

Introduction

The relevance of teaching good handwriting is sometimes questioned in the modern age where the word processor is a valued tool. But good teaching of handwriting is just as important in these days of advanced technology as it has ever been. The need to create things of beauty will never leave the human mind and nothing will ever beat that feeling of personal triumph when we look at a completed task achieved with our own hands.

It is not necessary to judge whether the word processor or handwriting has the greatest value, because they should exist side by side, in harmony, each being used appropriately.

If the programmes of daily handwriting lessons in this booklet are followed systematically, letters will soon be well formed, joined and of the correct size. Each lesson is intended to last only fifteen to twenty minutes. *Doing a little and doing it often is the key.* There are many important jigsaw pieces to fit in place, such as good quality writing tools and correct body posture, but within a school, uniformity of approach to teaching handwriting and the need for teachers to have high expectations of themselves and their pupils are vital.

When taught effectively, handwriting is where children will see the biggest change and fastest improvement in their work; progress they are able to see, feel and enjoy. Good teaching of handwriting reaps rewards in a very short time span. It gives children something immediate. Self-esteem and motivation levels rise, influencing children's attitude to learning in other subjects. It also plays a part in their personal development because care, pride, concentration and perseverance are required qualities.

Good handwriting needs self-discipline, skill and quality teacher input. Good handwriting gives the reader a favourable impression of the work in front of them before they read the first three words. Children must be taught to present their work in as careful and attractive a manner as possible.

The Handwriting Style

The style used in this booklet is based on the Nelson handwriting style, with a few minor adjustments. It is simplistic, but very clear, and it does not have the loops or 'lead-ins', which are features of more complex handwriting styles. The style is relatively simple to teach and relatively simple to learn. However, like all handwriting styles, it is only as good as the way that it is taught. It is vital that teacher modelling is good, teaching language is appropriate and teachers have clear understanding of how to structure a handwriting lesson and effective teaching strategies to use. These are of greater importance than the actual handwriting style itself.

LOWER CASE LETTER FORMATION

Letters based on a single vertical line.

i l j

l

The letters *i* and *j* begin at the top solid line. The letter *l* begins at the top broken line. The tail on the *j* goes down to the bottom broken line and ends with a gentle curve. The *i* and *l* touch the bottom solid line, before lifting diagonally to the right. This is the connection to the following letter.

The *t* is smaller than the *l*, but taller than the *i*. The *t* is a 'three-quarter sized' letter and begins just above the top solid line. It is crossed on the top solid line, with more of the cross to the right of the down stroke. Like the *i* and *l*, its joining mark lifts diagonally in a north easterly direction.

j j

l t

i l j t

Letters based on the C shape.

These letters are oval, rather than circular.

^ c c

^ c o o

^ c o a a

^ c d d d

^ c o q q

^ c o q q

These letters begin with a 'coat hanger' shape ^

Begin just below the top solid line. The first movement of the writing tool is up to the line, then over and down. On reaching the bottom solid line, it is necessary to go diagonally upwards and across to the right, in order to make an oval shape.

Letter e - begin at the mid-point between the two solid lines and move upwards to the right, at an angle of 45 degrees.

/ e e e

c o a d g q e

The following letters begin with a vertical down stroke, followed by a vertical up stroke, then have a diagonal movement to the right, which begins mid-way between the two solid lines.

l k h h h i r r n n i r n r m m
 l k h b i r r p
 l k h k k i r r r
 h n m b p k r

V and W are placed in a pair.

\ V V \ V W W W

u and y are placed together.

i l v u u i l v y y

The following letters are not part of a group:

^ c s s ^ f f f \ v x - 7 z

The S and f both begin with an 'up and over' movement, in the same way as the letters based on the C shape. The f is crossed like the t. The S, X and Z should be the same width at the top and bottom of the letter. The f is both a tall letter and a tail letter.

UPPER CASE LETTER FORMATION

These should be taught as tall letters in size. They do not join on to the letter which follows.

/ A A I P B ^ C C I D

I L E E I F F ^ C C G I H H

I T I I J J I K K I L

I M M I N N ^ O O I P

^ Q Q I R R ^ S S I T

I U U \ V \ V W W

\ X \ Y - Z Z

JOINING PAIRS OF LETTERS

The following are examples of joins which follow the 'up, over, stop, reverse' route:

h lc la c cc co ar ac

n nc ng e ec eq u uc us

The join from the letters below goes across the top solid line.

f → i fi

o → n on

w → a wa

v → y vy

These letters are joined from the preceding letter at the top solid line.

m e → m em

n k → n kn

p i → p ip

r a → r ar

u l → u lu

v i → v iv

w t → w tw

x e → x ex

y k → y ky

z u → z uz

wz

'Down, round and up' joins, with a lift to the north-east:

b a[↗]b ab f i[↗]f if h t[↗]h th
l i[↗]l il i a[↗]i ai
k c[↗]k ck t u[↗]t ut

The following do not join on to the next letter:

g j y gl ju ye

With the letters b, p and s, a whole school decision is required. Are we going to join from these three letters to the next letter or is there going to be a break?

Option 1 br pa st no join

Option 2 br pa st joined letters

In the lessons on letter joins, there are examples for each letter on how to join from the preceding letter. For all the letters which do join the following letter, examples are given.

KS2 PROGRAMME OF LESSONS

Lessons On Individual Letters

1. | | | | | | | | | | | | | | | | | | |

This is a line guide exercise to ensure that children fully understand the correct size of small letters, tall letters and tail letters. It is an exercise that can be used regularly as a warm up to a handwriting lesson. The three straight lines are referred to as short, tall and tail lines.

2. | | | | | | | | |
i l t j

3. h n m re-inforcement

4. b p k r

5. Re-inforcement

6. ^ c o a d

7. g q / e le

8. v w u y

Re-inforcement

9. s f x z

Re-inforcement

10. A B C D E F

11. G H I J K L

12. M N O P Q R S

13. T U V W X Y Z

14. Re-inforcement of capital letters.

Suggested Lessons On Joining Letters

In the lessons on letter joins, there are examples for each letter, on how to join from the preceding letter. The joins include just two letters. After working through the intensive programme of lessons, three-letter joins could be practiced in the weekly handwriting lesson.

1. ac aw da oa ib ob
2. ck cy ec vc du dg
3. en ef me te fr fo
4. if af ng og hs hu
5. lh ch ib ip ki vi
6. ej nj ky kl mk ok
7. ll lw cl al mb mp
8. om im mf ms ng nt
9. un wn or od vo ho

10. op rp qu nq oq rl

11. rs vr tr vs fs ns

12. tl ty ut ot ug wz

13. du fu va ve ov iw

14. wg we ow ew ex ix

15. xh xe vy cy oz ez

KS1 PROGRAMME OF LESSONS

Lessons On Individual Letters

1. | | | | | | |

This is a line guide exercise to ensure that children fully understand the correct size of small letters, tall letters and tail letters. It is an exercise that can be used regularly as a warm up to a handwriting lesson. The three straight lines are referred to as short, tall and tail lines.

2. i l il li

3. j ij li

4. il il t it lt

5. r r r n h m

6. b p k k

7. r r r Re-inforcement of n h m

8. Re-inforcement of b p k r

9. \ v w www v w

10. vi vt wn wr

11. l v u l v y uy

12. ^ c c o ou oy

13. a d g q

14. / e e

Re-inforcement of C family

15. ov ow on or

16. c r ca e er eq

17. ^ s s r is kr ks

18. ^ f f fi fr

19. \ v x e e ex a a ax

20. - 7 z i v iz a az

Upper Case Letters

1. I P B R D U
2. L E F M A
3. T I J H K N
4. C G O Q S
5. X V W Y Z

6. Re-inforcement of capital letters

Suggested Lessons On Joining Letters

In the lessons on letter joins, there are examples for each letter, on how to join from the preceding letter. The joins include just two letters. After working through the intensive programme of lessons, three-letter joins could be practiced in the weekly handwriting lesson.

1. al ab ia va
2. ib ob lp mp
3. ck cy nc oc

4. de dr de nd
5. em ke ej oj
6. fo fa uf of
7. ng dg iq oq
8. ht ha wh th
9. ki mi cl wl
10. ky kn ok rk
11. wm am ny en
12. qu nq us os
13. lt it lit cu up
14. ev nw wo we
15. vy zi ze iz

Top

X

[illegible]

Top

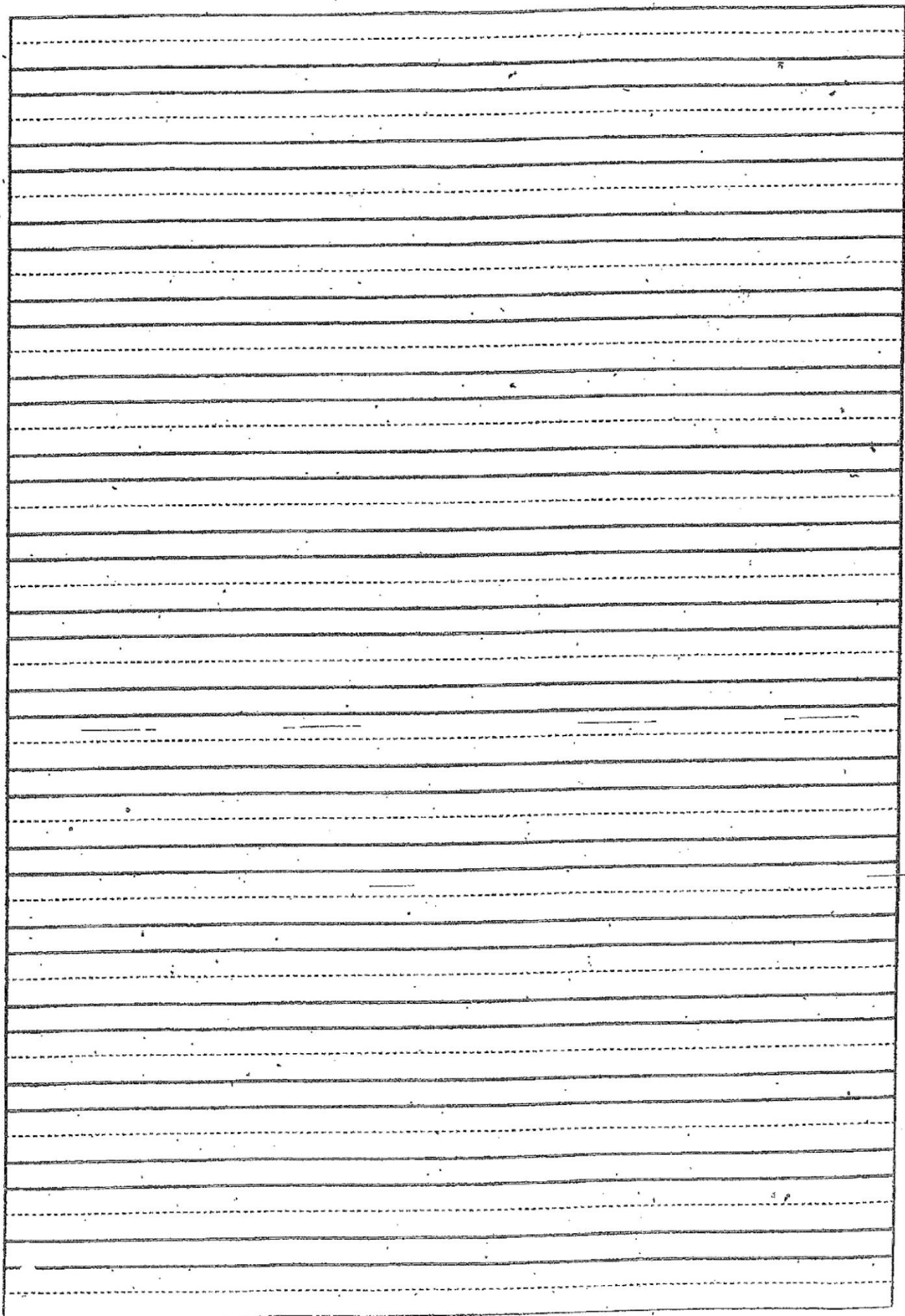
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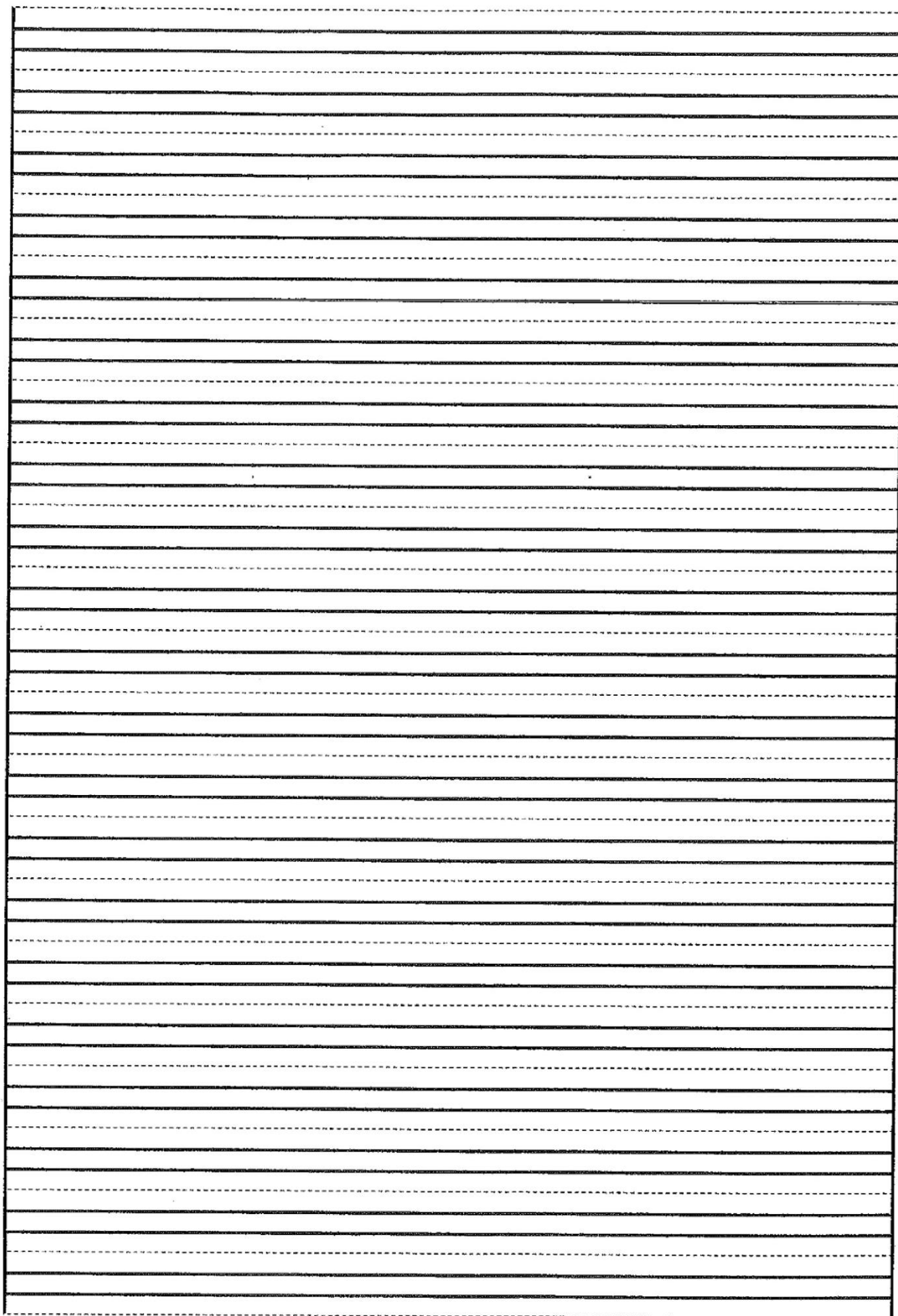
1

€

2

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slightly textured appearance and is set against a dark background.





l l i

i

l l

l

j j j

j
lit

lit

u u u u

u

y y y y

y

↓ r r r n n

n

↓ | | r r h h

h

↓ | r n r m m

m

| | r r b

b

| r r p

p

| | r p r r

r

| r r r

r

5 c c c

c

o o o

o

a a a a

a

d d d d

d

g g g g

g

e e e e

e

e e e e

Top

e

^ e e s

s

^ f f f f

f

v v v

v

v v w w w

w

z z

z

↓ x x x

x