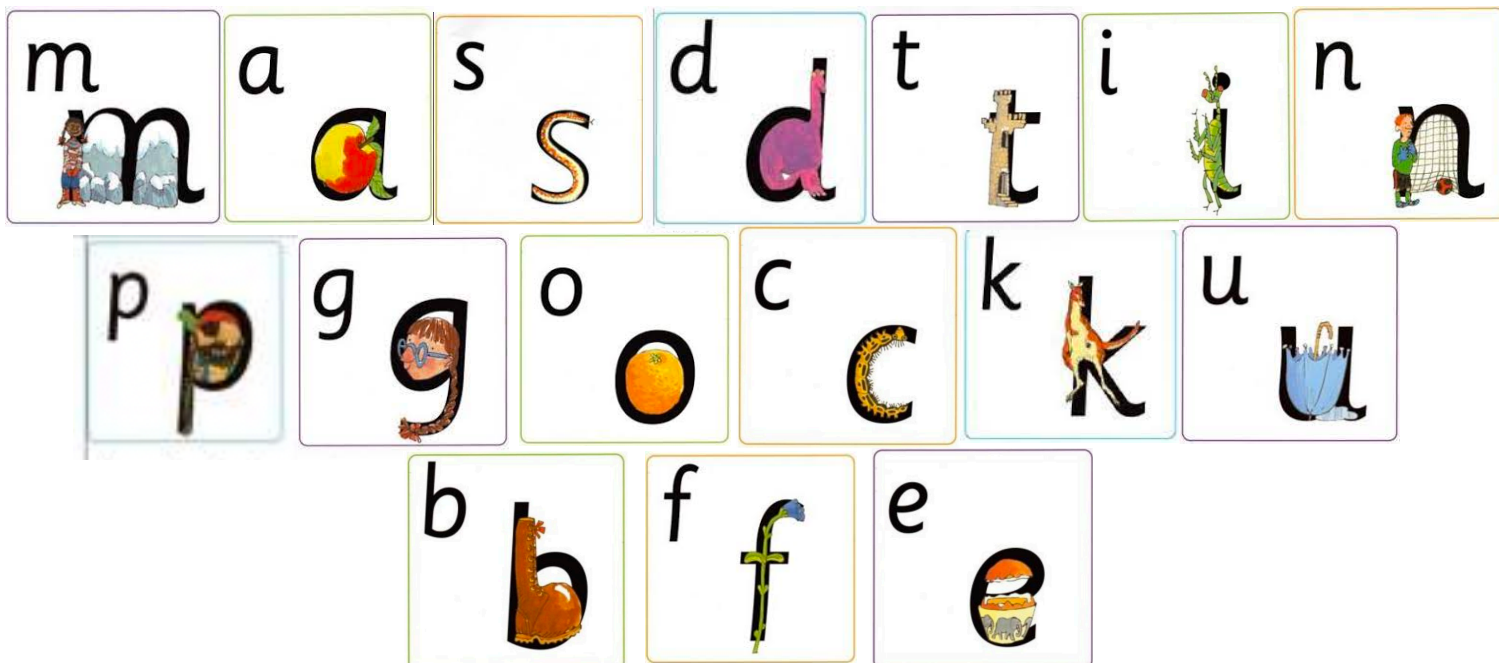
c - curl around the caterpillar

k - down the kangaroo's body, tail and leg

u - down and under, up to the top and draw the puddle

b - down the laces to the heel, round the toe

f - down the stem and draw the leaves



Group 2:

l - down the long leg

h - down the head of the hooves and over his back

r - down his back and then curl over his arm

j - down his body, curl and dot

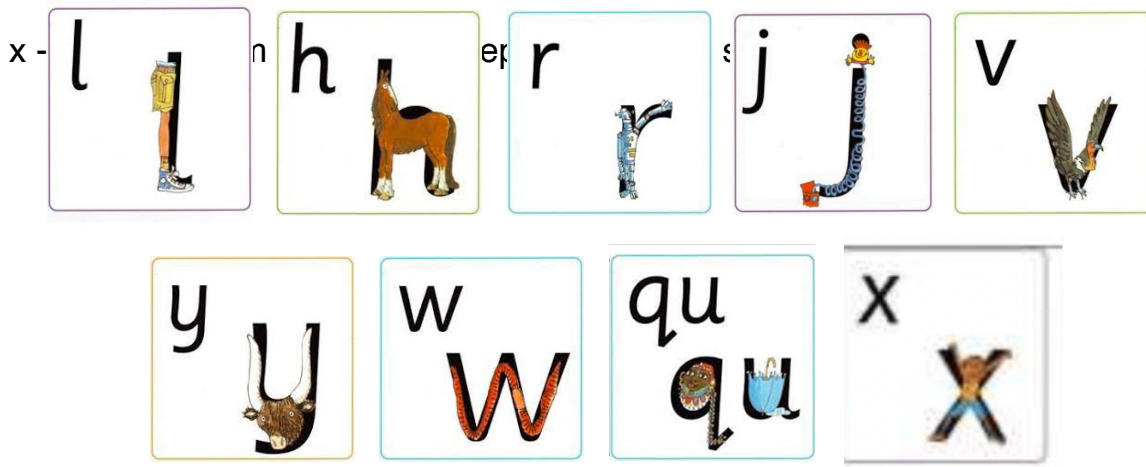
v - down a wing, up a wing

y - down a horn, up a horn and under his head

w - down, up, down, up

z - zig-zag-zig

q - round her head, up past her earrings and down her hair



Group 1 Capitals:

M - straight down diagonal, diagonal and straight

A- diagonal, diagonal, straight to join them

S - A bigger slither down the snake

D - straight down and curve around

T - straight down and straight across the top

I - straight down and a little straight across the top then a little straight across the bottom

N - straight down, diagonal and then back up

P - straight down then curve to the middle

G - Curve around, straight up a little then a little straight across

O - a bigger all around the orange

C - a bigger curl around the caterpillar

K - straight down, from the middle diagonal up, then from the middle diagonal down

U - down and under, up to the top and back down

B - straight line down, curve to the middle, then curve from the middle to the bottom

F - straight line down, a little straight across the top, then a little straight from the middle

E - straight line down, a little straight across the top, then a little straight from the middle, then a little straight from the bottom



Group 2 Capitals:

L - straight line down, then straight line from the bottom along

H - straight line down, another straight line down, join them straight across the middle

R - straight line down, curve to the middle, diagonal to to the bottom

J - straight line down then curve under

V - a bigger down a wing, up a wing

Y - a small diagonal to the middle, a diagonal from the top to the bottom

W - a bigger down, up, down, up

Z - a bigger zig-zag-zig

Q - a bigger all around the orange then a small diagonal in the middle

X - a bigger down the arm and leg and repeat the other side

### Activity 3: Independent Application

Children will then practise what has been modelled by themselves. Staff members must circulate the room to watch how the children are forming the letters and comment on the S Factors as they are watching the children practise.

Scaffolding can be used to support the children in being successful and lead them to independent application. For example - sheets with letters on to trace, air writing, using a range of materials, use of hand to hand guidance.



style

Where to start writing the letter and where it ends.

shape

Letters are made up of different shapes. They can also have ascenders and descenders.

space

The space between letters in the same words are close and the space between letters in different words are further.

size

Size of your letters needs to match the size of the lines you are writing on.

sitting

Letters sit on the line. Some letters go higher towards the top of the line (ascenders) and some go below the line

stringing

Letters in the same word are placed close to each other so they can 'string' together.

slant

Your paper or book should be at a very slight slant to help you write - this changes where you can put your wrist.

speed

Once you can form your letters accurately, you can start to form them faster.

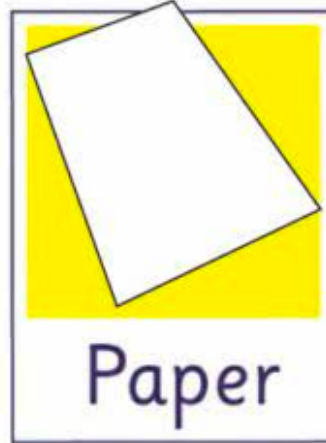
# P checks



Posture



Pencil



Paper



Pressure

- Feet flat on the floor
- Knees at a right angle
- Straight back
- Make sure table height is comfortable (not leaning forward and arms/shoulders not raised).
- Clean, smooth, uncluttered surface.

- Tripod grasp
- Roughly 2cm between pencil point and fingers (slightly more if left handed)
- Pencil is sharpened enough for writing

- Tilt the paper to match the writing hand
- Move paper up or down to keep it comfortable

- Press down on the paper so that there is enough pressure - not faint.
- Not too much pressure where the lines are too dark and it adds pressure to the hand.

## Handwriting: Learning Cursive

### Activity 1: Fine motor development/practise

One fine motor task will be selected and explicitly taught. The children will then do this independently. This is a short activity, lasting the time required based on the needs of the children. This is vital to develop muscles and flex needed for the process of writing.

Examples:

#### Hand Turns

With palm up, place your hand flat on a solid, flat surface making sure that the little finger and thumb are touching the surface with fingers spread out. Turn your wrist and flip your hand over so that your palm is then flat against the surface, again ensuring that the little finger and thumb are touching the surface. Repeat around ten times.

#### Hand Pushes

Place hands together, palms facing with straight elbows and push both hands together for 5 seconds.

#### Hand Circles

Place hand in front of your so that your arm is in line with your shoulder and your palm is facing the left when exercising your right hand and left when exercising your left hand.

Stretch out each finger and thumb, with your thumb pointing towards your shoulder. Move thumb and first finger together to form a circle and hold for 5 seconds and then slowly release and extend the finger and thumb again. Repeat so that with your thumb, one at a time you form a circle with each finger. Repeat so that you have done this with both hands.

### Figure of Eight

Stretch out your arm so that it is straight and in front of your body. Keep your head straight and neck still, making a figure of 8 in the air (but horizontally - see below). As you move your hand and arm, follow them with your eyes and track the figure ensuring you move your eyes and keep your head straight and still.



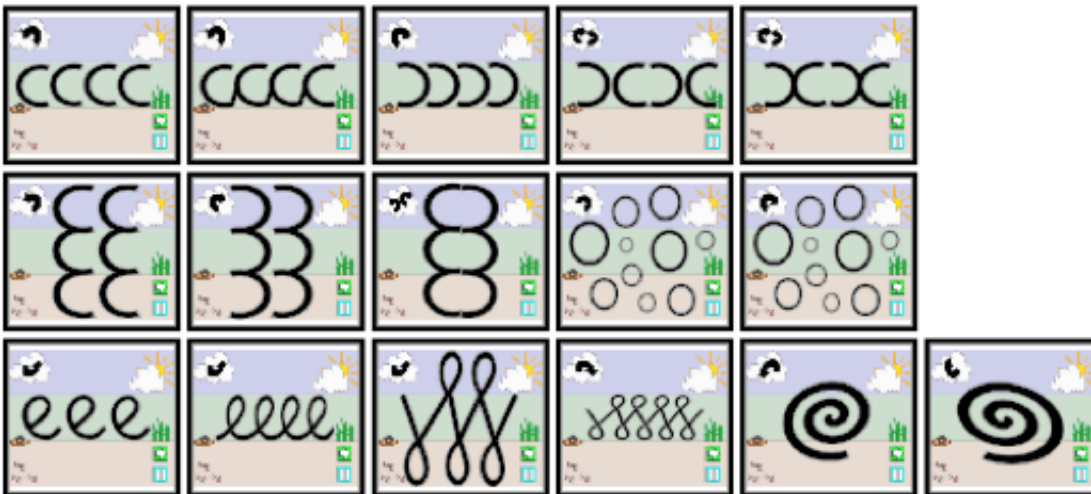
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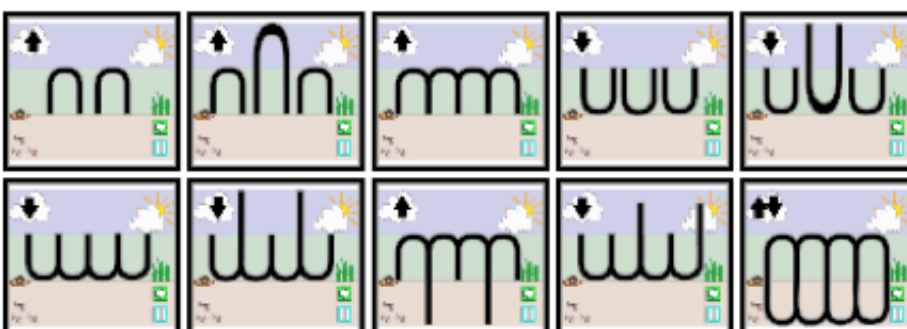
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### **Curve Pre-handwriting Patterns**

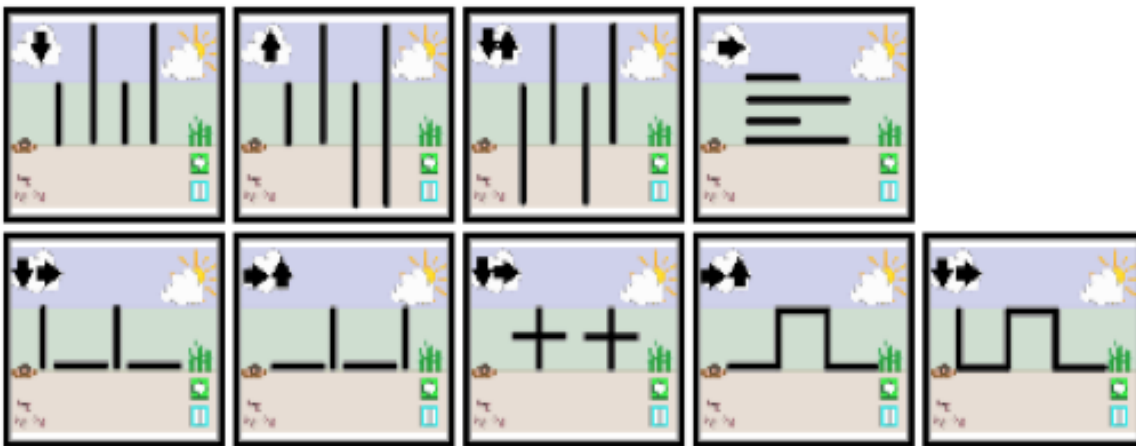


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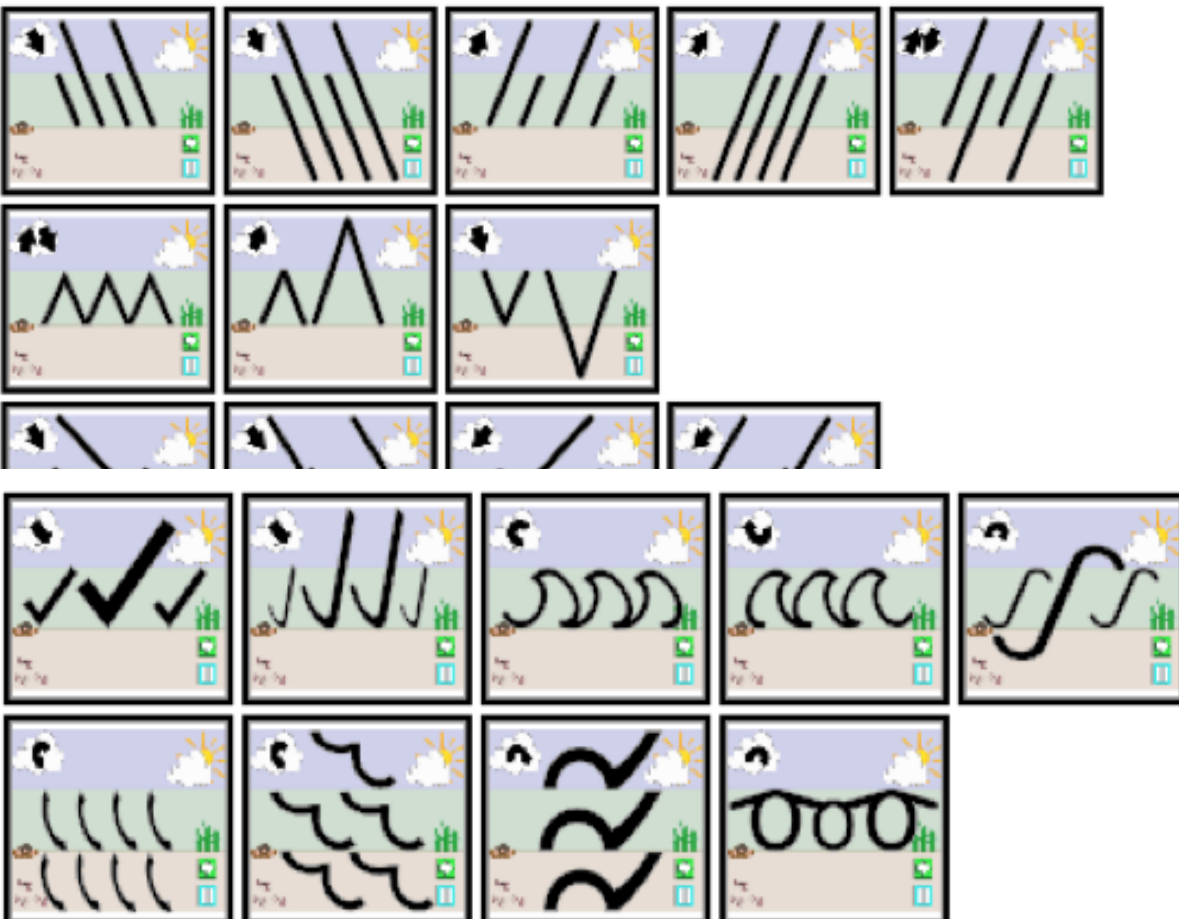
### **Tunnel Pre-handwriting Patterns**



*Straight Pre-handwriting Patterns:*



*Diagonal Pre-handwriting Patterns:*



## Mixed Pre-handwriting Patterns:

### Activity 3: Explicit Teaching of Letter Formation

In this activity the letters will be modelled to the children with the staff member forming letters on a board (TV screen or Flipchart) and modelled writing on lines. A staff member will talk through how they are forming the letter using consistent vocabulary across school. As letters are being modelled, the staff member will then talk through the S Factors for Success.

Vocabulary of how letters are being formed will be consistent across school.

#### Letter Order

When teaching a child to join, we will use cursive and follow the letter order:

Group 1: c o a d g q e

Group 2: i l t j u y

Group 3: h n m r b p k

Group 4: v w x z

Group 5: f s e

One letter is to be taught in each session. Once all letters have been taught in the group, review and recap all of the letters in that group. As part of this recap and review, write words with the letters in. Then move on to the next group. Recap and reviews can include letters from previous groups to form more words.



Capital letters are formed in the same way as when they were formed when learning print. Staff members need to use their professional judgement as to whether this is recapped and explicitly taught again when teaching cursive.

Once all groups have been taught, explicit teaching of letters in context of words. Words to be linked to the spelling rule/words they are learning.

Crib Sheet for the Vocabulary to be used:

Group 1: c o a d g q e

- c - start on the line, curve up to the middle, back around to the bottom. Your pencil/pen doesn't leave the paper.
- o - start on the line curve up to the middle and then back and round in a circle. Your pencil/pen doesn't leave the paper.
- a - start on the line curve to the middle, back around join up to the curve and back down and flick. Your pencil/pen doesn't leave the paper.
- d - start on the line, curve to the middle, back around and straight line up nearly the line (about 3/4), back down in a straight line and flick. Your pencil/pen doesn't leave the paper.
- g - start on the line, curve to the middle, back around and straight down below the line (about 1/4 of the way down), curve in a loop and back up to the line and flick. Your pencil/pen doesn't leave the paper.
- e - start of the line, go diagonally to the middle, curve around and back to the line, ending with a flick. Your pencil/pen doesn't leave the paper.

Group 2: i l t j u y

- i - start on the line with a flick leading to a straight line to the middle and back down in a straight line and then flick. Take your pen/pencil off the paper and dot above the line.*
- l - start on the line with a flick leading to a straight line going up about 3/4 (this takes you to almost the top line), then back down in a straight line and flick. Your pencil/pen doesn't leave the paper.*
- t - start on the line with a flick leading to a straight line going up about 3/4 (this takes you to almost the top line), then back down in a straight line and flick. Take your pencil/pen off the paper and straight line in the middle of the letter going across.*
- j - start on the line with a flick leading to a straight line to the middle and back down in a straight line, continue going below the line about 1/4 of the way below, then curve in a loop and back up to the line and flick. Take your pen/pencil off the paper and dot above the line.*
- u - start on the line with a flick leading to a straight line going to the middle, straight line back down and curve leading to a straight line to the middle, straight line back down and flick. Your pencil/pen doesn't leave the paper.*
- y - start on the line with a flick leading to a straight line going to the middle, straight line back down and curve leading to a straight line to the middle, straight line back down and go below the line to about 1/4 of the way below, then curve in a loop and back up to the line and flick. Your pencil/pen doesn't leave the paper.*

Group 3: h n m r b p k

*h* - start on the line with a flick leading to a straight line going up about  $3/4$  (this takes you to almost the top line), then back down in a straight line. Straight line back up to half way, curve and then back down to the line and flick. Your pencil/pen doesn't leave the paper.

*n* - start on the line with a flick leading to a straight line to the middle, then back down in a straight line. Straight line back up, curve and then back down to the line and flick. Your pencil/pen doesn't leave the paper.

*m* - start on the line with a flick leading to a straight line to the middle, then back down in a straight line. Straight line back up, curve and then back down to the line, straight line back up, curve and then back down to the line and flick. Your pencil/pen doesn't leave the paper.

*r* - start on the line with a flick leading to a straight line to the middle, then back down in a straight line. Straight line back up, and curve over to just below the middle. Your pencil/pen doesn't leave the paper.

*b* - start on the line with a flick leading to a straight line going up about  $3/4$  (this takes you to almost the top line), then back down in a straight line. Straight line back up to the middle, curve and loop round to the bottom, go back along the bottom of the loop and flick. Your pencil/pen doesn't leave the paper.

*p* - start on the line with a flick leading to a straight line to the middle, straight line back down, going about  $1/4$  of the way below

the line. Back up in a straight line to the middle, curve and loop back around to the bottom and flick. Your pencil/pen doesn't leave the paper.

k - start on the line with a flick leading to a straight line going up about 3/4 (this takes you to almost the top line), then back down in a straight line. Straight line back to the middle, curve and loop to just below the middle, diagonal to the bottom and flick. Your pencil/pen doesn't leave the paper.

Group 4: v w x z

v - start in the line with a flick to the middle, diagonal line to the bottom, diagonal back to the middle and flick in the middle. Your pencil/pen doesn't leave the paper.

w - start in the line with a flick to the middle, diagonal line to the bottom, diagonal back to the middle, then diagonal back down to the bottom and then back in a diagonal to the middle and flick in the middle. Your pencil/pen doesn't leave the paper.

x - start in the middle, diagonal down to the bottom, pen/pencil off the paper and a diagonal from the middle to the bottom on the other side. This letter is not joined.

z - start in the middle and straight line across, then diagonal to the bottom, then a straight line across. Your pencil/pen doesn't leave the paper. This letter is not joined.

Group 5: f s e

f - start on the line, diagonal to the middle then loopback down to the line. Continue in a straight line below the line to around 1/4 of the way below then loop back up to the line and flick. Your pencil/pen doesn't leave the paper.

s - start on the line and curve to the middle, curve, then back in a curve and down to the line, then flick. Your pencil/pen doesn't leave the paper.

e - start on the line, diagonal to the middle, curve around and back to the bottom and flick. Your pencil/pen doesn't leave the paper.

### Activity 3: Independent Application

Children will then practise what has been modelled by themselves. Staff members must circulate the room to watch how the children are forming the letters and comment on the S Factors as they are watching the children practise.

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*Letters are made up of different shapes. They can also have ascenders and descenders.*

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*The space between letters in the same words are close and the space between letters in different words are further.*

size

*Size of your letters needs to match the size of the lines you are writing on.*

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*Letters sit on the line. Some letters go higher towards the top of the line (ascenders) and some go below the line (descenders).*

stringing

*Letters in the same word are placed close to each other so they can 'string' together.*

slant

*Your paper or book should be at a very slight slant to help you write - this changes where you can put your wrist.*

speed

*Once you can form your letters accurately, you can start to form them faster.*

# P checks



- Feet flat on the floor
- Knees at a right angle
- Straight back
- Make sure table height is comfortable (not leaning forward and arms/shoulders not raised).
- Clean, smooth, uncluttered surface.

- Tripod grasp
- Roughly 2cm between pencil point and fingers (slightly more if left handed)
- Pencil is sharpened enough for writing

- Tilt the paper to match the writing hand
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- Press down on the paper so that there is enough pressure - not faint.
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