



## Choosing a Handwriting Scheme

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Edited by Gwen Dornan and Jane Taylor for the NHA with additional help from members of the Association

2013 Edition

Edited by Gwen Dornan

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The publishers of the schemes for supplying materials, giving permission for copies of illustrations and keeping us up-dated with any changes to their schemes.

Hilary Cook for support and assistance.

Sheila Henderson for editorial advice.

We expect to add to this resource when necessary. If you know of any scheme that you think should be included in future editions please contact Laraine Bateman: [nha.handwriting@googlemail.com](mailto:nha.handwriting@googlemail.com).

Please would the publishers inform us of any alterations to their materials.

## The National Handwriting Association.

Aims to:

- raise awareness of handwriting as a crucial component of literacy
- promote and foster good practice in the teaching of handwriting
- provide support for those working with children and adults who have handwriting difficulties

To fulfil these aims we:

- maintain an up-to-date web site
- run in-service training in schools, clinics and other centres
- run a 5-day course on handwriting
- produce an annual journal for our members to keep them informed on the latest research, handwriting practice and resources
- publish practical booklets and other materials on specific aspects of handwriting
- provide practical information for parents and professionals
- liaise with commercial enterprises to give guidance on the manufacture of writing equipment
- work with central and local government to improve standards of handwriting
- support research into handwriting

The Association has members from many professions in both education and health, including teachers, Special Needs Coordinators (SENCOs), educational psychologists, occupational therapists, physiotherapists and paediatricians.

Membership is open to individuals; to schools and other centres keen to keep up with developments in the area of handwriting and to commercial firms who support our aims (corporate membership).

Registered Charity Number:  
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# Introduction

**Handwriting schemes do not teach children to write any more than reading schemes teach children to read. The essential requirement is a teacher with knowledge of writing and how to teach it.**

<sup>1</sup>Tibertius 2002

Handwriting is a complex skill requiring a combination of motor coordination and knowledge of the writing system. In order to become legible, fluent and fast, a great deal of practice is required. A student who is unable to write clearly and quickly is at a disadvantage in today's schools.

The teacher's role in facilitating the acquisition of this skill is vital, extending from encouraging the preschool child to make a mark, to motivating the top primary pupil to acquire the fluency and speed required for progress in secondary school. A published handwriting scheme can assist the teacher and his or her students on this journey but no scheme is perfect for all students at all stages. Any scheme needs careful consideration before purchase.

## Advantages of a Handwriting Scheme:

- Functions as an important component of the handwriting policy of the school.
- Provides a structure for the school's handwriting programme.
- Facilitates consistency as pupils move from class to class.
- May provide ready-made material for lessons.
- Is helpful to incoming teachers who have not contributed to the planning process of the school's handwriting programme.

## Disadvantages:

- Following a prescribed scheme may restrict teachers who are creative and want to develop their own materials.
- A scheme can limit a teacher's ability to adapt to the needs of a particular group of children.
- Schemes can be expensive.

**The purpose of this publication is to give teachers an overview of available material on the market so that they can select publications that fulfil their requirements.**

## WHAT IS A SCHEME?

The minimum requirement for a publication to be considered to be a 'scheme' is the provision of material for the progressive teaching of handwriting skills from the stage of learning to write single letters to mastering joins. Many publications of course offer more.

## AIMS

At the beginning of each scheme is a synthesis of the aims as stated by the author/publisher.

## SAMPLE PAGES

from each programme give an indication of the script, the illustrations and the layout. It should be noted that the printing quality, colour and size may not be as in the actual publication.

## COMMENT

We do not recommend any particular scheme, as this is a judgment which can only be made by a school in relation to its own requirements. There is a short comment at the end of each scheme which, along with the illustrations, will enable teachers to make an informed choice.

## PHOTOCOPY MATERIALS

that form part of any scheme are for use solely within the purchasing establishment unless otherwise stated.



# Which Scheme to Choose

## Some considerations to think about:

### Style of writing?

Most schools prefer to use an agreed style, at least in the early stages of learning. In the UK there is not a prescribed national style and schools can therefore select one for themselves. In some countries, schools focus entirely on print or manuscript without moving on to joined-up writing. In the UK, nearly all schools use some form of joined-up script. Scripts used in the UK include:

- **Print or Manuscript** - i.e. separate lower case letters
- **'A simple modern style'** i.e. joined writing with open descenders to **g j y**, and perhaps **f**, that give a natural break. Some versions also break after other letters e.g. **b** and **p**. The first unjoined letters taught usually have exit flicks to facilitate easy joining. These alphabets were designed to be easy for children to write.
- **Continuous/fully cursive style** with looped descenders (and possibly looped ascenders). Some of these use an entry stroke from the writing line as well as an exit flick. There are no breaks in these styles.

### Entry strokes or not?

Some teachers prefer to use entry strokes that start from the writing line. This means children can be taught that every letter starts at the same place and it can establish a rhythm to the writing.

However there are some factors to be considered:

- For young children writing their first letters using entry strokes makes the formation of some of the letters difficult to master (the curve up to and across the top of an **a**, for example).
- If they have learned their letters with an entry stroke children either need to be taught to join their letters right away (they might need further practice of individual letters before they are ready for this) or there will be a stage when each letter within a word is written separately with both its entry and exit stroke. This is possible but does make words look long and complicated.
- When entry strokes are added at the joining stage the teacher needs to be aware that some children will consider them an 'add on' and write them in a downward direction after the letter is completed — so rather defeating the purpose.

Note:

It is important that pupils receive proper instruction whenever they are presented with a handwriting worksheet and feedback on completion, with praise, being particularly important.

Illustrations give plenty of opportunity for pupils to colour, which should be considered an integral part of any scheme for young children. Colouring exercises the up/down finger movement and the side-to-side wrist movement, both of which are essential for fluent handwriting and can be useful in establishing good pencil-holding habits.

Some of the publications that we have included may only be suitable for a certain Key Stage or age group of children.

The current stages in England, Wales and N Ireland are:  
Early Years Foundation Stage  
— Nursery, Playgroup,  
Reception — Up to 5 years  
Key Stage 1 — Years 1, 2  
5–7 years old  
Key Stage 2 — Years 3–6  
7–11 years old  
Key Stage 3 — Years 7–9  
11–14 years old

Scotland

Nursery — 3–5 years old  
Primary 1 — 5–6 yrs  
Primary 2 — 6–7 yrs  
Primary 3 — 7–8 yrs  
Primary 4 — 8–9 yrs  
Primary 5 — 9–10 yrs  
Primary 6 — 10–11 yrs  
Primary 7 — 11–12 yrs

Note that there have been changes in government recommendations since some of the schemes were written.

- Care needs to be taken when the top exit letters (**o r v w**) are written in joined style as the following letter does not need a base line entry stroke and children often put in a loop that can be read as a letter **u**.

Note

1. More than one style exists for some letters, notably **s p b f v w z** and some teachers or schools have very definite preferences.
2. It is often suggested that a fully cursive style of writing is particularly helpful for children with dyslexia but there is no detailed research to support this view.

### When do you want to teach joining?

This will partly depend on whether the decision is to be made for a whole class or for individuals. It is better for a child to progress to joined writing when he/she is familiar with the direction of movements needed to make letters and can use them confidently. Individuals in a class are likely to reach the stage of readiness at different times.

### Is one style faster than another?

Joined writing of either type has advantages: capitals are less likely to be written within a word, the joining line helps even spacing, some teachers believe kinaesthetic memory helps in writing letter strings so facilitating spelling, and potentially it is faster because there are fewer pen lifts. However, research shows that a mixed style is faster than either print or fully cursive.

<sup>2</sup>Graham, Weintraub and Berninger (1998)

Children need support and encouragement to develop their skills in joined writing so they can increase fluency and speed and ultimately develop a way of writing that works for them. Many schemes do not provide for this and will need supplementing. (Tips for Handwriting 'Above Y4' and 'Speeding Up' published by the NHA might be useful.)

### How important is the movement quality in writing?

Some schemes give more emphasis on writing as a movement skill than others, either in attention to the fluent movements of the hand and body when writing, using patterning to encourage fluent writing and/or by the use of a style with efficient diagonal joins.

Note that many recent schemes use typefaces, few of which are as fluent as writing by hand, and teachers using these schemes need to be aware of this.

### Do you need detailed lessons plans?

Some schemes provide detailed plans for lessons with instructions and material. Others explain the process of teaching writing and provide material but leave teachers to decide how to implement the course of teaching in their own school or classroom.

### Material for the whole school?

The schemes in this publication cover the formation of letters and expect that children will eventually write in a joined style. Some, in addition, give suggestions for pre-writing activities to prepare children for writing and some suggest handwriting strategies and activities to develop speed and automaticity once joined writing is achieved. Both these stages need to be part of a school's handwriting policy and can either be undertaken with the help of a handwriting scheme or by the teacher working independently.

Children with handwriting difficulties are very likely to need extra tuition and supplementary work at various stages of learning to write. Some schemes provide for this and some will need supplementing, possibly from an additional scheme.

### Whiteboard/CD-ROM facility?

These are options supplied as part of some of the schemes.

### How much do you want to spend?

Schemes vary in price widely and some are a major outlay.

1 Tibertius, S., Teaching material for NHA INSET, 2002

2 Graham, S., Weintraub, N., Berninger, V. W. (1998). The relationship between handwriting style and speed and legibility. *Journal of Educational Research*, 91, 290-296

# At a Glance

	Simple modern script	Continuous cursive script	Photocopiable material	Division into age groups	Individual lesson plans	Pre-writing activities	Patterning included	KS 1	KS 2	KS 3+	Speed addressed	CD-ROM version	Whiteboard facility	Font available on CD-ROM
Best Handwriting	✓ <sup>2</sup>			✓	✓			✓	✓		✓			
Collins Primary Focus: Handwriting		✓	✓	✓	✓		✓	✓	✓		✓	✓		
Developing Handwriting Skills	✓		✓	✓			✓	✓	✓					✓
The Handwriting File	✓	✓	✓					✓	✓	✓	✓	✓		✓
The Handwriting Rescue Scheme		✓	✓						✓	✓				
Handwriting Today	✓								✓	✓	✓			
Handwriting: The Way to Teach Separate and Joined Letters	✓		✓					✓	✓					
Handwriting the Wessex Way		✓	✓					✓	✓					
Joint Exercises for successful writing		✓	✓					✓	✓			✓		
Kingston Cursive Handwriting		✓	✓				✓	✓	✓			✓		✓
Left Hand Writing Skills	✓		✓				✓	✓	✓	✓		✓		
Letter-join		✓	✓				✓	✓	✓			✓	✓	
Morrells Handwriting	✓		✓					✓	✓	✓				
Nelson Handwriting	✓ <sup>2</sup>		✓	✓	✓		✓	✓	✓		✓	✓	✓	✓
The Old Fashioned Writing Book	✓								✓	✓	✓			
One-A-Day Letter Formation		✓	✓					✓						
Oxford Handwriting Practice	✓						✓	✓						
Penpals for Handwriting	✓ <sup>2</sup>		✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓
Revised Structured Cursive Writing		✓	✓				✓	✓						
Scholastic Literacy Skills: Handwriting	✓ <sup>1</sup>		✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	
Start Write, Stay Right!			✓			✓	✓	✓	✓					
Support for Handwriting	✓		✓				✓	✓	✓			✓		

1 Looped descenders are introduced for joining

2 Looped descenders are suggested for older writers when speeding up

# Best Handwriting

## AIMS

To help children learn correct formation of every letter through fun practice activities.

## CONTENT

7 workbooks 195 x 210 mm, 32 pages ea. for use with a year group.

The script is a 'simple modern style', initially with open ascenders for the letters **f g j y** but older children are offered the choice of looped descenders and other variations of some letters. The scheme assumes that the child is ready to write.

The workbooks are in black and white with letters to write over in a colour (different for each age group). Each book has a different animal character supplying suggestions addressed to the writer. There are also additional illustrations. There is no information directed to the teacher.

### Best Handwriting for ages 4–5

This book introduces the lower case letters mostly one page per letter. They are grouped according to the direction of the initial stroke beginning with **c o s a d g**.

At the top of the page a diagram shows the formation of the letter. Letters to write over are in a colour, some spaces are provided to write them independently and outline shapes are provided to be filled in with repeated letters.

The letters are placed on a base line. They are written with an exit flick and the starting place marked with a dot.

### Best Handwriting for ages 5–6

Revision of lower case letters emphasising size and with some words to practise.

Introduction of capital letters, 3 per page and related to the lower case letter.

The writing to copy is on a single base line as in Book 1

### Best Handwriting for ages 6–7

This book teaches writing:

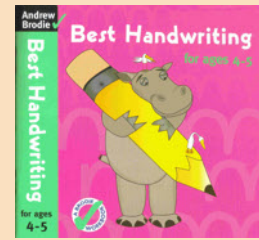
'Slope' joins e.g. **a–u**

'Bridge' joins e.g. **r–o**

'Slope' joins to tall letters e.g. **a–t**

'Bridge' joins to tall letters e.g. **w–h**

There are approx. 4 pages for each type of join and they are



## Author

Andrew Brodie

## Publisher

Bloomsbury Publishing  
50 Belford Square,  
London,  
WC1B 3DP  
Tel: 0207 631 5600  
Email: [contact@bloomsbury.com](mailto:contact@bloomsbury.com)  
[www.bloomsbury.com](http://www.bloomsbury.com)

## Published

2003

## Prices

Best Handwriting  
Ages 4–5 — £3.99  
Ages 5–6 — £3.50  
Ages 6–7 — £3.50  
Ages 7–8 — £3.99  
Ages 8–9 — £3.50  
Ages 9–10 — £3.99  
Ages 10–11 — £3.50

## Photocopy material

No

## Key Stage

1 and 2

practised by pairs of letters written over coloured letters and then written without help. Consolidation is by writing sentences with short words in joined style.

### Best Handwriting for ages 7–8

Joined writing is consolidated and refined. The writing size is smaller and the number of examples increased. At the end of the book the examples are copied on separate lined paper.

### Best Handwriting for ages 8–9

Joined writing is further consolidated, with additional instructions: pen hold and position. The terms ascender and ascender are used. There are some practices to increase speed. From p. 28 the use of looped descenders is introduced for letters **f g j y**.

### Best Handwriting for ages 9–10

A series of exercises revising and refining particular joins, evaluation of writing, speed practices, letter writing and introducing punctuation such as speech marks.

### Best Handwriting for ages 10–11

Exercises consolidating the above and also introducing different types of display writing, writing with an increased slope, using a chisel-edged pen and writing dialogue.

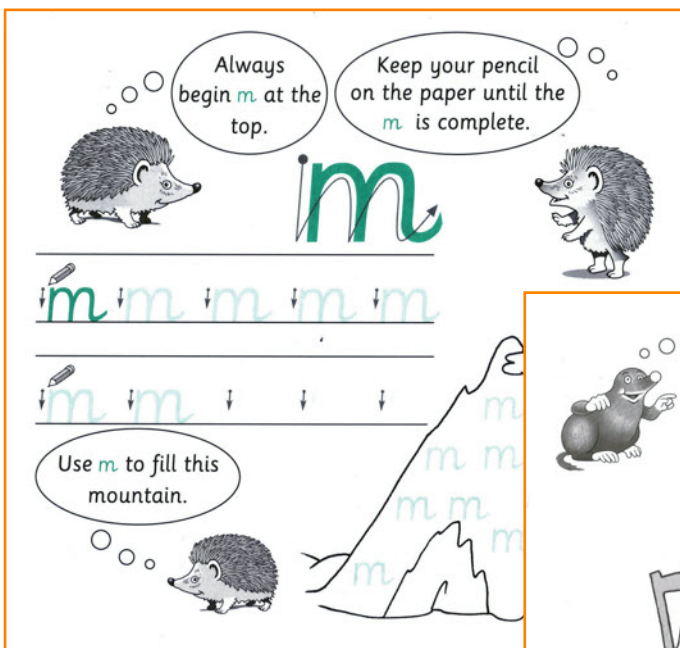
### COMMENTS

This scheme provides a progression of writing skills in separate books designed to be used with particular year groups, beginning at the letter formation stage. The tips and suggestions are directed to the child and there is no guidance for the teacher.

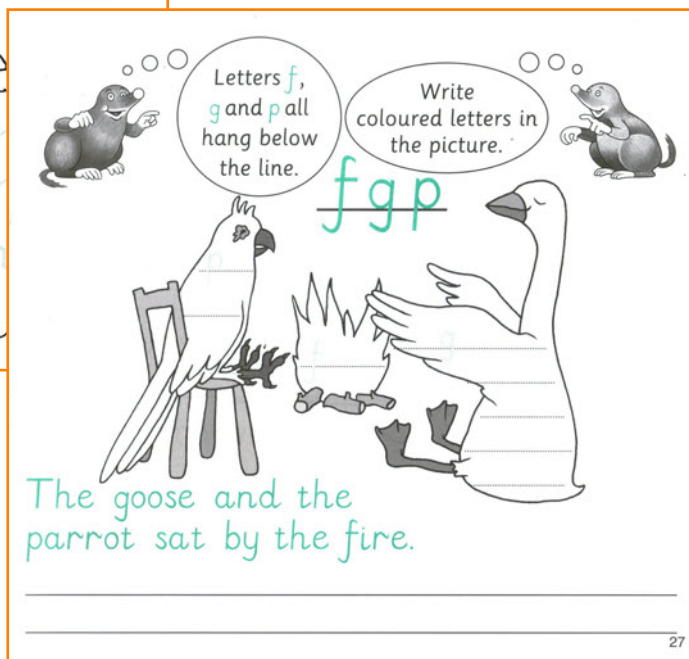
The layout and animal personalities will be attractive to children.

The writing style chosen is a simple modern script, initially with open ascenders for the letters **f g j y** but older children are offered the choice of looped descenders and other variations of some letters.

The need to increase speed is addressed and practised.




Ages 4–5



Ages 5–6



Ages 6-7



Write these joined letters, then complete the picture.

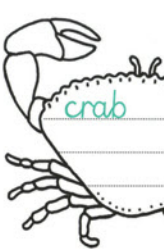

ab ab ab ab ab ab ab ab

eb eb eb eb eb eb eb eb

ib ib ib ib ib ib ib ib

ub ub ub ub ub ub ub ub

mb mb mb mb mb mb mb mb

### Speed Tests

- ⌚ Time yourself for 30 seconds on each word. You will need lined paper.
- ⌚ You must keep your writing tidy.
- ⌚ You should be able to write about six or seven copies of the word in 30 seconds.
- ⌚ Have a 10 second rest before trying the next word.

Joins from letter b:

bed  
brain  
bubble  
balloon

Joins from letter p:

proper  
improper  
patient  
impatient

Note: shorter tops.

Joins from letter s:

because  
science  
miss  
Mississippi

Ages 9-10



Here are some more new joins.

go yo jo

These are called loops. The loops should not be too big.

Try writing go yo jo as many times as you can in one minute.

Keep them tidy!

go yo jo

gone  
yellow  
jam

Now spend a minute practising each word. Remember to keep your writing tidy.

Ages 10-11

Look at these words that end in g or y.

playing factory laboratory  
frightening February notwithstanding

Why do the end letters have loops?

They don't have to have loops as they are not joining to anything.

widening deepening history

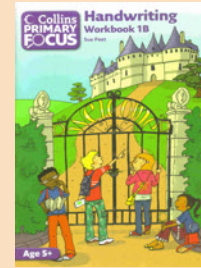
It's really up to you. You can decide whether to put loops at the end of the words. Some people think they look better as the writing is more consistent. What do you think? Here are some words where we haven't put loops at the end.

Write two copies of each blue word on lined paper. Decide whether to put loops at the ends. Make sure that any loops are not too big or too small!

Ages 8-9



# Collins Primary Focus: Handwriting



## AIMS

Provides a complete handwriting course from Foundation Stage upwards, aligned to the current literacy framework.

## CONTENT

9 A4 photocopiable handwriting books, spiral bound, 64 pages with CD-ROM and 9 A4 workbooks.

The scheme has been developed from the Spectrum Handwriting Programme and uses a continuous cursive style with entry strokes from the writing line.

## Handwriting Books

The books are printed in black and white. The covers have brightly coloured pictures of a group of children.

Each book begins with an overview of the whole scheme related to the Primary Literacy Strategy and the curriculums of Scotland, Wales and N. Ireland. The teacher notes state the aims of the programme, the rationale for the letterforms chosen and a more detailed examination of the programme.

Points to remember when teaching handwriting such as seating, pencil control etc. are noted. Each book has teaching notes on the skills to be developed in that particular book and hints on using the worksheets.

Units 1A onwards have a section on detecting and correcting difficulties.

Each page ends with an assessment using smiley faces to be completed by the child and there are other assessment pages at intervals throughout the scheme.

## Book A — age 4–5 (Nursery & R)

Teaching notes in addition to the above suggest pre-writing activities e.g. use of a sand tray, paints and establishing a writing environment.

pp. 17–59 photocopiable sheets practising vertical, lateral and curved movements in a variety of formats, usually following a dotted line.

pp. 60–64 Following the lines to create capital letters

## Book B — age 4–5 (R)

pp. 17–24 Reinforcing pencil control with further patterns as in Book A

pp. 25–50 Making the capital letters in alphabetical order, following a dotted line with directional instructions.

## Author

Sue Peet

## Publisher

Collins Education  
HarperCollins Publishers Ltd  
FREEPOST  
GW2446  
Glasgow  
G64 1BR  
Tel: 0870 787 1610  
Email:  
education@harpercollins.co.uk  
www.collinseducation.com

## Published

2011

## Prices

Books A, B, 1A, 1B, 2–6 with CD-ROM  
£20.00 each  
Workbooks  
A, B, 1A, 1B, 2–6  
£4.99 each

## Photocopy material

Yes

## Key Stage

Foundation, 1 & 2

pp. 51 Introducing lower case letters in alphabetical order — 3 letters per page. The letters are written in print style without entry strokes between 4 guide lines and matched up with their capitals

### **Book 1A — age 5–6 (Y1 Term 1)**

pp. 17-51 Lower case letters are introduced in 'families' with similar movement patterns e.g. **i l t y j**, one letter to each page. The letters are introduced in a cursive style with entry and exit strokes. Each page starts by tracing and then writing out the letter several times. The final exercise is to trace over the letters within words, linking handwriting with spelling.

pp. 52-64 Practice pages of words in joined style usually written between 4 guidelines (x-height 5 mm).

### **Book 1B — age 5–6 (Y1 Terms 2 & 3)**

Reinforcing the use of joined writing by building words from letter strings, linked with spelling patterns.

### **Book 2 — age 6–7 (Y2)**

The script is now slanted and the book continues to link handwriting to spelling. The words to be practiced are written at the top of the page with the 4 guidelines provided for copying.

### **Book 3 — age 7–8 (Y3)**

The teacher notes give more detailed suggestions for solving handwriting problems. The book reinforces the joins between lower case letters, through sentences, spelling patterns, prefixes, tongue-twisters and rhymes. Work on punctuation, grammatical features etc. are introduced in this unit and practices to increase the speed of writing introduced. The students write on a base line without additional lines.

### **Book 4 — age 8–9 (Y4)**

This book introduces handwriting for different purposes e.g. addressing an envelope, decorating letters, designing a poster. There are worksheets covering practice of letter joins, work on compound words, syllables, plurals and writing at speed.

### **Book 5 — age 9–10 (Y5)**

This encourages the development of personal styles for best writing and speed and looks at how to vary style and letter size for labels, notices and captions.

### **Book 6 — age 10–11 (Y6)**

This focuses on speed, presentation and layout, with modern stylistic activities. There is a comprehensive handwriting checklist at the beginning of the unit.

### **CD-ROM**

Each Handwriting Book comes with a version on a CD-ROM.

There have been a few technical problems which have now been solved. Anyone experiencing difficulty should email [education.support@harpercollins.co.uk](mailto:education.support@harpercollins.co.uk) or contact 0800 083 1363

### **Workbooks**

Each workbook repeats the content of the worksheets in the equivalent Handwriting Book. They are stapled books in a slightly smaller format. (265 x 190 mm)

### **COMMENTS**

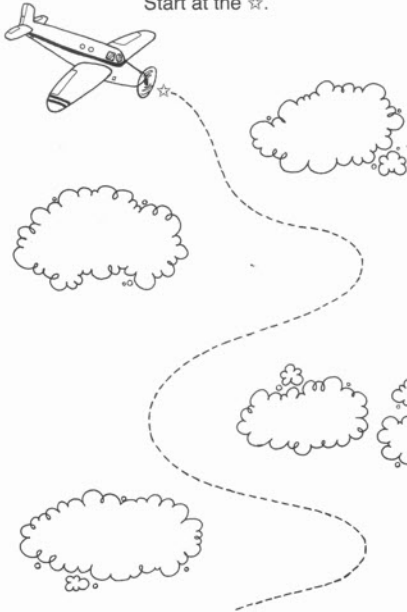
This is a comprehensive handwriting programme that provides content for handwriting teaching from pre-writing patterns up to approximately age 11. It provides help and information for teachers as well as advice on problem solving. It teaches a fully cursive style but uses a print script for the first letters, introducing an entry stroke in Book 1A when joining is begun. There are practices to increase speed in the later books and a forward-sloping script is encouraged.

The books provide ample opportunity to practise letter strings, words and sentences, often reinforcing spelling patterns, punctuation and vocabulary extension.

Children with handwriting difficulties may need further practice in writing single lower case letters before beginning to join them and a clearer explanation of the different types of joins.

# 19 Cloud cover

Draw over the broken line to show the route the plane must take to stay away from the clouds. Start at the ☆.

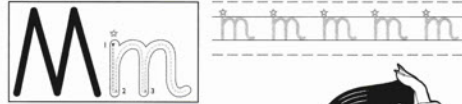


20

# 39 Small letters

Name \_\_\_\_\_ Date \_\_\_\_\_

Write over each small letter. Follow the movement order. Start at the ☆.



m is for mask 



n is for nose 



o is for octopus 

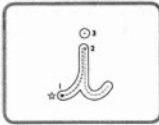
How did you do? Brilliant! 😊 OK 😊 I need another try. 😞

www.collinseducation.com © HarperCollinsPublishers Limited 2011

55

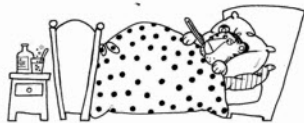
# 1 Small letters

Name \_\_\_\_\_  
Date \_\_\_\_\_



Write over each *i* on the line here. Start at the ☆.

Now practise writing the letter *i*.



Tiger Tim is feeling ill.

How many times is *i* used in the sentence?

Practise writing over the letter *i* in these words.

*in is it ill dip mini*

How did you do? Brilliant! 😊 OK 😊 I need another try. 😞

www.collinseducation.com © HarperCollinsPublishers Limited 2011

17

## 18 Compound words

Name \_\_\_\_\_ Date \_\_\_\_\_

Make eight compound words by joining a word from the first box with a word from the second box and a word from the third box.

**Think about this!** Compound words are made up of shorter words. Each of the compound words on this page has three parts, e.g. games + man + ship = gamesmanship. You might make some matching cards for younger children, writing each part of a compound word on one side of a jigsaw piece.

in up here what in who here whom

to in side so so so side so

ever fore ever far ever after down out

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**How did you do?** Brilliant!  OK  I need another try.

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## 23 Correct the errors

Name \_\_\_\_\_ Date \_\_\_\_\_

Each of these sentences contains at least one spelling error. Write the sentences correctly in your best handwriting.

1. Put your coat over they're.  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
2. Their are fairies at the bottom of there garden.  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
3. They forgot to take there homework with them.  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
4. Behind every dark cloud theirs a silver lining.  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**How did you do?** Brilliant!  OK  I need another try.

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## 4 My handwriting: A checklist

Name \_\_\_\_\_ Date \_\_\_\_\_

Use this checklist to think about your handwriting. You may discuss your answers with your partner, if you wish.

Presentation

Can other people read your handwriting?	Yes No
Does your handwriting look neat?	Yes No
Do all your titles and headings stand out clearly?	Yes No
Does your handwriting slope ...	
to the left?	Yes No
to the right?	Yes No
all over the place?	Yes No
Can you judge the space you will need for titles and headings?	Yes No
Do you have a special pen that you prefer to write with?	Yes No
Has your best handwriting improved since last year?	Yes No

Style

Do most of your letters join?	Yes No
If you don't put your name on your page, is your handwriting still recognisable as yours?	Yes No
Do you have a distinctive signature?	Yes No
Does your handwriting flow easily?	Yes No
Do you have one style for notes and another for presentational writing?	Yes No

Sustained work

Can you produce legible handwriting when writing quickly?	Yes No
If you write a long piece of work, does your handwriting get worse towards the end?	Yes No
What action do you think you need to take to improve your handwriting?	

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# Developing Handwriting Skills

## AIMS

To teach a basic style which will develop into a fluent hand, with emphasis on learning joined-up handwriting from the start.

## CONTENT

A resource book for teachers, 6 copybooks and 6 photocopiable workbooks.

## Resource Book for Teachers

(A4 size — 150 pages including 51 photocopiable pages).

The book covers a wider field than the acquisition of skills in handwriting. The introduction gives a historical background to handwriting teaching in Britain and comments on writing in other English speaking countries.

## Developmental Profiles

describes typical development of children's handwriting with examples of writing at different stages and provides ideas for developing the skills in young children.

## Practical suggestions

concerning tools and paper, advice for left-handers and writing rules are given. The style of writing and the patterns crucial to its development are explained and advice for teaching provided.

## Copy pages.

### Stage 1

Lower case letters in groups without exit flicks, linked with the relevant pattern followed by practice of capitals and numerals. (29 pp.)

### Stage 2

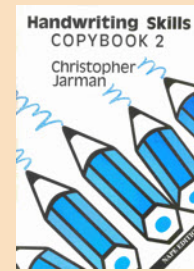
Adding hooks followed by horizontal and diagonal joins and unjoined letters practised in short words. (6 pp.)

### Stage 3

Practice in joining by copying short words and then poems (6 pp.)  
Use of a fountain pen with a square nib is introduced with practice of linked small letters, capitals and then poems to copy. (10 pp.)

## Resources for project work

Covers a wide field including early letters, traditional tools, cutting a quill pen, ideas for writing in different shapes and decorating letters.



## Author

Christopher Jarman

## Publisher

The National Association for Primary Education  
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www.napeenterprises.org.uk

## Published

1979 — first edition  
2001 — NAPE edition

## Prices

Resource book for Teachers  
£30.00  
Copy books  
£4.00 ea.  
Photocopiable work books  
£3.00 ea.  
Complete Scheme  
£ 65.00  
(NAPE members £55.00)  
inc UK post and packing.

Jarman handwriting font  
Download free from  
<http://desktoppub.about.com/od/fonts/p/jarman.htm>

## Photocopy material

Yes

## Key Stage

1 and 2



## Copybooks 1–6

(32 pages each) printed in black without any lines, with blue line drawings to illustrate. The size of the writing is generally large although it diminishes over the series. The Copybooks are intended to be used in conjunction with the Resource Book to provide a series of activities. It is strongly recommended that each activity is demonstrated and taught before being copied by the children.

### Copy Book 1

7 patterns to trace or copy with accompanying groups of print script letters without exit flicks followed by words written in joined writing.

### Copybook 2

Revision of words written in joined lower case letters; practice of numerals and capital letters grouped according to the number of movements needed to form the letter; practice of proper names with capital in joined style. Surprisingly, 2 pages of print letters with flicks and some practice text using a print style with flicks in preparation for joining follow this. The remainder of the book deals with the process of joining – horizontal and diagonal joins and ‘no joins’- practising each type of join by writing pairs of letters and then short words (17 pages).

### Copybook 3

It is suggested that this book could be used by children needing remedial help or as revision to follow Book 1 & 2. It repeats the pattern of activities from mazes, dot to dot patterns for tracing, formation of the letters in groups, capital letters and tracing words in an unjoined script without flicks, to horizontal and diagonal joins and finally, practice of common word endings and some pages of text in joined script.

### Copybook 4

A set of copy texts in a variety of genres - poetry, descriptive passages, in other languages etc. Some of the pages practise a particular writing skill: suggested patterns for borders, horizontal or diagonal joins, capital letters and numerals.

### Copybook 5

A similar mixture to Book 4, including further suggestions for particular layouts – for a poster, for a letter, writing in a spiral, to form a picture

etc. Four rules for good handwriting are given, word spacing is explained and practised.

### Copybook 6

A further set of texts drawn from a wide range of literature, many on the theme of writing, e.g. advice from a 16<sup>th</sup> Century teacher. Reminders of rules of writing are given, more ideas for patterned borders and writing with flourishes.

## Workbooks

(A4 size, 16 pages each) Printed in black with line drawings to illustrate and base lines on which to copy letters/patterns.

### Early Start - Workbooks A and B.

A set of mazes and handwriting patterns. Each page introduces a new pattern and these are practised on a shape. The second book provides additional practice of similar material.

### Workbook 1

This covers similar material to Copy Book 1 except that all the practice is in an unjoined script.

### Workbook 2

Formation of capital letters following an outline. Introduction of horizontal and diagonal joins, to be practised at a large size on a baseline (repetition of 4 words per page).

### Workbook 3

Activities to reinforce the link between basic handwriting patterns and groups of letters. Each page highlights a particular aspect of writing: a basic pattern or one made from repeating letter shapes, numerals, common word endings, letter strings or text in different languages. Each page provides approximately 7 lines of words or text to be traced or copied on to a base line, printed in a much smaller size than the earlier books.

### Workbook 4

A similar mixture of text and suggestions for good handwriting as in Book 3.

## Jarman handwriting font

The fonts ‘Jarman’ and ‘Jardotty’ can be downloaded for no charge and are useful for creating worksheets and providing models for individual letters with exit flicks.



## COMMENTS

This scheme teaches a 'simple modern hand' with strong links between patterns of movement and groups of letters. It can result in a fluent hand with efficient joins that has potential to be fast, although the development of speed is not addressed as such.

The scheme assumes recognition of the letters and Workbook 1 teaches an alphabet of unjoined letters without flicks, moving on quickly to a joined hand without any alteration of shape or slope of writing. Teachers may require supplementary material to establish letters with flicks at this stage.

It provides a firm basis for handwriting teaching and the copybooks provide copy material with reminders of basic instruction for use


throughout the junior school, reinforcing teaching covered in earlier years. The progression is a little confusing and teachers would have to decide which books to use with a particular year group.

Children with handwriting difficulties may find some of the mazes confusing.

### Note

If the fonts are used as copy material for forming words in a joined style the spacing needs some adjustment but this can be done by using character spacing to widen the spaces between some of the letters.

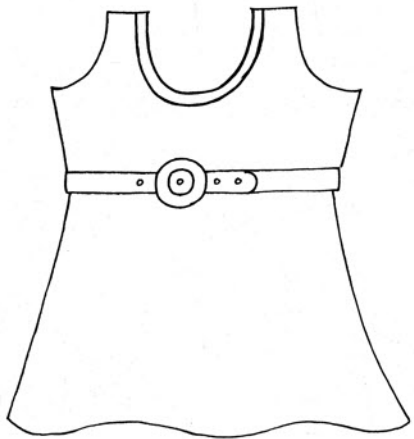
Trace this pattern.



Copy the pattern here.

---

Draw the pattern on this dress.

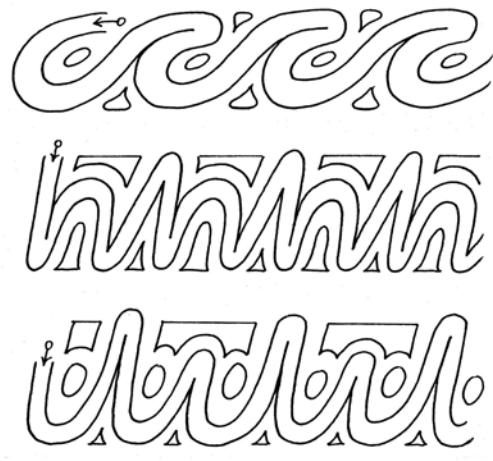


6

Early Start Workbook

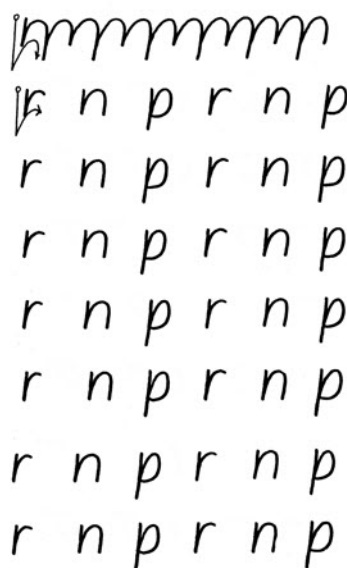
Resource Book

Trace these mazes. They are the same shape as some of the letter patterns.



Copy page 12

The family of letters which is formed from the si-  
pattern.



Copybook 3

Diagonal joins to tall ascenders.

ab af ah ak al at  
eb ef eh ek el et

bat



ball

ib if ih ik il it  
ub uf uh uk ul ut  
nb nf nh nk nl nt

Trace and copy these border patterns.

*cadacadacadacadacadacada*

*oooooooooooooooooooooooooooo*

*ep ep ep ep ep ep ep ep ep ep*

*armarmarmarmarmarmarm*

*cndcndcndcndcndcndcnd*

*inginginginginginginging*

Here are some new alphabet sentences to try.

*About sixty codfish eggs will make  
a quarter pound of very fizzy jelly.*

*Quick blowing zephyrs vex daft Jim.*

*Kegs of exquisite fuzzy plants will  
rejuvenate blighted compost.*

*Zippy hovercraft jockey along  
beside quays except midweek.*

*Joe was pleased with our gift of quail,  
mink, zebra, and clever oryx.*

*Alfredo must bring very exciting  
news to the plaza quickly.*

Jardotty and Jarman handwriting fonts

*The quick brown fox  
jumps over the lazy dog*

*The quick brown fox jumps  
over the lazy dog.*

# The Handwriting File

## AIMS

This set of products consists of software and photocopiable printed resources produced by teachers to help students to improve the style, quality and fluency of their handwriting. It is suitable for one-to-one or whole class teaching.

## CONTENT

Two A4 ringbinders containing photocopiable masters and CD-ROMs (The Handwriting File and Handwriting Alphabet File).

Computer generated letters are used and a wide selection of letter shapes can be chosen. The files are available with or without entry strokes. In addition there are varying styles of the letters **b f k p s v w y z** available in each file.

Handwriting for Windows and KBR Precursive Fonts

These are CD-ROMs that can enable teachers to generate their own texts in a variety of styles.

## The Handwriting File

A4 workbook, 73 photocopiable pages

### Introduction.

This begins with a questionnaire and 2 pages of suggestions about posture, paper and penhold with illustrative photos and diagrams. Explanations in visual terms for the heights of the letters, 'one o'clock' letters and four different types of joins are given and a few suggestions are made for improvement of handwriting by attention to slope, spacing etc. with actual examples.

### Handwriting Practice.

This consists of practice pages, one letter per page, for the lower case letters of the alphabet in two sizes of script: large (x-height 4 mm) and medium (x-height 3 mm). The letters are grouped according to movement e.g. **c** shapes: **a d g q** and each is introduced with a description of its shape and formation, with reference to the explanations at the beginning of the file. Each page has practice lines with a grey shaded area defining the position of the x-height letters and space for the student to write each letter alone, in pairs and in words. A typical 'further practice page' would allow for a number of repeats of approximately 15 specimen words.

The rest of the File consists of differing versions of a piece of practice writing, sheets to be used for timed writing practice and



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Kath Balcombe

## Publisher

KBER (Kath Balcombe Educational Resource)

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Email: [kath@kber.co.uk](mailto:kath@kber.co.uk)

[www.kber.co.uk](http://www.kber.co.uk)

## Published

1999–2012

## Price

The Handwriting File with or without entry strokes  
£25.00 each

The Handwriting Alphabet File with and without entry strokes  
£12.99 each

The Handwriting Files etc, (both versions) CD-ROM

site licence £29.99 inc VAT

Handwriting for Windows 3.0

single user £29.99 inc VAT

site licence £69.99 inc VAT

KBER Precursive Fonts CD-ROM

site licence £29.99 inc VAT

## Photocopy material

Yes

## Key Stage

1–adult

spare handwriting sheets. All these are available in smaller size (x-height 2.5 mm) in addition to the sizes already used and with or without the grey shading.

### The Handwriting Alphabet File

This consists of A4 pages in thin card each featuring one large letter with grey arrows to indicate starting position and direction of movement. There are 44 lower case letters (including alternative styles) and 26 capitals.

### Handwriting For Windows 3.0

This CD-ROM enables a teacher to produce worksheets, documents and display material in a wide variety of styles. Teachers will be able to produce material in the chosen cursive style of their school. Preferred shapes can be selected for a number of letters that have a number of variants e.g. **f s z** and letters can either be looped or plain, start on the line or from the top etc. Text can be produced in a joined style that joins as you type, in separate letters with a finishing 'flick' and in a choice of dotted or normal line.

### KBER Precursive Fonts

124 TrueType fonts for the teaching of handwriting. There are many variations of styles of separate-letter fonts e.g. dotted, bold, outline forms with and without entry strokes and exit strokes. These can be used for teaching, the creation of worksheets and display materials.

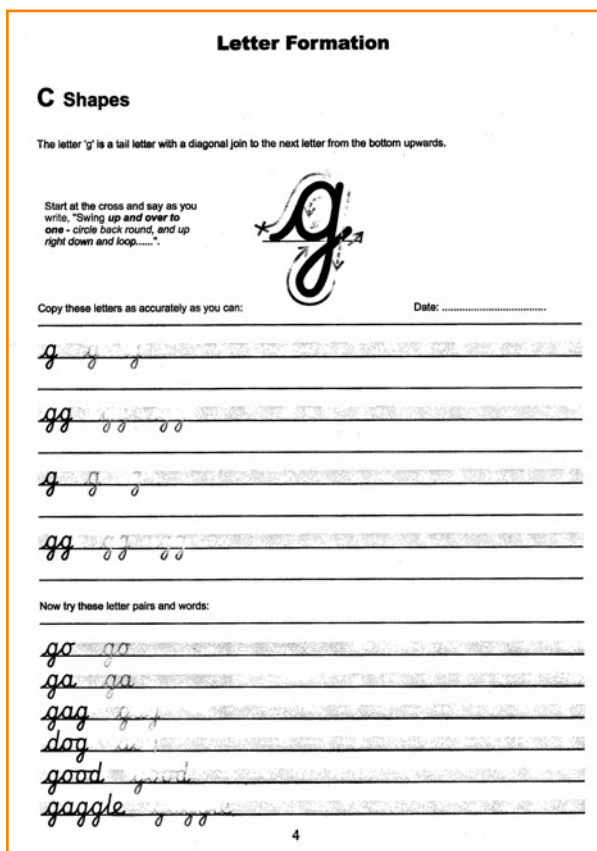
### COMMENT

These resources can be used in a variety of ways, in whole or in part, and the wide choice of letter styles also makes them very useful in supplementing an existing handwriting policy.

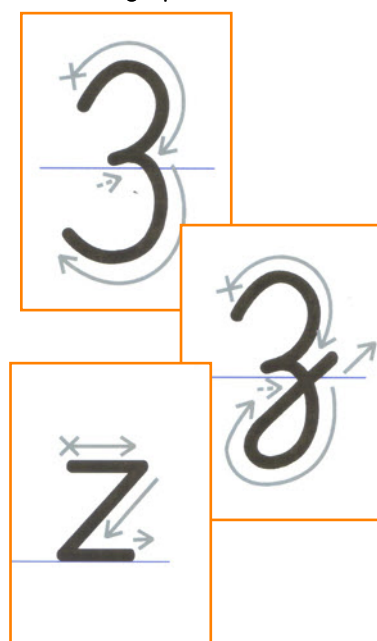
The Handwriting File teaches letter formation and the process of joining letters and could be used with children as young as 6 years old who have pre-writing skills, but its straightforward style is more likely to appeal to older learners. It could therefore be particularly useful for secondary aged students.

The 'Handwriting for Windows' and the Precursive fonts CD-ROMs which enable teachers to generate text in their own school's style are useful additional resources that could be also used on their own.

The Handwriting File



Handwriting Alphabet File



## The Letter Forest

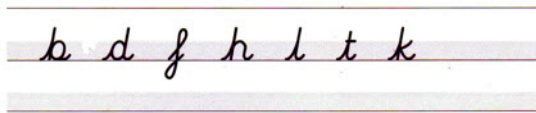
When thinking about the size of your letters, you could use the analogy of a forest to encourage you to think about the following:

- keep your 'half-way' letters within the shaded area i.e. the trees
- make your 'tall' letters rise above the shaded area i.e. above the tree canopy into the sky
- make your letters with 'tails' fall below the shaded area i.e. underneath the ground.

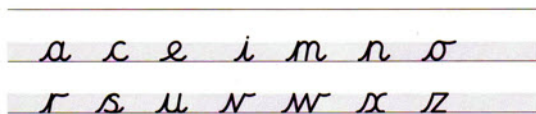
Refer to the diagrams below to produce letters of appropriate size and proportion.



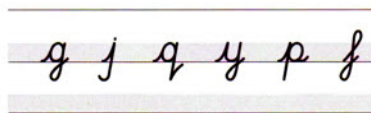
### Tall Letters



### Half-way letters



### Tail Letters



The Handwriting File

## Analyse your handwriting to find your own strengths and weaknesses

1. Use the analogy of the letter forest to get the size of individual letters correct.

**Do**

*I want to improve my handwriting*

**Don't**

*I want to improve my handwriting*

2. Make sure that your letters all slant in the same way. Extend a line through your letters.

**Do**

*I want to improve my handwriting*

**Don't**

*I want to improve my handwriting*

3. Make sure that the spaces between your letters and words are appropriate and consistent.

**Do**

*I want to improve my handwriting*

**Don't**

*I want to improve my handwriting*

4. Make sure that all your letters are resting on the line. Shade in the areas where they don't.

**Do**

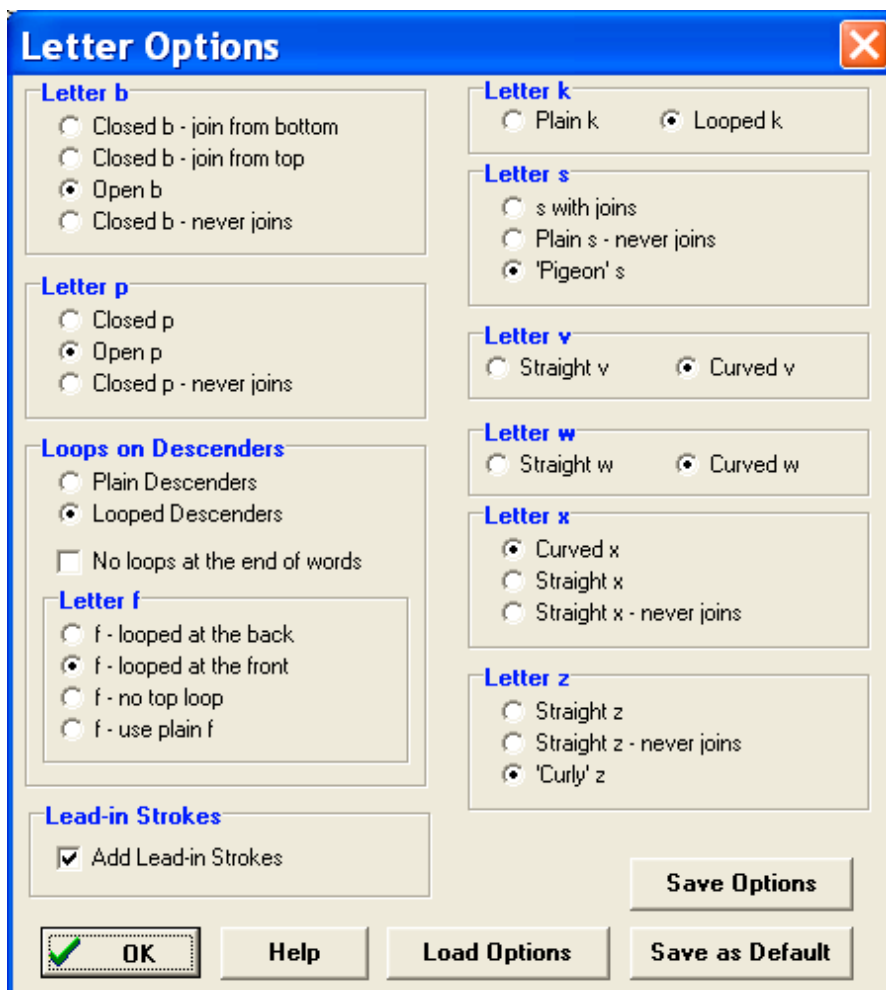
*I want to improve my handwriting*

**Don't**

*I want to improve my handwriting*

ix





Sample alphabets from Handwriting for Windows

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z  
 a b b b c d e f f f f g h i j j k k l m n o p p p q r s s s t u v w v w x x y y z z z  
 a b b b c d e f f f g h i j k k l m n o p p q r s s t u v w w w x x y z z



# Handwriting Rescue Scheme

## AIMS

The material is designed to help the individual to write clearly and well in cursive handwriting.

## CONTENT

The Handwriting Rescue Scheme — A4 ring binder in landscape format and also available in CDROM. 71 pages.

Follow-on-exercises Books 1 & 2. A4 portrait ring binders, 65 pages — additional exercises to above.

Handwriting Activity Workbook — spiral binding, 61 pages

Handwriting Rescue Kit — a kit combining the Activity Book, file pad and pen.

Handwriting Exercise Pad — A4 and Handwriting Exercise Book 170 x 226 mm. Both pad and book are printed with shaded guidelines as used in the teaching books.

The scheme uses a continuous cursive style with entry strokes.

## The Handwriting Rescue Scheme

2 pages of introduction and 'Getting Started' hints addressed to the student cover sitting position, pen grip, points to consider when practising handwriting and finally, a way to avoid **b/d** confusion.

pp. 6–39 Single letters are presented in family groups, e.g. **i t l**, one letter per page on specially shaded lines. Entry strokes are used for all letters. The letter is illustrated at the top of the page with clear instructions for forming the letter. Nine short exercises follow using first 'jumbo', then 'large', then 'true' size writing (x-heights 7 mm, 6.5 mm, 3.5 mm) and finally repeating the letter pattern.

At the end of each group of letters there is a page with three lines of words using the letters just practised. There are alternative letterforms of **f** and **z**.

pp. 40–60 Joined writing - four lines of words to practise (approximately 700 words in all). Each line practises a blend, digraph or word ending e.g. **sn oi ll**. It is suggested that the 'look, say, cover, write from memory' technique is used when writing each word so that the pupil is able to concentrate on the flow of writing.



## Author

Pippa Chudley

## Publisher

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Email: info@msl-online.net  
www.msl-online.net

## Published

2003 and 2010

## Price

Handwriting Rescue Scheme  
£34.99 ( VAT free )  
CD-ROM format  
£29.99 ( £35.99 inc VAT )  
Follow-on-exercises Books 1 & 2  
£29.99 each ( VAT free )  
Photocopiable  
Handwriting Activity Workbook  
(pack of 5)  
£39.95 ( VAT free )  
Handwriting Rescue Kit  
£18.00 ( £21.60 inc VAT )  
Handwriting Exercise Pad  
(pack of 5)  
£18.00 ( £21.60 inc VAT )  
Handwriting Exercise Book  
(pack of 5)  
£18.00 ( £21.60 inc VAT )

## Photocopy material

Yes

## Key Stage

2–adult

## Handwriting Rescue follow-on-exercises Books 1 & 2.

A4 portrait ring binders, 65 pages - additional exercises to above

### Book 1

- pp. 6–9 Revision of the lower case letters in groups as in the Scheme, 3 letters per page, with a short section of practice
- pp. 10–7 Revision of key words in joined writing
- pp. 29–32 Revision and use of capitals
- pp. 33 Practice of writing in different situations - letters, contractions, practice of useful words

### Book 2

Additional copy pages covering other language usage — homophones, speech marks, ordinal numbers, prefixes and suffixes etc.

## Handwriting Activity Workbook

26 x 18 mm, spiral binding, 61 pages. This covers similar material to the Rescue Scheme in a similar layout. The lower case letters are introduced, one letter per page, in movement groups, with joining introduced after each group.

pp. 42–60 provide practice of common words in joined style.

## COMMENT

This is a generously resourced scheme offering a cumulative approach to developing handwriting skills or as a remedial programme for any age. It provides plenty of single letter and word practice that could be extended even further with an imaginative use of the A4 pad. Its presentation is suited to older students.

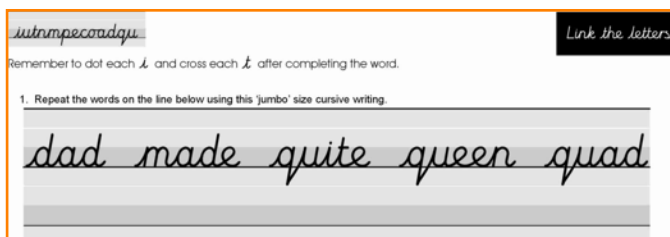
The style is fully cursive with entry strokes used throughout.

It is assumed that joining will be mastered by the quantity of practice rather than an explanation of the types of joins but there is plenty of practice offered.

There is no mention of pupils working to increase the speed of writing so teachers need to address this aspect independently.

The Activity book would be useful revision book for an individual of secondary age or adult wanting to re visit handwriting skills.

Handwriting Rescue Scheme



Handwriting Rescue Scheme

**Q q q** Learn the cursive shape

- Trace over each letter, remembering the four stages.
- Four more smaller repeats.
- Four more smaller repeats.
- Trace the outline and repeat three more.
- Four more smaller repeats.
- Four more smaller repeats.
- Trace the outline of *qu* joined and repeat one more. (*q* is always used with *u*)
- Three more smaller repeats.
- Three more smaller repeats.
- Repeat the pattern to the end of the line using 'standard' size cursive writing.

2. Keeping the pen on the paper, curve back to the left and down to the base line forming an oval by going back up to just beyond the white dot.

3. Change direction and continue vertically down, below the base line to the second white dot.

4. Complete the letter by curving up to the base line ready to join to the letter 'u'.

the line below using this 'large' size cursive writing.

*ade quite queen quad quaint*

the line below using 'true' size cursive writing.

*queen quad question quaint quotation*

Use the guidelines to repeat the words on the line below. Try to look, say, cover and write from memory several words at a time, as you concentrate on the flow of your cursive handwriting.

**Useful Links to Practise**

*sh*  
*she shall shed shell ship shop shy wish splash*

*shr*  
*shred shrew shall shrimp shrink shrub shrug*

*th*  
*thank thing think bath width thumb them sixth*

*thr*  
*thrash three thrill thrush through thread throat*

Handwriting Rescue Scheme

## Handwriting follow on Exercises

### Using key words

Practise frequently used key words with these cursive handwriting exercises:

1) Say *see she yes* and trace on the line below

*see she yes see she yes see*

2) Now on the next line, remember the 3 words and write them from memory

1) Say *can call came* and trace on the line below

*can call came can call came*

2) Now on the next line, remember the 3 words and write them from memory

1) Say *of off after* and trace on the line below

*of off after of off after of*

2) Now on the next line, remember the 3 words and write them from memory

1) Say *if first half* and trace

*if first half if first*

2) Now on the next line, remember the 3 words and write them from memory

MSL Hand

Follow on exercises Book 1

## Handwriting follow on Exercises

### A Selection of Regular Final Syllables ending in '-le'

Trace over the words in each '-le' group. Can you read all the words?

**-ble**

*tumble stumble crumble humble  
ramble bramble jumble gamble  
able cable stable possible*

**-dle**

*paddle puddle saddle cuddle  
riddle middle muddle fiddle  
huddle noodle candle handle*

**-gle**

*bangle angle dangle tangle  
tingle single jingle giggle  
jungle boggle hoggle wiggle*

**-kle**

*tackle tickle pickle crackle  
chuckle buckle fickle trickle  
ankle tinkle sprinkle sparkle*

**-tle**

*battle cattle rattle settle  
kettle little brittle whistle  
nettle bottle scuttle title*

Follow on exercises Book 2

MSL Handwriting Follow-on Book 2 - 4

# Handwriting Today

## AIMS

Handwriting practice for children of 8 and above.

## CONTENT

2 A4 size books copy books. 40 pp.

A simple joined style is used and students encouraged to develop their own variants.

The books are addressed to an older student and teach the process of handwriting from letter formation to writing quickly. Hints on pen hold, writing position etc. are mentioned throughout the text.

The text is in black and white with sample letters and words in a colour. The illustrations are photos of secondary school students.

## Book 1

The letter shapes are introduced in groups ('c' group letters first).

The direction of movement is shown by large diagrams and the letters are copied in a large size and then smaller, written with a guideline to mark the top of the x-height letters and then on a single base line.

Alternative descenders to letters **f g j y** are introduced from the start.

Joined letters are introduced early in the book and examples using each new letter practised.

Capital letters are addressed near the end of the book.

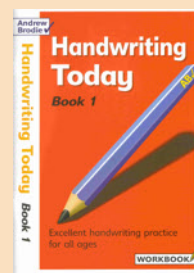
## Book 2

The lower case letters are revised and variations in style and methods of joining particular letters addressed.

The books ends with hints on improving presentation.

## COMMENTS

These books would make a good course for an older student wanting to revise or learn handwriting.



## Author

Andrew Brodie

## Publisher

Bloomsbury Publishing  
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London,  
WC1B 3DP  
Tel: 0207 631 5600  
Email: [contact@bloomsbury.com](mailto:contact@bloomsbury.com)  
[www.bloomsbury.com](http://www.bloomsbury.com)

## Price

Handwriting Today Books 1 and 2  
£3.99

## Photocopy material

No

## Key Stage

Upper KS2 and above



## Letter x

Letter x is another very unusual letter. There are two ways in which we can write a letter x. You can choose which one you wish to use.

This is the first form of the letter x:



exit

As you can see, we don't join from this letter x but we do join to it.

Now look at the second form of the letter x:



excit

With the second form of the letter x, we can join both to it and from it.

You have a choice regarding which letter x you use. Try writing the word 'exit' using medium sized writing. Write it a few times using the unjoined form of the letter x then a few times with the joined version.

exit

excit

Which method do you prefer? The choice is yours. Now you have decided which one to use, write the word in the space. Keep writing it until you feel that you know it well.

20

Book 1

## Using letter x

Very few English words begin with the letter x - we have included 'xylophone' on our list below. Letter x appears quite frequently within words though. On this page you can practise your way of writing the letter x. We have produced a list of words where letter x follows each of the vowels, a, e, i, o and u.

Take this opportunity to practise all your handwriting skills:

Remember to use consistent letter sizes.

Remember that the ascenders should be taller than the other letters.

Remember that the descenders, including letter j, are all drawn through the line.

Remember which letter forms you have chosen to use and stick with them.

xylophone

axe

relax

relaxing

relaxation

taxi

example

exercise

next

text

six

sixteen

sixty

box

boxes

toxic

deluxe

luxury

luxurious

21

## Introducing letters r and t

Letter r is formed in a similar way to a letter n by going 'down, up and over' but obviously we don't go right over. Look at these letters n and r:

To join from the letter r to letters such as o, we use a little upstroke.



To join to the letter e, we need to dip down from the end of the r.



Letter t is formed from the top like a letter l. It is not as tall as a letter l. We draw the cross-line on the t after we have finished the word we are writing. If there is a double t, we draw the line through both letters together.

To join from the letter t, we simply draw an upstroke.



sitting

Notice that the cross-line is drawn at the same height as the tops of the letters s, i, n and g.

20

Book 2

## Practising with letters r and t

Try writing the word 'rate' in joined writing.

Make sure that all the letters are exactly the same height, except for the letter t which is slightly taller than the others. Draw the cross-line on the t last of all.

rate

rate

rate

Practise each of the words below.

girl

girls

art

starring

These words contain a common letter pattern which has a letter t at the end:

tight

light

might

right

Practise each of the words below. Notice the word which features the double t.

date

letter

seat

Now try these words, writing as quickly as you can. Can you keep your writing tidy?

staring

sitting

distance

21



# Handwriting: The Way to Teach Separate and Joined Letters

## AIMS

Written by a specialist within the handwriting field, this book consists of practical exercises that will teach children easily to form separate and joined letters.

## CONTENTS

An A6 spiral bound book that is photocopiable (75 pages). The book uses a simple modern style from the family of Sassoon teaching fonts.

The book consists of a series of worksheets:

pp. 4–17. The lower case letters grouped according to the initial movement: **l l t u y j; h r n m b p k; c a d g q o; v w x z.**

Each page shows the formation of 2 letters and provides a large version of each letter with directional arrows, a row of outline letters for tracing, dotted line letters, a shaded line for correctly sizing the letter and finally a single line for writing.

pp. 18–33 The capital letters are practised in the same way and grouped according to formation: **l l t h f e; u j d c g o q p b r; n m v w a k x y; s, z**

pp. 36–39 The numbers are taught in a similar way although omitting the dotted versions.

pp. 40–75 Joining the letters in groups: joining from the base, joining from the top, 'over the top and back' and unjoined. The joins are practised initially by linking 2 letters and then by writing short words.

## COMMENTS

Using a simple modern style from the family of Sassoon teaching fonts this book consists of a series of exercises to teach the process of writing from the stage of making first letters to joining. It therefore fulfils our criteria for a handwriting scheme.

There are no instructions or explanations for the teacher. Ideally it could be used in conjunction with the book by the same author, *Handwriting: The Way to Teach It* ([www.uk.sagepub.com](http://www.uk.sagepub.com)) but this recommendation is not mentioned.

The worksheets could provide a firm outline structure for teachers who prefer to create their own material — ideally using Sassoon fonts — as most children would need additional practice to that provided. It could be used to supplement another scheme.



## Author

Rosemary Sassoon

## Publisher

Special Direct  
Park Lane Business Park  
Kirkby-in-Ashfield  
Nottinghamshire  
NG17 9GU  
Tel: 0800 318 686  
Email: [sales@specialdirect.com](mailto:sales@specialdirect.com)  
[www.specialdirect.com](http://www.specialdirect.com)

## Published

2012

## Prices

£17.99 inc VAT

## Photocopy material

Yes

## Key Stages

English Curriculum  
Foundation, 1 & 2

Scottish Curriculum  
Early Years, P1–3, P4–7

**d** c d c d c d  
 c d c d c d  
 c d c c d

**g** c g c g c g  
 c g c g c g  
 c g c c g

12 Permission to photocopy

Families of joins

These join from the base. **acdehiklmntu**

These join from the top. **rovw** These join from the crossbar. **ft**

All these joins go over the top and back.  
**cgadoq ss ss**

These can join or not join.  
**gyj gyj bp bp**

These usually do not join.  
**xz**

Joining is only going from where you end one letter to where you start

40 Permission to photocopy

**ki** ki kn ki kn  
 ki kn ki kn ki kn ki kn ki

kit kill knit kit kill knit  
 kit

ankle alley chunk dinner  
 ankle alley chunk dinner

Permission to photocopy 51

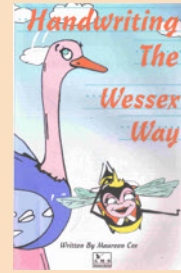
**age** page cage engage  
 garage page

**dge** edge judge badge  
 fridge edge

Take a pen lift in the middle of long words.

74 Permission to photocopy

# Handwriting the Wessex Way



## AIMS

A photocopiable resource to teach cursive handwriting using interesting phrases, passages and illustrations.

## CONTENT

An A4 62 page book with 58 photocopiable pages for children to work on.

### Introduction

3 pages of hints on classroom strategies, left-handers and some teaching points.

### Photocopiable pages

in black and white with a line drawing on each page.

Pp. 1–29 A full page is allotted to each lower case letter beginning with **c o a d p e b g**. Some letters are introduced by a line of patterns; all offer practice between double lines marking the x height letter using dotted lines and a starting dot for copying. Short words are introduced using the letters already covered. All the letters are large in size (x-height letters 1 cm).

pp. 30–31 copying capital letters

pp. 32–49 copying a story between 4 guidelines at a smaller size (x height letters 0.5 cm)

pp. 50–52 blank pages with single lines for writing a story

pp. 53–58 An alphabet of animals beginning with each letter of the alphabet with a single space for copying in large writing.

## COMMENTS

This book uses a continuous cursive script with base-line entry strokes and exit strokes.

The content moves quickly on to writing letter groups and words immediately after introducing a letter. This provides little practice for young children learning letters for the first time but might be useful for supplementary practice or to be used by an older child if a base-line entry style is wanted. However the writing is large in size (x-height 1 cm or 0.5 cm) — making it less appealing to older children.

It could be useful as supplementary material for young children using this handwriting style.

## Author

Maureen Cox

## Publisher

AMS Educational,  
PO BOX 150  
Winsford  
Cheshire  
CW7 3WA  
Tel: 01606 836699  
Email:  
sales@amseducational.co.uk  
claire@schoolsmailing.co.uk  
www.amseducational.co.uk

## Published

1992

## Price

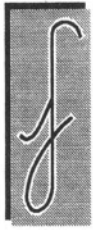
£19.99

## Photocopy material

Yes

## Key Stage

1 & 2



f f f f. ff ff ff.  
if if if. of of of.  
off off off off.  
fish fish fish.  
diff diff diff.

22



Mickey and I will be your  
friend." Mickey jumped on  
the gorilla's back and off  
they went into the forest.

35

# Joint Exercises

## for successful handwriting

10 minutes a day practice

### AIMS

To help pupils develop a good cursive script through 10 minutes a day practice.

### CONTENT

A book with plastic cover and supplement. Also available on CD-ROM.

The text is in black and white with no illustrations and the writing style is fully cursive with entry strokes.

### Introduction

A short introduction provides the rationale for the scheme and indicates how it should be used. Common causes of poor handwriting, guidelines for helping pupils improve and general classroom strategies are discussed.

6 blank A4 and A5 sheets with reducing 'tramline' heights

1 handwriting assessment sheet

1 handwriting improvement targets sheet that includes a Progress Report and Target Achievement

2 sheets of certificates

### Worksheets

The landscape layout gives two A5 worksheets on each page.

26 worksheets covering lower and upper case letters

57 letter string worksheets

The relative height of letters is defined by the use of 'tramlines'.

The worksheets for both lower case and capital letters and the letter strings are presented in alphabetical order but a working order is suggested for the single letters according to letter shape.

There is an opportunity to trace the letter or letter string a number of times and then to write it several more times in diminishing sizes.

There are 3 different letter strings on each page.

### Supplement

Additional worksheets offer alternative forms for **f k s x z**. The first 5 worksheets cover these single letters and the remaining ones cover letter strings using the above letters.

### COMMENT

This book uses a fully continuous cursive script with base-line entry strokes and exit strokes. It provides practice of letter



### Publisher

AMS Educational,  
PO BOX 150  
Winsford -  
Cheshire  
CW7 3WA

Tel: 01606 836699

Email:

sales@amseducational.co.uk

claire@schoolsmailing.co.uk

www.amseducational.co.uk

### Published

1998

### Price

Joint Exercises + Supplement

£33.99 inc VAT

CD-ROM version

£38.39 inc VAT

### Photocopy material

Yes

### Key Stage

1 and 2



formation during a daily ten-minute session which could be useful supplementary material for teachers using this style. It could also suit an older student wanting a revision course.

Specific teaching on letter formation and joins would be needed before a worksheet is handed out.

The additional blank sheets would enable the teacher to make supplementary worksheets.

The black and white text without illustration makes it more useful for older students.

Name ..... Class ..... Date .....

Trace the letter pattern

Trace Write

Trace Write

© 1998 sender

Name ..... Class ..... Date .....

Trace the letter pattern

Trace Write

Trace Write

© 1998 sender Joint Exercises

af ag ai

Name ..... Class ..... Date .....

Trace the letter pattern

Trace Write

Trace Write

Trace Write

Trace Write

© 1998 sender Joint Exercises

# Kingston Cursive

## Handwriting Programme

### (Teaching Reading Through Spelling)

#### AIMS

To provide a structured, sequential, cumulative and multi-sensory approach to teaching handwriting that offers a well thought out progression from basic patterns to joined up writing...for mainstream use and...for pupils with reading and spelling difficulties.

#### CONTENT

Three A4 wire bound books:

A teachers' guide. (Foundations of the Programme)

A set of 82 photocopiable worksheets (Handwriting for Beginners)

A further set of photocopiable letter practice sheets and 48 copy sheets for joining practice. (Handwriting Copybook).

CD-ROM containing the three books as PDF files.

Handwriting Font and Text Editor CD containing a computer program for Windows for producing additional worksheets and other resources in Kingston Cursive.

The scheme uses a continuous cursive with entry and exit strokes in handwritten form.

#### Foundations of the Programme

(102 pages)

**Sections 1 & 2** describe in detail the 'Teaching Reading Through Spelling' programme for children with specific learning difficulties, from which the handwriting scheme was developed.

**Section 3** explains the programme's approach to handwriting teaching.

Specific instructions for teaching are given along with suggestions for grip. The shape and formation of each lower case letter is illustrated, emphasising the directional flow. There are six examples of photocopiable work pages for letters and joins.

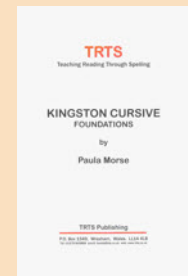
**Section 4** suggests pre-writing activities and explains methods of teaching specifically for use with children with gross motor control problems.

**Section 5** gives examples of children's progress.

#### Handwriting for Beginners

(85 pages)

The lower case letters of the alphabet are grouped according to shape and each group is allotted approximately 11 worksheets. Each section begins with practice of the relevant handwriting



#### Author

Paula Morse et al

#### Publisher

TRTS Publishing  
PO Box 1349  
Wrexham, LL14 4ZA  
Tel: 01978 840868  
Email: books@trts.co.uk  
www.trts.co.uk

#### Published

1984–1988

#### Price

Foundations of the Programme:  
£10.00

Handwriting for Beginners:  
£16.00

Handwriting Copybook:  
£16.00

Kingston Cursive Handwriting CD  
(all 3 books as PDF files)  
School (site licence) £36.00  
Personal (single user) £21.00

Handwriting Font & Text Editor  
(for Windows)  
School (site licence) £69.00  
Personal (single user) £29.00

#### Photocopy material

Yes

#### Key Stage

1 and above

pattern in a large size, first written between double lines and then over a dotted line. The letters in the group are then introduced (at least one page for each letter) and illustrated with a drawing to establish a sound-symbol relationship. The letters are first practised alone and then joined to one or two letters.

The amount of content varies considerably; the early patterns in each group having one or two lines of pattern to be drawn and the later pages possibly requiring the writing of 5 words repeated 5 times.

The letters are practised in a variety of ways; writing over dotted lines or with the help of a starting point and usually without the help of writing lines, although a base line is given on some pages near the end of the last set.

### Handwriting Copybook

(70 pages)

**Section 1** gives a short resume of the programme's approach to handwriting.

**Section 2** includes A5 copy sheets of individual letters. Two A5 work sheets are printed on each page, each providing 5 lines of practice of an individual letter. A diagram demonstrates the direction of movement and the pupil is invited to practise the letter shapes, at first with the help of dotted lines to follow. Three horizontal lines define the height of the letters and each page is illustrated with a small relevant drawing to establish the sound-symbol relationship.

A4 copy sheets teaching joins

The 40 worksheets give practice in building up joins and writing words. The first joins are to the letters **l t p** and the other lower case letters are added progressively. There are approximately 10 words to be practised on each page, sometimes with additional sentences. The words are written on a base line and the size judged by the pupil.

### Section 3 Capitals

Seven pages provide practice in using capitals, first writing the letter with the help of dotted lines and then writing a sentence using the relevant capital as well as lower case letters. The sentences are written on lines 10 mm apart.

### The Kingston Cursive CD-ROM

contains the three books in electronic form (PDFs) and gives teachers the opportunity to laser print worksheets as an alternative to photocopying.

### The Handwriting Font and Text Editor

enables teachers to generate their own additional practice sheets and other resources in an electronic version of the Kingston Cursive style.

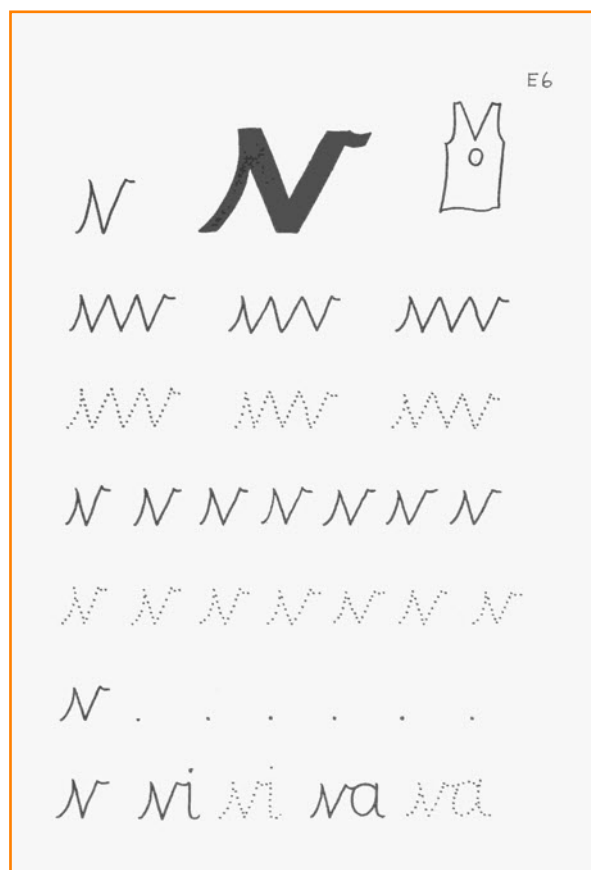
### COMMENTS

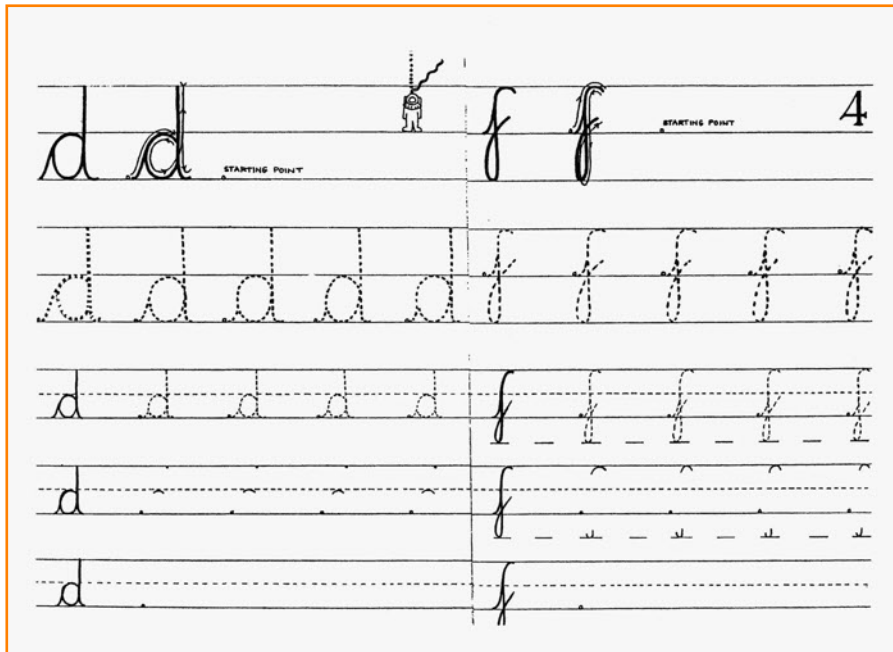
This scheme provides a progression of teaching from basic pattern to joined writing. There is much specific advice for the teachers throughout the scheme.

The style chosen is an upright fully cursive, with open **b** and **p**, and each letter is initially taught beginning at the base line.

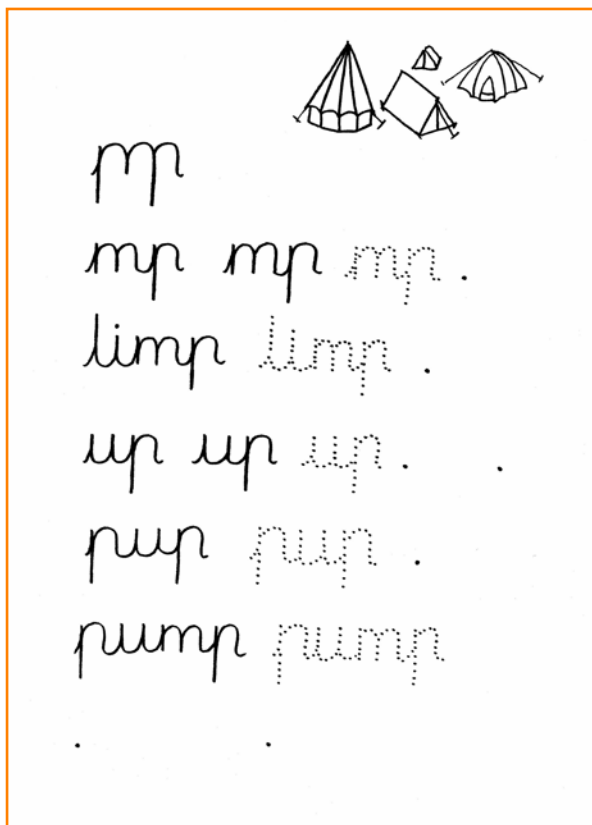
The material is not directed at particular age groups. There is no provision for speeding up.

The materials on CD-ROM and the provision of an electronic handwriting font are useful additions to the scheme.



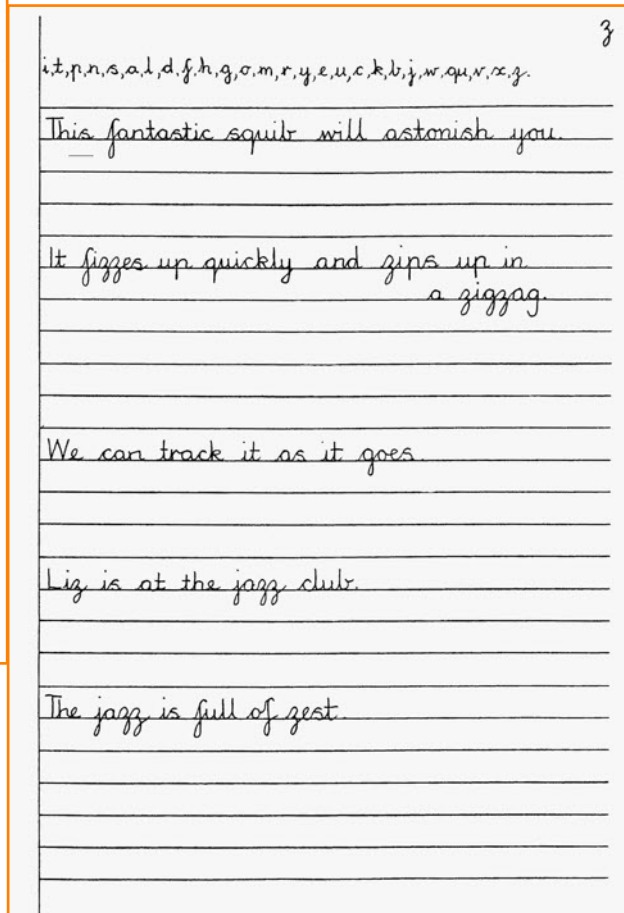


Handwriting Copybook



Handwriting for Beginners

Handwriting Copybook



# Left Hand Writing Skills

## AIMS

A specially designed learning programme to help the budding left-handed writer to write well and without undue stress or discomfort.

## CONTENT

The programme is available in several formats:

1. Three separate books (either in book form or as a PDF download)
2. Combined photocopiable book in black and white.
3. CD-ROM of all the material

The books have 83 illustrated worksheets (the separate books in colour, the photocopiable version in black and white).

They all begin with suggestions for pen hold, paper position and word spacing specifically for left-handed writers and there are reminders of pen hold on each page.

The last pages of the books are sample alphabets and a blank sheet with guidelines grouped in fours (x-height: Book 1— 80 mm, Book 2 — 60 mm, Book 3 — 45 mm)

## Book 1 — fabulous fine motor practice

The illustrations are of a variety of bugs and insects that will appeal to younger children,

pp. 3–6 Patterns and mazes to follow

pp. 7–23 Introducing the lower case letters grouped according to the initial movement. 1-2 letters per page. The movement is explained, large letters traced and then repeated by tracing smaller letters.

pp. 24–30 Practice of numbers

## Book 2 — funky formation and flow

A character, Pencil Pete, addresses the student with hints and suggestions.

pp. 3–9 Revision of the separate letter shapes in groups, 3 or 4 per page. Each page is headed by a pattern.

The letters are practised between 4 guide lines and then traced as part of words.

pp. 11–27 Joining letters. The joins are practised by copying short words. The joins are grouped as diagonal and horizontal joins first to x-height letters and then to tall letters.

pp. 28–30 Capital letters — introduced by copying names.



## Authors

Mark and Heather Stewart

## Publishers

Robinswood Press Ltd  
South Avenue  
Stourbridge  
West Midlands  
DY8 3XY UK  
Tel: 01384 397475  
Email: info@robinswoodpress.com  
www.robinswood.co.uk

## Price

Books 1,2 ,3  
£7.95 each  
Downloadable pdf versions  
£7.95 each (inc Vat)

Combined Photocopiable Edition  
£29.95

CD-ROM  
£35.94 (inc VAT)

Photocopiable edition and CD-ROM licensed for multiple use within one educational establishment.

## Photocopy material

Yes

## Key Stage

1, 2, 3



## Book 3 – successful smudge-free writing

The theme of the book is historical, with a cartoon about a period of history on each page.  
pp. 3–9 Revision of joins:

Join 1 e.g. a–l

Join 2 e.g. o–u

Join 3 e.g. u–t

Join 4 e.g. o–b

Letters which do not join

pp. 10–29 Practice pages using joined writing in a variety of situations — menus, letters, invitations etc. to be copied — linked to the historical theme of each page.


## COMMENT

The materials are clearly specifically designed for left-handed students, available as workbooks in colour for individual use or photocopyable in black and white as a book or on a CD-ROM.

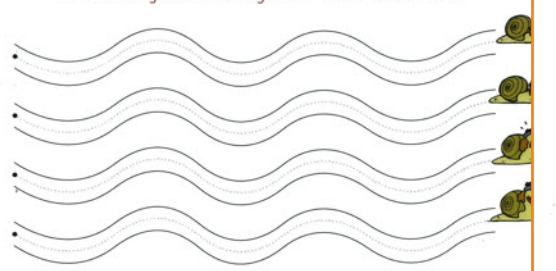
They could be useful for boosting the confidence of any left-handers who are experiencing difficulties with writing. The teacher would need to select the material that suits the age and skill of the individual.

Remember to hold your pencil correctly. WORKSHEET 4

Hop after Grasshopper Green. Start at the dots.



Follow Sally Snail's slimy trail. Start at the dots.




**Top Tip** If your child needs more practice, try drawing lines on plain paper with a light-coloured, broad, felt tip pen. Your child can use a pencil to trace over your lines. Make sure he or she always begins on the left.

Remember to line up the base of this icon with the edge of your table.

Book 1

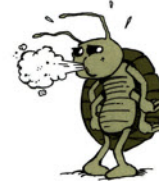
Remember to hold your pencil correctly. WORKSHEET 19

Willie Woodlouse has been on a long journey.  
Help him find his way home. Start at the dot.




Willie Woodlouse has run out of puff.

p Trace this letter.  
Start at the dot.



Trace the letters. Start at the dots.



**Top Tip** A white board and a dry wipe pen can be useful for your child to practise letter formation more extensively.

Remember to line up the base of this icon with the edge of your table.

Remember to hold your pencil correctly.

WORKSHEET 14

Pencil Pete and the gang are busily drawing patterns. You can practise the patterns in this book. Use the lined paper on page 31.

Trace this pattern.



**Check this out!**

For a flowing joined handwriting style, it is easier for left-handers to cross their 't's from right to left.

Trace and copy these letters.

ab ab

ut ut

it it

Now trace this pattern.



"Gosh!" Pencil Pete says. "You are halfway through this book now — and you're doing very well. Keep it up!"

Turn your paper clockwise. The base of this arrow icon should line up with the edge of your desk.




Book 2

1. open correctly. 2. keep your wrist straighter. 3. don't hold too tight!

WORKSHEET 20

**LEONARDO DA VINCI WAS A 15TH CENTURY ARTIST AND INVENTOR. HE IS A FAMOUS LEFT-HANDER. HE WROTE MANY OF HIS NOTES IN 'MIRROR-WRITING' (STARTING AT THE RIGHT AND WRITING BACKWARDS TOWARDS THE LEFT HAND SIDE OF THE PAGE).**



**Did you know?**  
ARABIC IS WRITTEN FROM THE RIGHT HAND SIDE TO THE LEFT.

Someone has been to Paris.  
Can you read who?

Trace and copy his postcard.

Dear Joe

Yesterday, I went to the Louvre.

I saw the Mona Lisa

2009 1002 2009

Did you know? SOME LEFT-HANDERS ARE GOOD AT MIRROR-WRITING. IT'S A GOOD WAY OF MAKING YOUR DIARY DIFFICULT FOR OTHER PEOPLE TO READ.

**Did you know?**  
SOME PEOPLE CAN WRITE OR DRAW WITH BOTH HANDS AT THE SAME TIME!



Trace and complete this letter pattern.

nonono

Turn your paper clockwise. The base of this arrow icon should line up with the edge of your desk.



Book 3

# Letter-join

## AIMS

To provide an interactive web-based package which includes printout sheets for real handwriting for individuals and whole class teaching.

## CONTENT

On screen resources, print-out worksheets and whiteboard facility.

Letter-join uses an upright continuous cursive script with entry and exit strokes. There are alternative shapes for **f k x z** available.

## Software

This provides interactive animations with verbal instructions. There is an assessment of a child's success in writing the letter/word to be practised on the whiteboard as a 'Good try' or 'Well done'.

The main menu gives a choice of:

### Patterns

20 patterns from simple shapes to patterns leading directly to letter formation. A pencil draws the selected pattern in a black line with an accompanying electronic sound and the whiteboard allows interactive practice.

### Easy letters

The lower case letters are grouped: **i l t, u w e, c o, a d, n m h** and each letter can be selected for animation as above. Verbal instructions are given e.g. 'start on the line, go right to the top and hook.' Each is written with an entry stroke and exit flick.

### Easy words

20 words using the above letters are available. These are animated as before but without sound.

### Harder letters

The letters **j y, g q, b p k, v s r, f z x** are introduced as above.

### Harder words

A further 20 words using the above letters can be selected.

### Capitals and Printed

A complete alphabet in capitals and in a print script without exit flicks are available for animation with oral instructions as for the lower case letters above.

The print script is written with pen lift after each stroke and without exit flicks.



## Publisher

Better Skills  
THE STUDIO  
8 Hornash Lane,  
Shadoxhurst,  
Ashford,  
Kent,  
TN26 1HT  
Email:  
letterjoin@betterskills.co.uk  
www.letterjoin.co.uk

## Published

2010

## Price

One-off fee  
£100.00 + VAT.  
Plus an annual subscription of:  
1 to 3 classrooms: £35.00 +  
VAT per classroom per  
annum  
4 to 6 classrooms: £27.00 +  
VAT per classroom per  
annum  
7 or more classrooms:  
£24.00 + VAT per classroom  
per annum  
10 or more classrooms  
contact Letter join

## Photocopy material

Yes

## Key Stage

Foundation, 1 & 2

## Printable Resources

These are located as 'extra resources' or accessed from the relevant sections above.

### Patterns

The print-out sheets provide lines of separate patterns for tracing and a picture for 'colouring in' with the patterns.

### Letters and Words

Practice sheets show individual letters or words in a pale colour for tracing and copying. There are no illustrations. Both Letters and Words can be printed out in large, medium and small sizes to suit age and ability (x-heights 7 mm, 5 mm or 3 mm).

### High Frequency Words

100 words that can be printed in the sizes above.

### Pangrams

A set of 8 pangrams (e.g. The quick brown fox...) in small size.

### A4 Letters for Classroom Banner

Individual letters for printing at A4 size

### Lined Writing Paper

The lines are written in groups of 3 with pale blue lines above and below a baseline in grey. The x-heights as above.

## COMMENTS

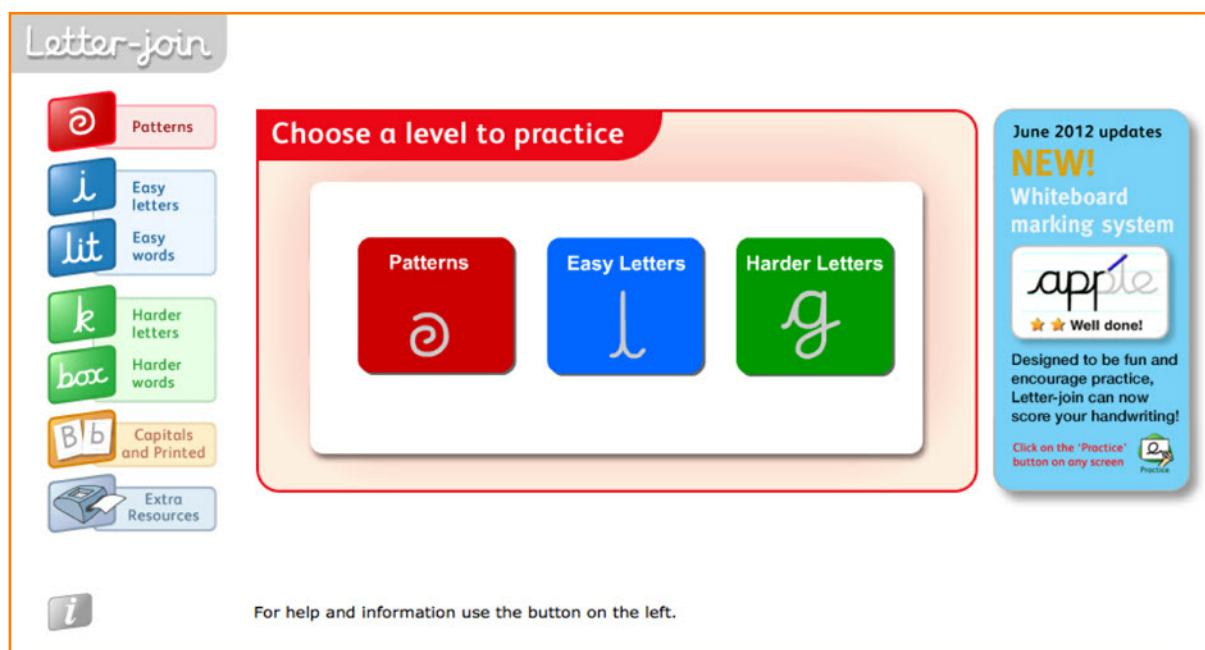
This program teaches the process of writing from patterning to joined writing with facilities for class and individual teaching using both whiteboard and paper resources. It uses a continuous cursive style and the intention is that joining should start from the beginning. A print alphabet is included but the letters are not written in a continuous movement and are without exit flicks, making it less useful as an initial alphabet.

The formation of the letters and words are animated on the screen by a moving pencil. There are no additional illustrations except in the patterning section.

The worksheets are available at 3 different sizes of writing so could be used with children of different ages and there is some progression in the vocabulary used.

There is no provision for speeding up writing nor suggestions for teachers about getting ready for writing, position, pen hold etc.

Schools should note that there is an annual subscription for each classroom using this program in addition to the initial payment.



A menu on screen

Letter-join

- Patterns
- Easy letters
- Easy words
- Harder letters
- Harder words
- Capitals and Printed
- Extra Resources

a	n
b	o
c	p
d	q
e	r
f	s
g	t
h	u
i	v
j	w
k	x
l	y
m	z

Back

Repeat

Whiteboard

Print

On screen letter animation

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

○ ○ ○ ○ ○ ○

○ ○ ○ ○ ○ ○

⊙ ⊙ ⊙ ⊙ ⊙ ⊙

⊙ ⊙ ⊙ ⊙ ⊙ ⊙

Letter-join  
www.letterjoin.co.uk

A pattern worksheet

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

n n n n n n n n

m m m m m m m m

h h h h h h h h

Letter-join  
www.letterjoin.co.uk

Easy letter worksheet in large writing size



# Letter-join

- Patterns
- Easy letters
- Easy words
- Harder letters
- Harder words
- Capitals and Printed
- Extra Resources
- i

## Choose a word to write

yell	gag	bap	vans	fox
eye	going	kept	stars	zoo
jaw	quay	apple	rest	oxen
jay	queen	back	eves	fuzzy

a n  
b o  
c p  
d q  
e r  
f s  
g t  
h u  
i v  
j w  
k x  
l y  
m z



Back



Print

Harder words on screen

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

Heavy boxes perform quick waltzes and high jigs.

Painful zombies quickly watch a jinxed graveyard.

A wizard's job is to vex chimps quickly in fog.

My girl wove six dozen plaid jackets before she quit.

Amazingly few discotheques provide jukeboxes.

Six big devils from Japan quickly forgot how to waltz.

The quick brown fox jumps over the lazy dog.

The five boxing wizards jumped very quickly.

Letter-join   
www.letterjoin.co.uk

Pangrams work sheet in small writing size

# Morrells Handwriting

## AIMS

To offer plenty of opportunities to target key skills in spelling, grammar, vocabulary and sentence construction.... helping to link literacy to handwriting lessons.

## CONTENT

2 Books of A4 copymasters (Right Start Books) — 224 pages  
photocopiable exercises in each

8 pupil workbooks (non-photocopiable) 36 pages

The scheme uses a number of Sassoon fonts — a 'simple modern style' with no join after **b p**.

The materials are in black and white with a pen character appearing on each page.

## Right Start Books

Both these photocopiable books have the same content beginning with the individual letters and joins followed by practice of writing using high frequency words, homophones, plurals, story beginnings and other aspects of language and use.

Both books are aimed at all age groups and abilities and the worksheets are of varied levels of difficulty.

## Books 1

This material is specifically aimed at pupils who are not ready to use joined-up handwriting or to correct movement faults and uses a primary font which is upright and with exit flicks.

The alphabet is first introduced, one letter per page, in lower case and capital form. The letters are arranged in alphabetical order although it is suggested they should be taught in movement groups **c o a d g q, l i t, r n m** etc.

The sample letters are in outline with directional arrows and then in dot form for tracing and then to be copied independently within words.

The writing is between 4 guidelines with an x height of 7 mm in most of the book but in the later section the student is asked to write the copy sentences on a single base line.

## Book 2

This revises the formation of the basic letters and introduces joining. It groups the joins as:

Baseline Joins e.g. **u-p**

Round Joins e.g. **u-a**

Top Joins e.g. **w-o**



## Publishers

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Email:  
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## Published

2008 - 2010

## Prices

Copymasters Books 1 & 2  
£49.95 each  
Workbooks 1-8  
£4.95 each  
Copymaster Taster Packs 1 & 2  
(a copymaster book with 4  
workbooks)  
£52.00 each

## Photocopy material

Yes

## Key Stage

1, 2, 3+

## Break letters **bgjpyxz**

In the first part of the book the exercises are in Sassoon Joiner font that shows the correct joining of letters and the latter sections use a more fluent joined style. The content of exercises is the same as in Book 1.

## Workbooks

The workbooks are offered as an alternative format to the photocopiable books and cover the same material.

Workbook 1 comprises material in Book 1. Workbooks 2–5 comprise material in Book 2. Books 6, 7 and 8 are later editions and have different content from the Right Start books.

### Workbook 1 — Letter Formation

This book introduces the individual unjoined letters as described for Right Start Book 1

### Workbook 2 — Joining Letters

This book teaches the process of joining as described for Right Start Book 2, practising the different joins within words using the four guidelines. Numbers are included.

### Workbook 3 — Joining Revision

Revision of the joining process through spelling activities and the different types of joins - Practice of high frequency words from the Primary National Strategy, letters and sounds, days of the week, months, colours, and opposites.

### Workbook 4 — Spellings and Grammar

Revises the joining process through spelling patterns and grammatical skills. A more mature font is introduced in some of the pages and the writing is then on a single baseline. Practice includes plurals, connectives and verb tenses.

### Workbook 5 — Focus on Grammar

Joining practice is continued through grammatical skills including homophones, speech marks and apostrophes.

### Workbook 6 — Focus on Vocabulary

More complex sentences are used for practice and includes practice with words to use instead of went, nice, big, small and said.

### Workbook 7 — Focus on Punctuation

Revises the joining process through story

openings and story endings. The more mature font is used throughout.

### Workbook 8 — Focus on Numbers

The reinforcement of joined-up writing, using the same sample font as in Book 7 is continued. The subject matter is the basics of number formation and the use of mathematical words. The more mature font is used throughout.

## COMMENTS

This scheme covers the process of writing starting from the unjoined letter stage, assuming the child is ready to write, and offers plenty of practice of joined writing. The material is intended to be fitted to the stage of learning of the child rather than confined to a particular year group. Hence the material within the books deliberately varies in reading level, the amount of content and the style of writing used. The teacher would need to select the material most appropriate to the class, group or individual being taught.

There is no material specifically aimed at speeding up although the mature font is one that lends itself to fluent and therefore potentially quicker writing.

Right Start Book 1

Letter A  
The Alphabet

Name \_\_\_\_\_  
Date \_\_\_\_\_

Look at the arrows, now follow the arrows inside the letters.  
A a A a A a A a  
A a A a A a A a

Look at the arrows, now trace the letters.  
A a

Now practise writing the letters.

Look at the arrows, now follow the arrows inside the words.  
apple apple apple  
apple apple apple

Look at the arrows, now trace the words.  
apple

Now practise writing the words.

April April April  
April April April  
April

© Morrells Handwriting


Stage 2  
Days of the Week

Name \_\_\_\_\_  
Date \_\_\_\_\_




# Tuesday

Look at the arrows, now trace the words.

Monday 

Now practise writing the word.

Tuesday 

Now practise writing the word.

Wednesday

Thursday

Friday

Saturday

Sunday

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Stage 3  
Baseline Joins

Name \_\_\_\_\_  
Date \_\_\_\_\_



# hill

Look at the joins, now trace the words.

hill hill hill

hut hut hut

kilt kilt kilt

knit knit knit

little little little

mint mint mint

mule mule mule

my my my

nun nun nun

suit suit suit

© Morrells Handwriting. Permission is granted to use this material to purchase the book.

Stage 1  
Joining sh

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



shed

Look at the joins, now trace the words.

blush blush blush  
 brush brush brush  
 crush crush crush  
 flash flash flash  
 shake shake shake  
 shed shed shed  
 shoot shoot shoot  
 splash splash splash  
 wash wash wash  
 wish wish wish

© Howard Handwriting. Photographed by permission of the author.

Stage 4  
Words Instead of Said

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



warned

Look at the joins, now trace the sentences.

The policeman warned the children not to skate on the pond, because the ice was too thin.

Mia explained that she was late, as a result of the morning rush hour traffic.

Sam told Nathan that he was not responsible for losing the football match.

Practise writing your own sentence using another word instead of said. Start your sentence at the pencil below.

 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

© Howard Handwriting. Photographed by permission of the author.



# Nelson Handwriting

## AIMS:

To provide a clear, practical framework for implementing and developing a whole-school handwriting policy. Pupils are actively encouraged to explore different styles of handwriting and develop their own style.

## CONTENT

Teacher's Book

6 Workbooks for ages 4–6

6 Developing Skills textbooks for ages 5–11

3 Resources and Assessment Books (Red & Yellow Level, and 1–4)

Electronic font CD-ROM

Interactive Whiteboard CD-ROMs Red, Blue, Yellow, 1 & 2

The scheme uses a 'simple modern style' with breaks after **s b g j p x y z**.

Nelson also produce a Phonics and Handwriting VLE for R & KS1 published in 2010 and materials for teaching spelling in which the examples are written in Nelson font. These can supplement the handwriting scheme but are not detailed in this edition.

## Teacher's Book

(173 pages)

First 23 pages give an explanation of the scheme, how it fits with the National Curriculum and learning objectives at each stage. The importance of a school policy is emphasised and information on preparation for handwriting, advice for left-handers and the advantages of introducing joined writing at Year 1 explained. The second section has detailed instruction on possible ways of using the textbooks and additional resource books (not the workbooks).

Each unit of work is allotted an A4 page; the objectives of the unit are detailed and notes given on conducting the lesson and use of the extra and extension materials. On the same page the relevant pages from the Developing Skills book and the Resources and Assessment books are reproduced in reduced form for reference.

## The Workbooks

(24 pages each) for 4–6 year olds to write in directly.

These are printed in clear black with either blue or orange for tracing and emphasis. The cartoon fox, familiar to users of Nelson schemes, appears and there are lively line drawings that can be coloured to illustrate the pages.



## Authors

John Jackman  
Anita Warwick

## Publisher

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GL53 7TH  
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csupport@nelsonthornes.com  
www.nelsonthornes.com

## Published

2003– 2011

## Prices

Teacher's Book  
£28.99  
Workbooks 1–6  
£17.99 per set of 10  
Developing Skills Books  
£8.99 each  
Resources and Assessment Books  
£61.99 each  
Nelson Handwriting Electronic  
Font CD-ROM with Teachers'  
Guide  
£156.00 to £312.00  
Teachers' Guide to electronic font  
£5.99  
Interactive Whiteboard CD-ROMs  
£105.59–£208.79 each

## Photocopy material

Yes

## Key Stage

Foundation, 1 & 2

Pupils are encouraged to assess their work by selecting and colouring a chosen fox shape at the bottom of each page.

### **Workbooks 1–4 Blue Level (ages 4–5)**

The first book begins with a few pages of maze patterns before the lower case letters are introduced in groups according to shape, each group preceded by a relevant writing pattern.

Each letter is allotted two A4 pages and is practised in different ways; written large for finger tracing, in smaller versions for tracing and copying from a starting dot and between lines. The process of learning the alphabet is spread over the three books with numerals practised in Book 3.

Capital letters (grouped in shape order and one per page) are introduced in Book 4. These are to be practised by tracing between lines, along with the lower case letter. They are then used in sentences to be traced as well as written independently.

### **Workbooks 5–6 Red Level (ages 5–6)**

These teach the process of joining and are intended for use by children in Year 1 who are ready to join their letters together and would benefit from the use of a workbook rather than a textbook. The process is taught by the practice of representative pairs of letters e.g. **un il**. Each double-page spread has a sample of the letter join for finger tracing and opportunities for tracing and writing words.

## **Developing Skills Books**

### **Red & Yellow Levels and Books 1–4**

(48 pages each)

These are textbooks printed in full colour with lively drawings to illustrate. Each unit of work consists of a double-page spread with a 'Focus' section that defines the basic skill or concept to be mastered. There is also an 'Extra' piece of work linked to a spelling pattern and/or a topic of interest relevant to the children's age, and an 'Extension' activity.

The basic joins are taught at the Red Level and the subsequent books reinforce the skills using increasingly demanding vocabulary, greater content and smaller print-size.

There is a fold out flap at the beginning of each book with a 'getting ready to write' reminder on one side and a checklist of handwriting points on the other. A table giving a clear statement of the points to be learned is included at the beginning.

### **Red Level (ages 5–6).**

provides practice of diagonal and horizontal joins to middle height and tall letters and the 'break' letters of **b p q y j z** plus capitals.

### **Yellow Level (ages 6–7)**

covers revision of the joins by practice of common letter pairs and words in which they occur.

### **Book 1 (ages 7–8)**

has further work on joins using more demanding vocabulary. From Unit 10 onwards it is suggested that the writing should be written at a slight forward slope.

### **Book 2 (ages 8–9)**

covers practice of particular prefixes and suffixes and consideration of size. Speed writing for note taking and a print style for labelling are covered.

### **Book 3 (ages 9–10)**

provides practice of spacing within words and the height of letters, increasing speed, print letters, presentation, decorated capitals, encouragement of a personal style of writing, maintenance of consistency and opportunity for assessment.

### **Book 4 (ages 10–11)**

addresses writing for different purposes: development of fluency and speed, developing individual style, speed writing for notes and presentation.

Assessment sheets are provided: self assessment for pupils to use; record sheets for an individual child for teachers to use and general assessment pages for testing elements of the year's work - or for additional practice.

## **Resource and Assessment Books**

(photocopiable A4 size)

These provide two additional A4 sheets of further practice at the 'Focus' level for less able students and a further 'Extension' providing more demanding writing practice for each unit of work in the textbooks.

A series of assessment sheets is provided:

1. Placement tests —for use with a class at the beginning of each year, (approximately 7 different tests at each stage) and a 'Levelling Guide' to relate the skills of each child to the levels of attainment in England and Wales, Scotland and Northern Ireland.
2. Self-assessment sheets for pupils.
3. Handwriting assessment record sheets for the teacher to complete for each child.
4. General assessment sheets — for testing particular elements of the year's work or for additional practice.

### Electronic Font CD-ROM

This enables teachers to produce worksheets and documents for classroom use or handwriting practice in the Nelson font in print, precursive and cursive styles. Word documents can be converted to the Nelson font and there is an interactive whiteboard facility. A Teachers' Guide is included.

### Interactive Whiteboard CD-ROMs

#### Blue, Red, Yellow Levels and Book 1 & 2

The home screen of each CD-ROM offers choices:

1. **Warming up activities** (video clips of rhymes or children demonstrating actions) with a video explaining writing position, pen hold and paper position.
  2. **Units of work.** These correspond to the material in the printed books. The letters/joins/patterns/sample words are animated on the screen and there are facilities for on-screen tracing and copying using coloured pens controlled by a mouse. For each unit the relevant support and extension worksheets can be accessed for use on screen or photocopying. Each unit ends with a game.
  3. **Letter bank.** This is included for reference in each CD-ROM. An animation for each letter, (capital and lower case) and groups of joined letters can be selected.
  4. **Teachers' Notes**
  5. **Help section**
- These are easy to load and navigate.

### COMMENTS

This is a comprehensive scheme, providing suggestions for teaching F, KS1 and 2, including

Years 5 & 6, with material specifically designed for each age group. The scheme is intended for use when children are ready to form letters, although there are suggestions for pre-writing activities. The books have been designed with colourful illustrations and the fox character is constant throughout.

The style of writing is a 'simple modern hand' with breaks after the letters **b g j p x y z** in the early stages. The style is initially written upright and there is a suggested change to a more fluent forward-sloping style from approximately Year 3 onwards. Although this latter style is a typeface it has efficient diagonal joins that potentially form a basis for fluent, fast writing.

The joining process is introduced in Year 1 and older children are encouraged to develop personal styles and speed. There is additional material at each level for reinforcement and additional practice material to fulfil individual needs, as well as provision for assessment.


The Interactive CD-ROMs are a useful addition to the scheme that allow flexible use of the material as is the availability of the typeface on a CD-ROM. This allows teachers to use the Nelson script for their own worksheets for handwriting or other subjects and display materials. The script can also be displayed on a whiteboard to study the joins. This could be used alone if wanted.

Blue Level Workbook



**UNIT 3** Focus Resource **Red Level** Nelson Handwriting

Name \_\_\_\_\_ Date \_\_\_\_\_



**A** Trace and write the pattern and letters.


eee eee


ed ed


te te

le le

**B** Trace and write the words.

bed bed 

 ted ted

led led 

Practising the first join.  
Nelson Handwriting Resources and Assessment Red Level and Yellow Level © Ania Warwick, Nelson Thomas Ltd, 2003

**UNIT 6** Practising joining from the letter r




Terri tried to keep the secret.

**F**OCUS

**A** Copy this pattern into your book.



**B** Copy these letters into your book.

ri ri ri ri ri

ru ru ru ru

ry ry ry ry



Remember, the letter y has a descender. Its tail goes below the line.

Developing Skills Book Yellow Level

**UNIT 7** Practising joining from the letter i




Sparklers are little bright lights.

**F**OCUS

**A** Copy this pattern into your book.

itig itig itig itig

**B** Copy these letters into your book.

lig lig lig lig lig

rig rig rig rig rig

nig nig nig nig nig

mig mig mig mig mig



Remember, when you join from the letter i to the letter g, go to the top and then back round, like this:



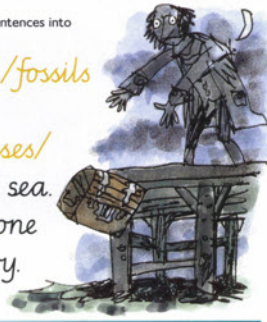

Developing Skills Book 2



**E XTRA**

Choose the correct word to finish these sentences. Copy the sentences into your book.

- 1 The children found a *fossil/fossils* at the bottom of the cliffs.
- 2 The man was *cross and tosses/tossed* the treasure into the sea.
- 3 The lorry *carry/carried* stone away from Cliffside Quarry.



**E XTENSION**

Copy this passage into your book.

With its steep cliffs and hidden coves, the Isle of Wight was once a smugglers' haunt. In some places, the cliffs are over a hundred metres tall.

In the 1920s, an area battered by a succession of storms was washed into the sea. New treasures were revealed, including the fossil of an iguanodon and the fossil remains of many other dinosaurs.

When writing *ff*, begin the first letter at the top and make sure the tail goes below the line. Join the next letter from the cross of the first *f*.

Each unit contains five tabs:

- Focus:** Shows the letters 'un' in blue on a white background. A callout bubble says 'Pictures from the Developing Skills book' pointing to a small illustration of children.
- Practising Patterns:** Shows the letters 'un' in blue and red, with a callout bubble saying 'Familiar patterns for pupils to copy and trace' pointing to the red letters.
- Join Formation:** Shows the letters 'un' in blue and red, with a callout bubble saying 'Animated letters for pupils to study, then copy and trace' pointing to the letters.
- Word Building:** Shows the word 'fun' in blue and red, with a callout bubble saying 'A selection of words from the workbooks and high frequency words' pointing to the word.
- Game:** Shows a colorful fish with the letters 'un' on its body. A callout bubble says 'A fun game to practise skills!' pointing to the fish.

Instruction leaflet for CD-ROM Red Level



# The Old Fashioned Writing Book

## AIMS

The Old Fashioned Series simply set out the basic rules in the essential areas of English and offer straightforward exercises to test and reinforce understanding.

## CONTENT

This 22 page, long and slim workbook concentrates on letter formation from the beginning and suggests that the best way to learn the alphabet is in family groups of similar movement patterns.

Some useful rules are stated on the first page with the importance of attending to detail being stressed.

All the letters of the alphabet are practised in the first five pages.

Mastering diagonal and horizontal joins follows. In the early stages of learning some letters within the words are not joined.

Patterns and words are introduced followed by capital letters.

The booklet ends with some hints on space around the text, space between words, tool hold and paper position.

## COMMENTS

This booklet is slim and progresses quickly through letter formation and the essential skills for writing. It uses an efficient, fluent script and could be useful as supplementary material or a course for older pupils.



## Author

Thomas Barnard

## Publisher

Ward Lock Educational,  
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RH19 3BT  
Tel: 01342 318980  
Email: [wle@lingkee.com](mailto:wle@lingkee.com)  
[www.wardlockeducational.com](http://www.wardlockeducational.com)

## Price

£1.95

## Photocopy material

No

## Key Stage

2–adult

These letters end with a rounded hook.

l l l l l l a c d

l a

e h i l k m n u x

e

These letters end with a horizontal stroke.

f o t v w

f

Now practise the letters which end with a rounded hook and a horizontal stroke.

l l l l a f c o

l a

d t e v h w i f k

d

Double page spreads

o l t m v n w u f

o

x o a t c v d w g

x

The letter 'e' is the only letter which has a loop. Begin in the middle of its shape at the dot.

e e e e e e e e e e

e

Now write the alphabet in the normal manner. Try to remember the correct starting point and movement.

a b c d e f g h i j

a

k l m n o p q r s

Now try writing these flowing exercises and words. Write them slowly, carefully and correctly, and then gradually try to increase your speed of writing. Do not join from the letters with a dot.

hm uuu hm uuu

hum in mum nun

lililil tititi lililil

ill lit till lull hill

vww vuv wowo

wavy towel woven

cccc cow cave cook

Now try some more.

db db db db db db

d

body bid bead bad

b

dp dp dp dp dp dp

d

dip drop dump pod

d

hy eeee hy eeee hy

h

heel yell meets hay

h

olololol fafafafa

o

flow loop fall loaf

f

# One-a-Day Letter Formation

## AIMS

To provide a set of practice sheets for lower case letters using start-from-the-line style to help develop successful joined handwriting.

## CONTENT

A photocopiable book with a plastic cover with six practice sheets for each lower case letter. 153 pages.

The same material is available in CD-ROM format.

## Introduction

Short notes on the use of the material, a student assessment sheet, handwriting improvement target page and 4 Certificates. Worksheets are photocopiable by the purchasing school.

## Worksheets

A fully cursive script with entry strokes is used and alternative forms are offered for **f k x z**.

The majority of pages are in landscape.

All letters are written on a base line with 3 other guide lines.

There is a dotted outline for each letter and arrows indicate the movement pattern on the first letter of each sheet.

There are six practice sheets for most letters. On the first sheet of each new letter, the letters are written within an outline picture of an object having the same sound as the letter e.g. **a** – apple.

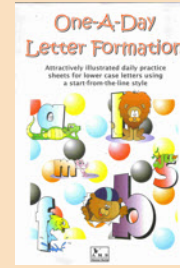
The subsequent sheets have a picture e.g. axe, astronaut, anchor on the left hand half of the page with a space next to it for copying.

## COMMENT

These two books provide more opportunity to practise single letters than most schemes. They can be used as a starter section to Joint Exercises. Alternatively they would be a useful addition to any scheme that uses entry strokes.

The pictures can be coloured in; a useful skill for the beginner writer to work on. The additional space on each page could be used in a number of ways.

The teacher notes are minimal so a basic knowledge of the skills of handwriting teaching is assumed.



## Publisher

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claire@schoolsmailing.co.uk  
www.amseducational.co.uk

## Price

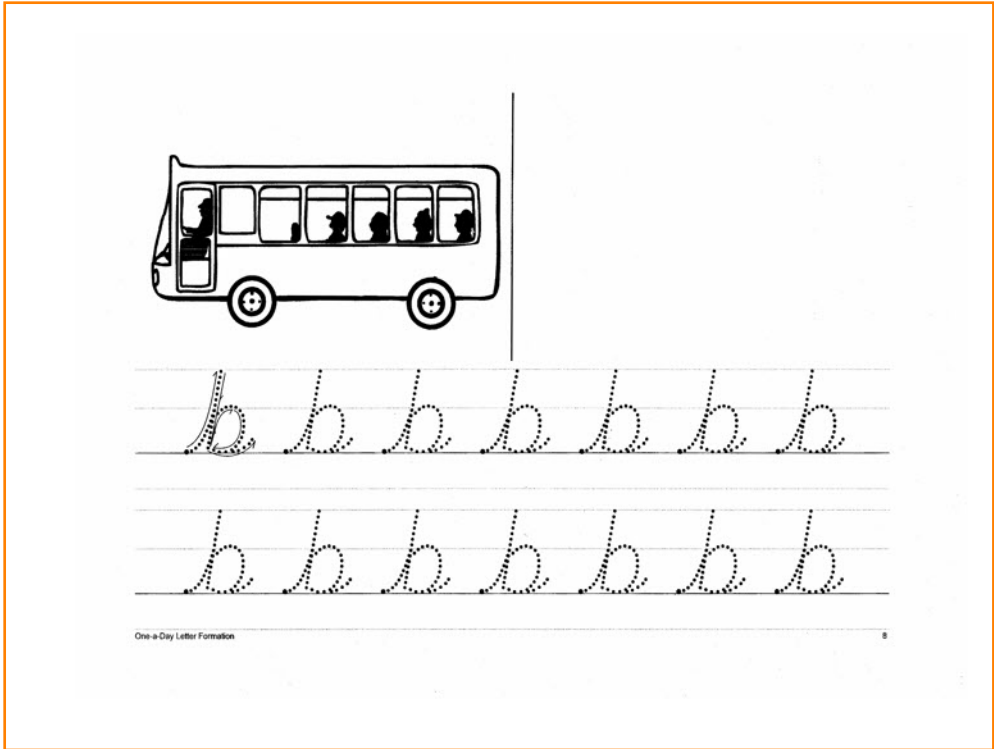
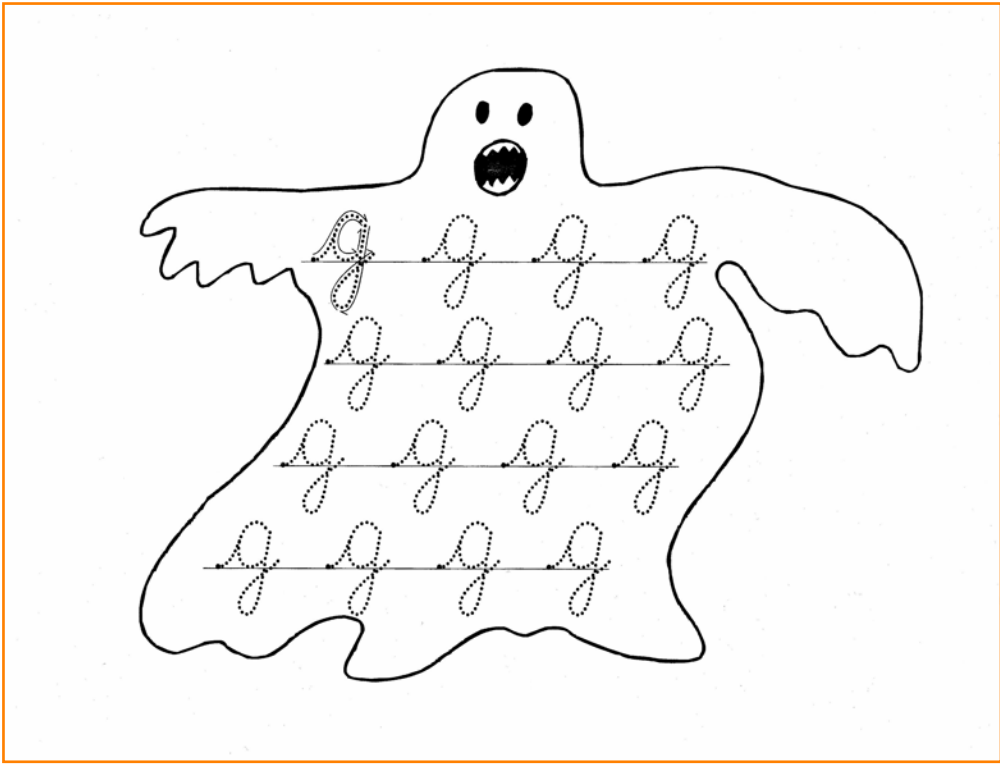
One-A-Day Letter Formation +  
supplement  
£34.99 inc. VAT  
CD ROM version  
£39.59 inc. VAT

## Photocopy material

Yes

## Key Stage

1



# Oxford Handwriting Practice

## AIMS

To provide the first steps in building the foundation of an individual, clear and legible hand which can then develop through a person's life.

## CONTENT

Teacher's Book (16 pages) and 13 A5-size workbooks.

### Teacher's Book

The introduction emphasises the importance of the early experience in writing and the development of letter forms from natural hand movements.

Guidance is given on posture, paper position and tools (no erasers) and recommendations about movement and stroke order when using the workbooks.

A story about Worcester the cat accompanies the earliest workbooks and the cat appears in many of the illustrations throughout the whole scheme as a supporting figure.

### Children's Books

Handwritten text and line drawings are printed in black and grey so that children can colour the pages as well as complete the exercises.

#### Reception Level — Patterns and Movement

3 books, 16 pages each.

Each page is a picture to illustrate the cat story, to which the child can add suggested handwriting patterns: zigzags, straight lines, and circles.

#### Level 1 — Letter Families

4 books - 16 pages each,

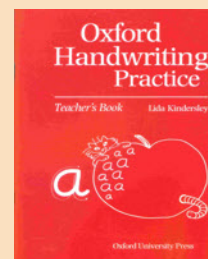
Each book introduces a set of letters grouped according to shape: **u l i t, n m r h b p, c a e d g o q, v w x y s z k j f**. These are practised as separate letters with exit flicks, written between parallel lines incorporated into a picture.

#### Level 2 — Alphabet, Names and Numbers

(4 books)

##### Book 1

44 pages Lower case letters are practised in alphabetical order — most are allotted two pages and are to be repeated many times to fill a shape.



## Author

Lida Kindersley

## Publisher

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CB4 3DZ  
Tel: 01223 362170  
[www.kindersleyworkshop.co.uk](http://www.kindersleyworkshop.co.uk)

## Published

1993

## Price

Set of 14 books  
£10.00

## Photocopy material

No

## Key Stage

Foundation and 1



**Book 2**

(24 pages) Capital letters as above (one page for most letters).

**Book 3**

(16 pages) The child completes pages with the names of friends and family, written on a base line. Each page has space for two lists headed by a capital letter and a copy of the lower case alphabet is printed at the bottom of the page (separate letters with exit flicks) to assist in the correct writing of the individual names.

**Book 4**

(16 pages) Practice of numerals in similar fashion to the capitals. There is plenty of repetition and the cat character appears in each illustration.

**Level 3 — Joins**

(2 books 16 pages each) The two books cover diagonal and horizontal joins respectively. The jumping cat illustrates the movement of the join and the child is asked to trace and copy pairs of letters and words on a base line, approximately 7 words per page.

**COMMENTS**

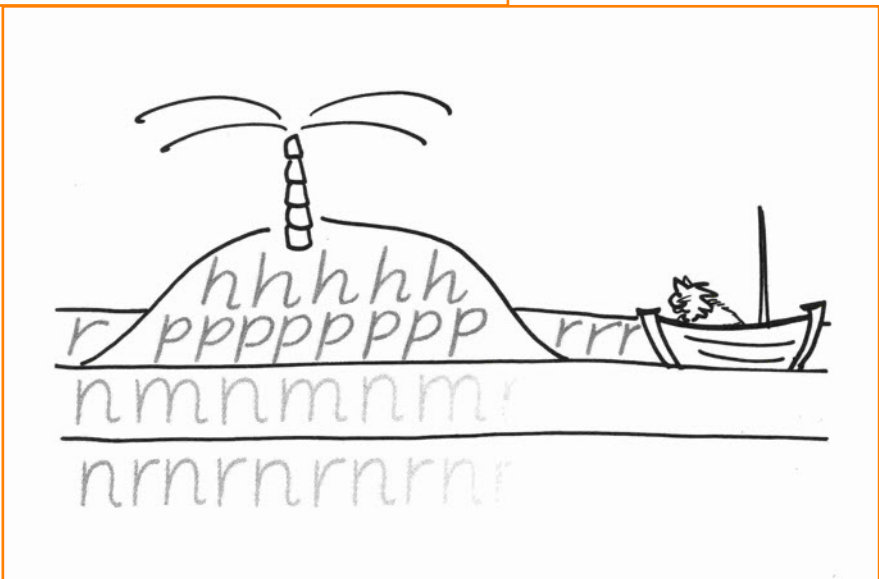
Lida Kindersley's scheme uses a simple modern style and emphasises the movement quality of handwriting.

It has been written specifically with small children in mind.

The cat character and the small personal books are likely to be popular with their young owners.



Level R



Level 1



bi \_\_\_\_\_

pi \_\_\_\_\_

si \_\_\_\_\_

bin \_\_\_\_\_

pin \_\_\_\_\_

sip \_\_\_\_\_

snip \_\_\_\_\_

# Penpals for Handwriting

## AIMS

To offer a practical approach to support the delivery of handwriting teaching in the context of the modern curriculum.

## CONTENT

Teacher's Books — one for each age group: F1, F2, Y1, Y2, Y3, Y4 and Y5&6

CD-ROMs with interactive whiteboard for the above age groups

Big Books for F2 and Y1–4

Practice Books for F2 (Books 1 & 2) and Y1–4 (work sheets for Y5&6 in the Teacher's book)

Font CD-ROM

The scheme uses a Sassoon font without entry strokes with breaks after the letters **g j x y z**, written at a slight slope in the early stages and with a more pronounced slope from Y4 onwards.

The material is designed for each year group separately, except for Y5&6. Each stage is allotted a Teacher's Book with additional appropriate material: CD for Foundation 1, Write-in Practice Books and a Big Book for Foundation 2, text books and a Big Book for Y1–4 and a set of OHTs for Y5&6. The material is also available on CD-ROM for interactive whiteboard use.

A colourful toucan logo appears on the covers of all the materials and the books have a designated colour for each stage.

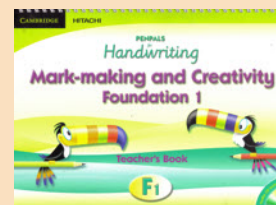
## The Teacher's Books

Each book gives an outline of the whole scheme throughout the school but most of the content is specific to the needs of the pupils at each particular stage, giving material for 30 units of work, assessment of progress, recommendations for preparing to write, material for parents, detailed explanation of the units of work and the progress of each lesson – including preliminary warm up activities and material for whole class sessions.

The books end with A5 photocopiable sheets for additional practice of each unit for F2 and Years 1–4 and A4 worksheets for Y5&6.

## CD-ROMs

Separate CD-ROMs for each year group have been added to the scheme and run parallel to the other materials. The toucan features throughout.



## Authors

Gill Budgell and Kate Ruttle

## Series Consultants

Sue Palmer and Rhona Stainthorp

## Publisher

Cambridge University Press

The Edinburgh Building

Cambridge

CB2 8BR

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[www.education.cambridge.org](http://www.education.cambridge.org)

## Published

2007–2012

## Price

Teacher's Books

F1 (inc audio CD) £32.50

F2, Y1–4 £25.00 each

Y5/6 (inc OHTs on CD-ROM)

£76.00

CD-ROMs

F1, F2, Y1,2,3,4 & 5&6

£125.00 each

Big Books

F2 £35.00

Y1–4 £41.00 each

Practice Books

F2 £13.25 for 10 copies

Y1–4 £7.00 each

Font CD-ROM £125.00

## Photocopy material

Yes

## Key Stage

Foundation, 1 and 2

**F1 CD-ROM** provides activities, video clips and animations to encourage motor skills and pattern making. There is a facility to put children's work onto the Gallery of Samples.

**F2–Y5&6 CD-ROMs** have a menu to select:  
**Units of work** There is a designated screen for each teaching unit giving animated letter shapes and joins as relevant, sky writing (F2 and Y1), pen tools, and a word bank that can be moved onto a practice line.

#### **Teacher's Notes**

**Warm-up activities** as video clips

**Pen hold and posture examples** using right and left-handed models.

#### **Handwriting patterns**

**Homework sheets** — the photocopy masters also in the printed books

**Alphabet** (upper and lower case) for reference with animations

**Joining information** for reference

### **Big Books for Foundation 2 – Year 4**

These are large books for group sessions, written and illustrated in full colour and plastic coated so that the teacher or a child can write letters/words with water-soluble pens. It is suggested that the children are supplied with individual markers and white boards for group sessions.

### **Practice Material**

#### **Write-in Practice Books for F2**

These two write-in books are printed in a single colour (green or purple) with large letters for finger tracing, letters printed in a pale shade for pencil tracing and in solid colour for reading. The illustrations are lively drawings, some of which can be further coloured.

#### **Practice Books for Y1–4**

These are full colour, illustrated text books with practice for each unit of work, including finger-tracing for the early stages, letters and words for copying, related patterns to draw and a related set of words for 'Look, Say, Cover, Write and Check' spelling practice.

#### **CD-ROM for Year 5&6**

This provides worksheets in A4 for whole class sessions and individuals.

### **Font CD-ROM**

Created by Rosemary Sassoon and Adrian Williams.

Teachers are able to create worksheets and classroom display in the fonts used in the Penpals scheme. Children can use the fonts in their own word-processing.

### **A brief outline of the work covered at each stage:**

#### **Foundation 1 (3–5 years)**

Developing both large and fine motor skills, patterns and basic letter movements. These incorporate PE activities, music, art activities, using cutting and other tools as well as a variety of mark-making tools. In the Teacher's Books 14 units are each split into 10 separate ideas for activities. The accompanying CD provides music for 3 of the units: songs for developing gross motor movements and finger play, musical tracks for creating patterns and basic letter movements on paper and with the body. The teacher's book has 6 templates for pattern making.

The CD-ROM has a range of interactive activities for developing mark-making.

#### **Foundation 2**

The shapes of the unjoined letters with exit flicks are taught. The letters are grouped as suggested in the National Literacy Strategy 2001 as:

long ladder letters **l i u t j y**

one-armed robot letters **r n b h m k p**

curly caterpillar letters **c a d o s g q e f**

zigzag- monster letters **z v w x**

followed at the end of each group by the related capital letters.

#### **Year 1**

Revision of the above groups of letters and the vowels in term 1 is followed by different diagonal and horizontal joins taught by practice of pairs of letters. Words to be written for practice frequently have only 2 letters joined, with the remainder written in separate print so that the child's newly acquired skills can be put into practice immediately.

#### **Year 2**

The break letters (**j g x y z b f p q r s** at this stage) are introduced and then further pairs of joined

letters studied, including joins from **f s q**. Most of the words in the practice material are now fully joined, apart from the break letters.

### Year 3

Revision of particular joins, often used in common suffixes, and a focus on particular handwriting skills (e.g. maintaining regular sizing and increasing speed) and particular layouts: poems, envelopes, writing dialogue etc.

### Year 4

Continued concentration on particular letter combinations and aspects of good writing e.g. keeping a regular slope. Additional layout techniques for note-taking, drafting, print alphabet for labels, posters etc. are considered. From mid-year the children are encouraged to write at a forward slope.

### Years 5 & 6

The students are encouraged to make decisions about their own writing e.g. whether to use looped descenders and alternative ways of making some joins. Some units of work concentrate on writing for particular purposes by working on small projects e.g. writing haiku, and there is plenty of opportunity for focused self evaluation by

looking at particular aspects e.g. closing rounded letters, heights of ascenders. There is advice on ways of increasing writing speed.

### COMMENTS

This scheme uses a 'simple modern style' with some break letters initially. It is a fully comprehensive scheme, designed with National Curriculum requirements in mind.

It gives detailed advice on handwriting sessions for every age group up to and including Y6.

The F1 Teacher's Book and F1 CD-ROM address the pre-writing stage thoroughly, giving many ideas in preparation for writing and could be used independently of the whole scheme.

Older pupils are encouraged to develop individual styles and to increase their speed. It also addresses staff planning and contact with parents.

There is provision for whole class teaching, group and individual work and additional practice, making use of a wide choice of paper materials and computer, so enabling work to be tailored to particular needs.

The resources are attractively designed and colourful. The total scheme is a large outlay for a school but teachers can select the materials most useful to them.

**Unit screen**  
Foundation 1 – Year 4

- 1 Focus animation – use the Play, Slower and Pause buttons to see the letter formed correctly. View any other letter being formed on the Show alphabet screen.
- 2 Click here to see an animation of the sky writing patterns (F2 and Y1 only).
- 3 Click here to see a drop-down list of unit titles. You can move to another unit by clicking on that title or using the 'Back' and 'Forward' buttons.
- 4 Click on the toucan to view the challenge word for the unit (Y1 only).
- 5 Scroll up and down to view the list of words and click on the word you want to appear on the practice line. For more information on the word banks, see pages 14 and 15 of this booklet.
- 6 Click here to view the alphabet, where you can see each letter formed as an animation.
- 7 Click here to view the joining letter sets.
- 8 Click here to view the homework sheets.
- 9 Click here to view the teacher's notes.
- 10 Practice line – the word you have chosen from the word bank will appear in black here. Click on the word to highlight the letter pattern or join in grey.
- 11 Click here to view the notepad page (see pages 10 and 11 of this booklet).
- 12 Toolbar – these tools can be used both on-screen or on the notepad (see pages 10 and 11 of this booklet). Use the pen, highlighter and eraser on any part of the screen to assist with your lesson (e.g. demonstrate formation, highlight parts of a letter or copy sky writing patterns). Click on the pen, highlighter or eraser to switch to that function. Click again to switch off.
- 13 Click on the textured dots and drag to move the toolbars and word banks around the screen.

CD-ROM Y4 instruction sheet showing the screen



**1 Developing gross motor skills: the vocabulary of movement**

Early Learning Goal links: Handwriting plus Language for communication; Movement; Music; Imagination; Responding to experiences and expressing and communicating ideas.

*Ten ideas for developing the vocabulary of movement for handwriting*

Focus	Contexts	Associated vocabulary
1 Round and round	Skip round and round (individually). Hold hands and move round and round as a group. Move an object round and round – use streamers, scarves, hoops. Move arms and shoulders round and round. Move head round and round.	circles, big, small, fast, slow, this way, that way, clockwise, anticlockwise, roll
2 Up and down	Move the whole body up and down. Climb up and down equipment. Move a streamer up and down. Move arms and shoulders up and down. Move head up and down.	high, low, above, below, stretch, curl, tall, short, reach, tiptoe, scrunch, tiny, ball
3 Over and under	Move over and under equipment. Move whole body in waves as if going over and under objects. Make hands move under and over in waves.	up, down, high, low, through, over, under
4 Making curves	Make curves with the whole body, standing or lying on the floor. Move both hands and then one hand in curves as if stroking a pet. Let the hands dance in waves to music.	smooth, curly, stroking, soft, gentle, over, under
5 Making zig-zags	Make jagged movements with the body (to music). Make jagged shapes with the whole body lying on the floor. Make jagged hand movements.	up, down, sharp, jagged, points



1 Round and round



5 Making zig-zags

F1 Teacher's Book

**7** Practising one-armed robot letters: b, n

Finger trace. Say the sounds.

b b b n n n

Pencil trace.

b b b n n n

Write.

b n

Read and write.

blue bunny rabbits

b n

Trace the patterns.

F2 Practice Book

**UNIT 26** Introducing horizontal join, no ascender, to an anticlockwise letter: joining oa, og

Name \_\_\_\_\_ Date \_\_\_\_\_

Trace and write the joined letters. Say the sounds.

oa og

Finish the words. Remember to join!

b t fr

g d



Penpals for Handwriting: Y1 © Cambridge University Press 2003

Y1 Teacher's Book photocopy masters


**20 Speed and fluency: lists**

Write the heading.  
*Lists*

Write these words in the correct list.

Birds	Plants	Animals
<i>daisy</i>	<i>duck</i>	<i>robin</i>
	<i>monkey</i>	<i>rose</i>
	<i>zebra</i>	<i>squirrel</i>
		
		<i>bluebell</i>

Practise the pattern.



Read and write these words.


*world*  
*round*  
*gone*  
*think*

**21**

**12 Practising horizontal join to r: or, oor**

*or oor*

*There was a poor man  
on the moor,  
Who wanted to find  
a red door.  
He rode a poor horse,  
That's true of course,  
But he never did find  
that red door!*



**13**

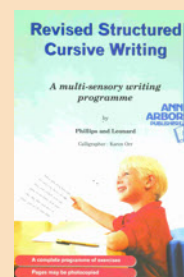
**25 Self-assessment: ascenders and descenders**

Y5&6 CD

What's wrong?	Correct it.
<i>although</i>	
<i>notwithstandins</i>	
<i>therefore</i>	
<i>besides</i>	
<i>consequently</i>	
<i>anyway</i>	
<i>finally</i>	

Penpals for Handwriting: Y5&6 © Cambridge University Press 2003

# Revised Structured Cursive Writing



## AIMS

To provide a multi-sensory writing programme for the beginner who has specific or general learning difficulties and the older child who needs structured help in developing a legible writing form.

## CONTENT

A4-size book of 55 pages that could be used as a workbook or photocopied.

## Introduction

2 pages. This explains the choice of a looped style - looped ascenders as well as descenders — without pen lifts to be used throughout the course. Suggestions are made about posture and pen hold, use of pencils and paper position.

## Photocopiable Pages

Instruction on these pages is aimed at the student; some accompanied by illustrations. The exercises teach the following: **Drawing vertical and horizontal lines** — by completing pictures. (4 pages)

**Basic patterns.** Loops, arches and **u** shapes, first freely and then between lines. (4 pages)

**Lower-case letters.** These are introduced in an unusual order: **a c d b r f h k m l j y z s n p u w t v x e g q o**, 3 letters per page. Each letter is written in a very large size, (x-height 1.5 cm) starting from the base line and the movement described in words e.g. '*over, back, round, up, down and off*'. The sound of each letter is illustrated by a small relevant drawing. The child is asked to sub-vocalise the name, sound and instructions when they first trace and then copy the letter between a 4-line grid. Each letter is traced and copied only once. (9 pages)

**Lower-case letters assessment.** Each letter is written once with points marked for scoring so that a child can assess his/her accuracy. (7 pages)

**Lower-case letters practice.** A row of single letters is repeated at a smaller size (x-height 6 mm) and then joined in groups of three. This is the only section concerned with the process of joining.

**Capitals.** To be copied alongside the lower-case letters.

**Word and sentence copying** (17 pages). The words are written on 4-guidelines (x-height 6 mm) and the sentences and a story on a single base line.

The book ends with 3 pages of guidelines.

## Author

Phillips and Leonard

## Publisher

Ann Arbor Publishers Ltd.  
P.O. Box 1  
Bedford  
Northumberland  
NE70 7JX  
Tel: 01668 214460  
Email:  
enquiries@annarbor.co.uk  
www.annarbor.co.uk

## Published

2001

## Price

£15.50

## Photocopy material

Yes

## Key Stage

1 and older remedial


## COMMENT

This book teaches the shapes of the individual letters carefully.

There is no instruction about the different type of joins and the section giving words and sentences to be copied is not carefully executed, with some inconsistencies in sizing and letter formation.

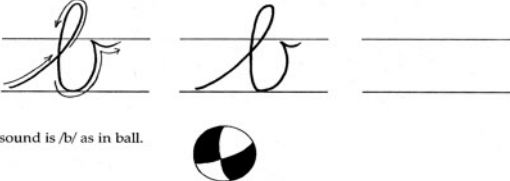
It is not clear what age group this would be useful for; the large writing and information on letter sounds implies younger children but the assessment and language used at the end of the book seems aimed at an older age group.

This letter is D. It may look like this in your reading book d.  
**Over, back, round, up, down and OFF.**



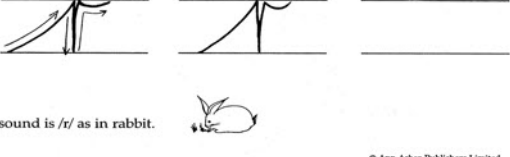
Its sound is /d/ as in dog.

This letter is B. It may look like this in your reading book b.  
**Up, round, down, round, up and OFF.**



Its sound is /b/ as in ball.

This letter is R. It may look like this in your reading book r.  
**Up, down up, over and OFF.**



Its sound is /r/ as in rabbit.

© Ann Arbor Publishers Limited 13

rest run rat rip rap

x

sat sit set sun sap

x

under up us until

x

wet with was when

x

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handlebars but soon they will curl  
upwards and she will look like  
her mother Robena.

When the sun goes down at  
the end of another day, the  
unusual pets settle down for the  
coming night. Pat climbs to his  
highest perch, puts his grey head  
under his wing and says a quiet

50 Revised Structured Cursive Writing

# Scholastic Literacy Skills: Handwriting

## AIMS

The series aims to help children develop a clear, fluent, legible and fast handwriting style by giving them the opportunity to acquire this in their first year of school or when entering the school at a later stage.

## CONTENT

3 A4 photocopiable books (175 pages ea.), in black and white, each with accompanying CD-ROM.

The books all begin with a 15 page introduction that covers hints on teaching handwriting, creation of a handwriting policy for a school, a series overview, hints on writing position for right handers and for left-handers (with a sample lower case alphabet for both) and an explanation of the method used for the teaching of joining.

Specific suggestions are given for using the particular book and CD-ROM.

Each teaching section of the books is preceded by an explanatory introduction to the material covered. Each topic begins with a statement of the aims, a box giving background knowledge plus suggestions for relevant activities and further ideas for follow-up. There are also notes on the content of the equivalent section of the CD-ROM.

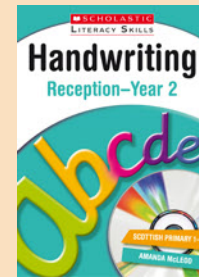
The CD-ROMs provide animations with sound track and interactive whiteboard materials: pencil, eraser and a choice of 3 colours for practice. The photocopiable pages are also available on the parallel CD-ROM.

Lenny Lizard is a cartoon character that appears in all the books. Stories about him introduce the movements to form letters and the sizes of letters are shown throughout as the head, body and tail of the lizard (in colour and with coloured guide lines in the worksheets on the CD-ROMs, in black and white in the printed versions).

## Book 1 — Reception–Year 2

### Chapter 1 — Motor Skills:

Gross motor and crossing the midline  
Proprioception  
Visual perception  
Fine Motor Skills



## Authors

Amanda McLeod  
Pam Dowson  
Gillian Howell

## Series Consultant

Amanda McLeod

## Publisher

Scholastic Ltd  
Windrush Park  
Range Road  
Witney  
Oxfordshire  
OX29 0YD  
Tel: 0845 6039092  
Email: enquiries@scholastic.co.uk  
www.scholastic.co.uk

## Published

2013

## Price

£35.00 each

## Photocopy material

Yes

## Key Stage

Foundation, 1 and 2



The importance of each of the above is fully explained, activities that can be introduced to the children are listed and worksheets provided where relevant. Video demonstrations of 15 of the activities are on the CD-ROM.

### Chapter 2 — Patterning

These are grouped as:

1. Straight down shapes
2. Down, up and over shapes
3. Up, backwards and around shapes
4. Zooming shapes

Each group is introduced by a story featuring Lenny Lizard (the full versions are on the CD). The patterns are shown interactively on the CD-ROM and can be practised on the interactive whiteboard or using worksheets provided.

### Chapter 3 — Introducing Letters

The letters are grouped as above and the relevant story about Lenny the Lizard demonstrates the 4 basic movements that start each letter.

The letters are introduced in an order that could be used in a phonics reading programme and each newly-introduced letter is related to its movement group.

Each new letter is allotted an A4 worksheet and the child asked to trace over a large letter with a finger, trace/write over letters between 4 lines (the lizard showing the letter heights), write the letters between the lines (x-height 8 mm) and complete an additional activity that varies from page to page.

The CD-ROM provides an animation of each letter with a vocal description of the movements and whiteboard tools for practice.

### Chapter 4 — Capitals and Numbers

Capitals are introduced in alphabetical order and can be practised in similar way to the lower case letters on whiteboard or worksheet. Each capital is linked to its lower case version on the worksheets. The numbers are treated similarly.

### Chapter 5 — Joining

The types of joins are defined as:

- End-low diagonal joins e.g. **e-r a-l c-k** (10 pp)
- End-low drop-on joins e.g. **n-g e-d** (4 pp)
- End-high horizontal joins e.g. **o-w o-r** (3 pp)
- End-high diagonal joins e.g. **w-h o-t** (3 pp)
- End-high drop-on joins e.g. **o-o w-a** (3 pp)

End-high to e e.g. **o-e r-e** (2 pp)

Each type of join is allotted a number of practice pages (see brackets above). The practice pages follow the same process of finger tracing and copying as for the lower case.

### Book 2 — Years 3–4

The CD-ROM demonstrates the animated formation of the lower case letters, capitals and numbers as reference in addition to the material linked with the work in Book 2.

There are also copiable pages of 4-line guidelines with lizard symbols at : x -height sizes 11, 8, 5.5, 3.5 and 2 mm.

### Chapter 1 — Revision of joins:

The joins are practised in the groups introduced in Book 1. When used within a word the letters **g j y** have looped descenders.

The worksheets have greater content than in Book 1. Each join type is practised by joining 3 pairs of letters which are then used to make words. Each pair is practised on a single page and the letters are written at a smaller size (x-height 5 mm). The practices in the lower half of the worksheets are varied and involve rhyming, question and answer, synonyms, homonyms etc. The CD-ROM has animations showing the joins.

### Chapter 2 — Suffixes

### Chapter 3 — Prefixes

### Chapter 4 — Common Letter Strings

Chapters 2 - 4 use the practice of good handwriting to focus on the above aspects of English grammar with the writing on the 4-line grid used in Chapter 1.

### Chapter 5 — Refining handwriting

The student is encouraged to identify errors in their handwriting, change writing size, write for display, consider punctuation, begin to increase speed of writing and perform specific tasks; create a story, poem, letter. There is a handwriting checklist for the use of students.

### Book 3 — Years 5–6

The writing in the worksheets mostly continues to be between the 4-line guide lines but at a smaller size.(x-height 3.5 mm). The CD-ROM is similar to that for Years 3–4 with animations for letter formation, joins and all photocopyable

material including the guideline sheets at different sizes.

### Chapter 1 – Revision of joins

The joins are grouped as before and each worksheet focuses on a particular type of join as well as using others. The content of the sheets varies in subject - some grammatical, enrichment of language etc.

### Chapters 2 – 4 Suffixes, Prefixes and word roots, Common letter strings

These focus the handwriting practice on similar topics to the book for Y3-4 but with content adjusted to the older age group.

### Chapter 5 – Refining Handwriting

The students are encouraged to consider the overall size of their writing, to develop different styles of writing for different purposes and to find their own personal style. There are suggestions for increasing writing speed

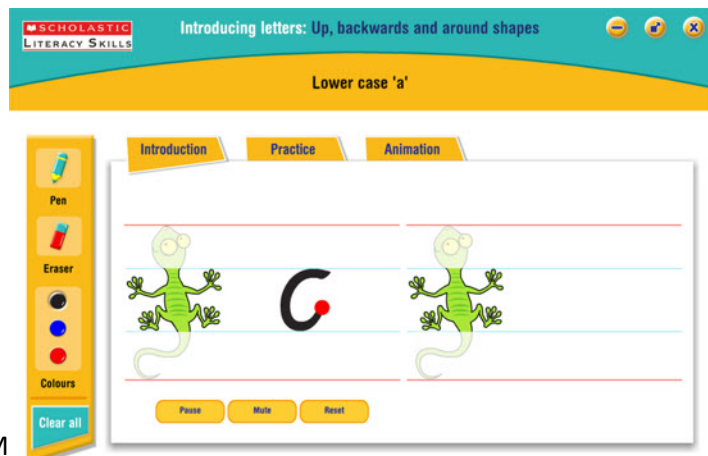
using pangrams and other exercises. There is a handwriting checklist for the use of students.

### COMMENT

The scheme is thoroughly thought through and provides detailed instructions at every stage, including preliminary preparation for writing with small children as well as encouraging self-evaluation and speeding up for Years 5 and 6. The purpose of every stage of learning is explained and recommendation for additional activities given; common problems likely to occur are frequently pointed out and remedies suggested.

The worksheets are informative and varied. The accompanying CD-ROMs provide animations and whiteboard facilities.

The scheme uses a simple modern style and suggests using looped descenders for joining when that stage is reached.



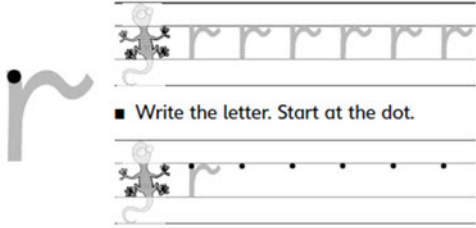
Screen images from Book 1 CD-ROM



Letters 'e', 'u', 'r', 'h'

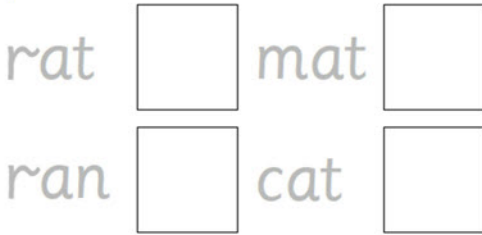
Down, up and over 'r'

- Trace over the large letter with your finger.
- Draw over the small letters.



- Write the letter. Start at the dot.

- Trace over the words that contain 'r'. Then draw a picture of them.

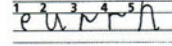


- Write your own letter 'r' on the line.



Background knowledge

Children need good fine motor control and visual perception for all these letters. The following examples are common mistakes with explanations of why the error has occurred:



Up, backwards and around shapes

'e' (1): It hasn't been finished; it ends when it touches the writing line.

Straight down shapes

'u' (2): The second down stroke is not vertical.

Down, up and over shapes

'r' (3): The curve is spiky, not rounded (check fine motor strength). It is also too low, the top of the bend should hit the top of the body.

'r' (4): The curve on this 'r' is flat, not rounded. Children will have paused at the top halting the flow around. Pause on the writing line only.

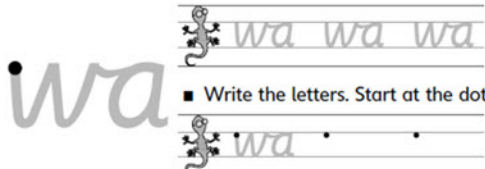
'h' (5): The curve is too high, making it resemble an 'n'. The second down stroke is not vertical, making it angled.

See page 13 for a sample alphabet for left-handers. Up, backwards and around shapes and down, up and over shapes have flattened tops reducing push across the page. The thumb and index finger have more of a pulling-down motion with less far to stretch around for curves and bumps.

End-high drop-on joins

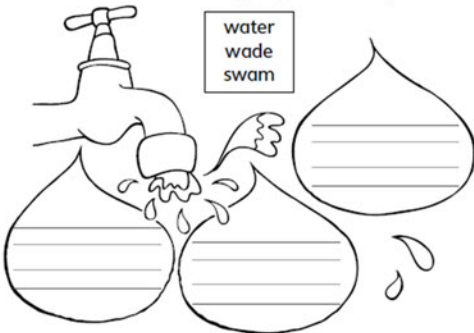
Joined 'wa'

- Trace over the large joined letters with your finger.
- Draw over the small joined letters.



- Write the letters. Start at the dot

- Write the 'wa' words dripping from the tap.



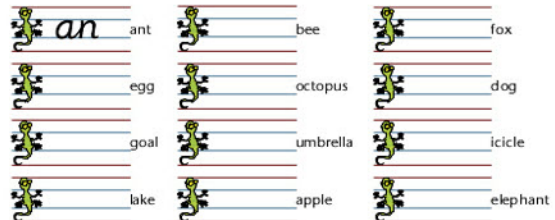
- Write your own joined 'wa' on the line.



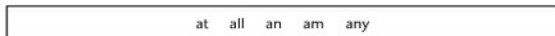
End-low diagonal joins

'A' or 'an'?

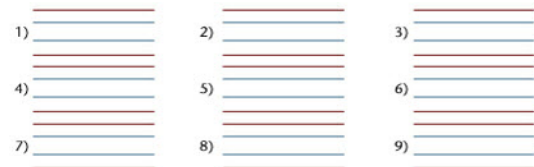
- Write 'a' or 'an' before each of these nouns.



- Can you see a rule for deciding when to use 'a' or 'an'? Tell a friend.
- Choose the right word from the box to write in the spaces below.



On (1) day of the week I (2) keen to get (3) of my work finished (4) school. It is sometimes (5) effort to do, but I always try hard. I (6) not that good (7) the things I have to do, so I have to work even harder on (8) that I find difficult. If I do really well, my teacher gives me (9) extra star!



- Then copy the whole piece onto a separate sheet of paper.

**Transforming nouns to verbs**

## Changing nouns to verbs ending in '-ify'

Change these nouns into verbs.

Take care:

- When adding a suffix that starts with a vowel to a word that ends with a vowel.
- When adding a suffix that starts with a vowel to a word that ends in 'y'.
- When adding a suffix to 'terror' and 'horror'.

Word classes: Can you find the words in the list that are adjectives?

Write a spelling rule that applies to 'terror' and 'horror'.

Y5-6

## End-low diagonal joins

**Objective**

To practise writing words with the end-low diagonal join using words containing the vowels 'a', 'i' and 'u'.

**Background knowledge**

This is the most common form of join. Children simply travel from where the letter ends on the writing line up to where the next letter begins.

Left-handers may wish to lift their pen from the paper while joining, thus avoiding having to push awkwardly across the page. If the ink or pencil trace disappears, do not tell them they have to produce a joining mark. However, do ensure they are joining just above the paper, rather than printing. Left-handers may also want to produce a sharper, more italic-style exit to their end-low joins. This is fine as long as they leave enough space between their words and don't cramp their letters together.

The words children practise during the activities focus on writing words with common letter strings but different pronunciations.

**Activities**

● **Photocopiable page 17 'Missing words'**

Children select a word from the choices provided to complete a sentence and write the correct word into a space in the sentence. The words all begin with the letter 'a' and use the end-low diagonal join, but have different pronunciations. Encourage the children to say the words aloud to explore the different 'a' vowel sounds. They practise the join further by identifying which two words share the same vowel sound and then make up a sentence that uses the remaining three words.

● **Photocopiable page 18 'Ouch!'**

This photocopiable sheet focuses on words containing 'u'. The children copy a short paragraph, enabling them to further practise the end-low diagonal join – 'thumb', 'built', 'unit' and 'jump' – as well as other joins. They then write their own sentence for each of the four words. Ask the children to read their new sentences aloud, and say the words aloud, to identify which of the four have the same vowel sound.

● **Photocopiable page 19 'Silent letters'**

Six words containing the letter 'l' are given (knit, ink, milk, bill, limb, finger). The children practise the end-low diagonal join by copying the words and putting them into alphabetical order. Two of the words, 'knit' and 'limb', contain silent letters. They identify these two words and write them again.

**Further ideas**

● **Coloured display:** Encourage the children to write their sentences on a piece of paper using a different colour crayon for each sentence. Use these as a handwriting display.

● **Writing implements:** Ask the children to write the same words or sentences on different types of surface using different writing implements, for example a blackboard and chalk, a whiteboard, paper and pencil, wax crayon and pen. Talk about the different effects and which is easier, faster or more attractive.

● **Comparison:** Ask one child to dictate a letter or short paragraph while their partner writes, then swap. Each then reads the other's writing and compares the result.

**What's on the CD-ROM**

- On the CD-ROM you will find:
  - Animation of the joins.
  - All of the photocopiable pages.



# Start Write, Stay Right!

## AIMS

This book addresses the environmental, postural and physical elements required for effective and automatic handwriting.

## CONTENT

Teacher book, Spiral bound. 100 pages.

2 A4 workbooks, 64 pages each.

Handwriting Paper

This scheme does not teach a particular script.

## Teacher Book

Written by paediatric occupational therapists this gives detailed information on many aspects of handwriting teaching.

The introduction explains causes of handwriting difficulties.

### Section 1 — Teaching young children

The following topics are covered:

Is The Child Ready To Write? A checklist with explanations and suggestions for intervention.

Fundamentals of Early Handwriting.

Pencil grip with hints on establishing a good grip and colouring exercises to establish grip.

Furniture.

Hints on teaching early writing using a variety of media.

Warm ups.

Developing core stability.

Writing tools and paper.

Motivation.

### Section 2 — Handwriting with older children

The following topics are covered:

Checklist to be completed for an individual child covering environment, position, the child's writing and speed — with detailed explanations of how to identify problems and suggestions for remedies.

General advice on handwriting topics: left-handers and copying.

Assessment of the children in a school in general, an individual child and speed testing.

Suggestions for planning a 6-week intervention programme.

An example of one teacher's experience.

Advice on gaining help from outside agencies.



## Author

Alison Harris & Janet Taylor

## Publisher

Special Direct

Park Lane Business Park

Kirkby-in-Ashfield

Nottinghamshire

NG17 9GU

Tel: 0800 318 686

Email: sales@specialdirect.com

www.specialdirect.com

## Prices

Teacher book

£19.99 inc VAT

Workbooks (for ages 5–8 and 9+

£23.99 each inc. VAT

Handwriting Paper

£23.99 inc. VAT

## Photocopy material

Yes

## Key Stages

English Curriculum

Foundation, 1 & 2

Scottish Curriculum

Early Years, P1–3, P4–7



### Section 3 — Worksheets

matching **b d p q** to their shadow shapes, grid patterns  
completing pictures by copying the mirror image  
basic handwriting patterns  
worksheets to test knowledge of sounds  
use of capital letters and spacing.

### Workbooks

These are intended to implement the suggestions in the Teacher Book with photocopiable material

#### Workbook 1 — for 5-8 year olds

p. 4 - warm-up exercise  
pp. 5–7 exercises in accuracy using finger prints and marks  
pp. 17–22 colouring shapes with thick outlines  
pp. 23–24 directional colouring  
pp. 25–33 writing patterns on pictures  
pp. 34–42 grid patterns  
pp. 43–44 copying shapes  
pp. 45–52 reversal letters **b d p q**  
pp. 53–57 capital letters practice  
pp. 55–63 letter size practice

#### Workbook 2 — for 9 year olds

Worksheets on similar topics to pp 5–52 above but created with an older child in mind.  
In addition:  
pp. 38–43 common letter joins  
pp. 47–50 recognising different fonts  
pp. 51–53 discriminating between similar words  
pp. 54–56 sequencing and copying shapes  
pp. 57–59 word spacing  
pp. 60–61 form filling in boxes

### Handwriting Paper

The A4 photocopiable pages can be printed from the booklet in black and white or from the attached CD-ROM which gives the additional choice of colour printing. There are suggestions for use of the lines.

14 sheets offer the following choices:

Stop and start prompts either by traffic light symbols or other symbols on a variety of single line widths: 55, 25, 18 and 12 mm.

Word spacing — writing within blocks.

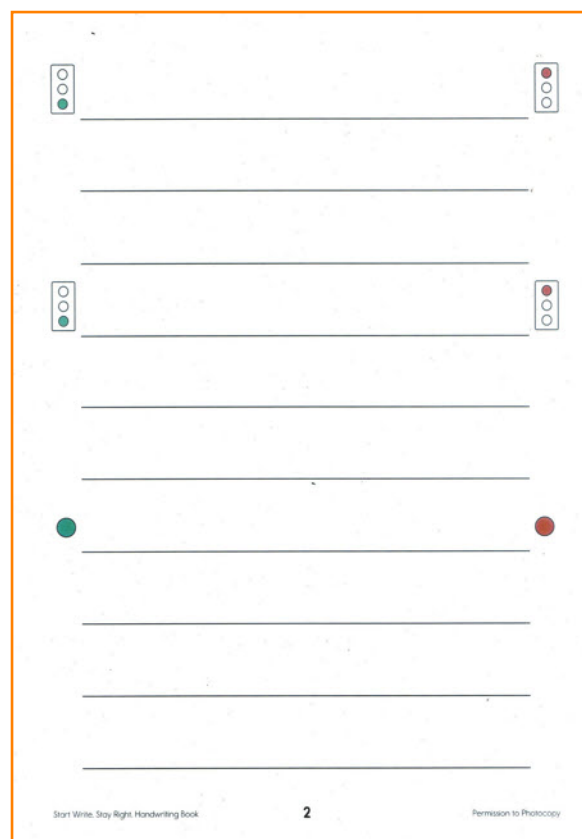
Relative letter heights indicated by: coloured layers — sky, grass, earth; x height shaded and marked with a dotted line - all in decreasing but large sizes.

Underlay sheets in heavy print for placing under a plain page — wide lined with blank space above and 12 mm apart.

### COMMENTS

This scheme gives much useful information about the acquisition of handwriting skills and the reasons that some children find handwriting difficult.

The material and information could be used with main-stream students but would be particularly useful to teachers working with children who have experienced difficulty with handwriting. The material is not restricted to any particular style of writing.



Handwriting Paper

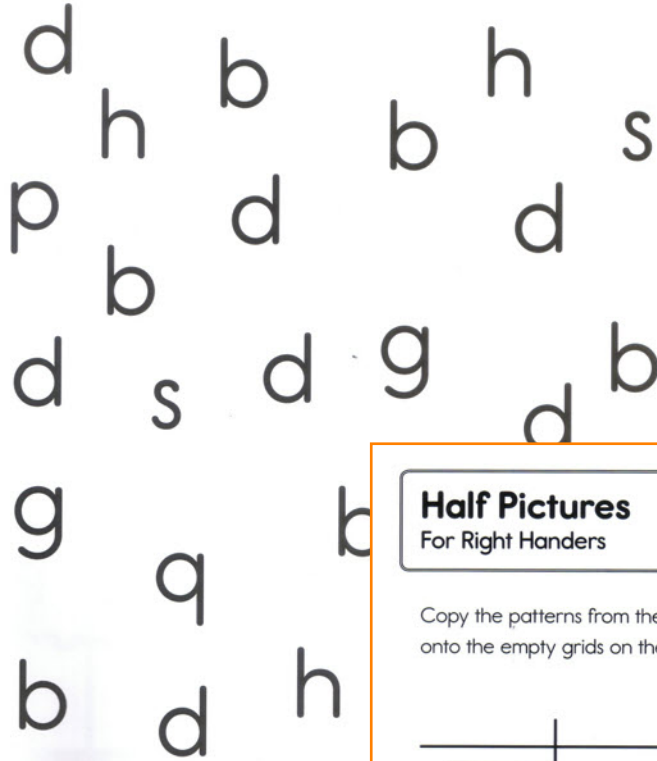
## Reversals

### Letter 'd'

Circle each letter 'd' that you see.  
Stamp them with a bingo pen if you like!

#### Teacher's Tip!

Make the letter first! Use a pipe cleaner and spend time talking about the shape and how the letter looks. Have the model on the table to refer to as the child does this sheet.



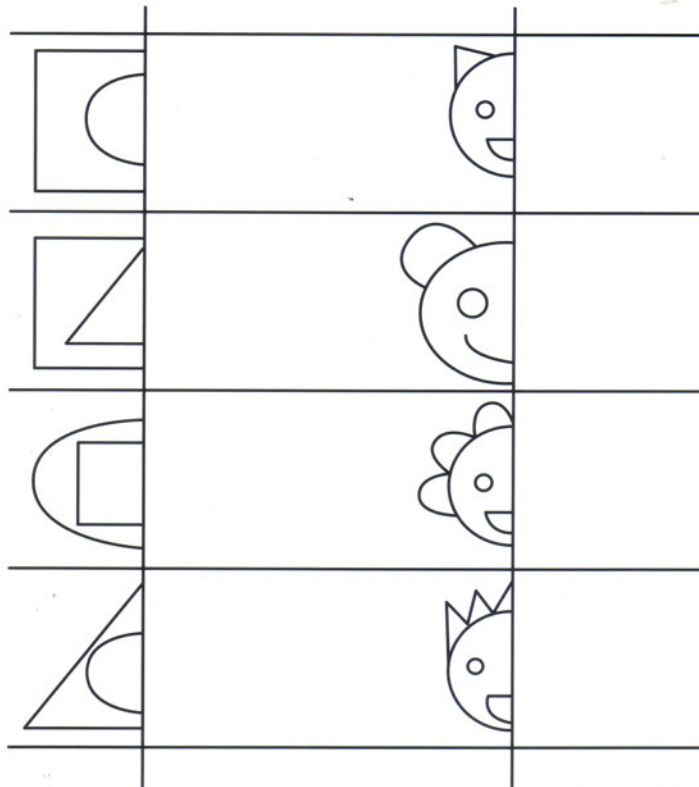
## Half Pictures

### For Right Handers

Copy the patterns from the grids on the left onto the empty grids on the right.

#### Teacher's Tip!

Start by drawing the largest shape and then add the smaller parts.

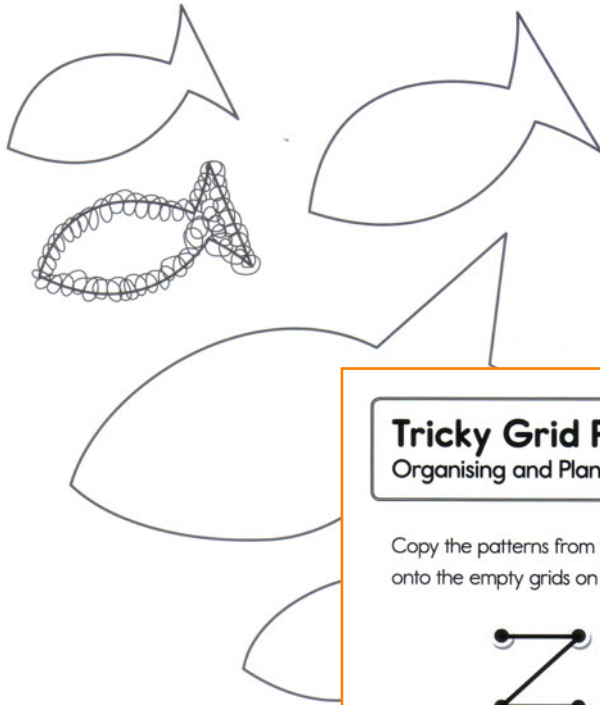


## Fluency and Fine Control

### Fish

Doodle pictures.

Using a curly looped pattern, cover the lines and shapes. Try making some of your own under the sea shapes!



#### Teacher's Tip!

This could be a fun activity on a large white board – with two or three students making a huge curly picture on a theme such as "under the sea". Make sure it's their fingers doing the work though and not big arm movements!

Start Write, Stay Right, Workbook 2

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Workbook 2

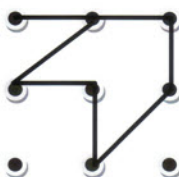
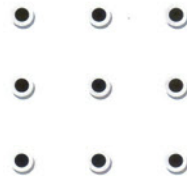
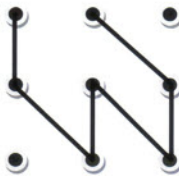
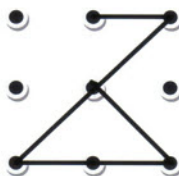
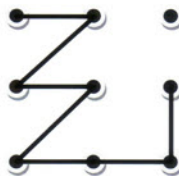
## Tricky Grid Patterns

### Organising and Planning

Copy the patterns from the grids on the left onto the empty grids on the right.

#### Teacher's Tip!

Remember to use good tools. A good tool will always improve presentation.



Start Write, Stay Right, Workbook 2

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Permission to Photocopy

# Support for Handwriting

## AIMS

To offer support in teaching the skills necessary to develop a fluent, legible style of handwriting. The books are graded in difficulty and have been written in line with current UK curricular requirements.

## CONTENT

The scheme consists of 5 A4 size photocopiable books in black and white with illustrations.

The material is also available on CD.

The handwriting style has upright letters with exit flicks. Teachers' notes on the inside covers of the books refer to pen hold, furniture, suggestions for left and right-handers, suggestions on conducting a lesson and recommendations on teaching letters..

### Book 1 Pre-writing skills and handwriting patterns

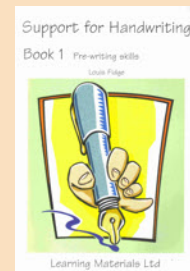
17 sheets of mazes following dotted lines, on a variety of subjects.  
7 more specific handwriting patterns; garlands and arches etc

### Book 2 Formation of lower case and capital letters

Teachers' notes are on the inside front and back covers as for Book 1 plus a résumé of the contents of Book 2.  
Lower case letters introduced in groups: **l l y j f k**; **u y r n h b m p**; **c g a d o q s e**; **v w z x**. Each letter is written with its capital and an illustration. The child is asked to follow directional arrows to make a large letter and then write two lines of letters between 4 guide lines. The capital letters are then practised (4 to a page). The letters are written between 4 guidelines. (x-height 1 cm)  
A spare page of guidelines and a pupil progress sheet are at the back.

### Book 3 Unjoined script, writing words, phrases and sentences

Revision of lower case and capital alphabet, tracing over words/sentences on a variety of subjects and copying once underneath. The letters are written on 4 guidelines at a smaller size than Book 2. (x-height 5 mm)  
A spare page of guidelines and a pupil progress sheet are at the back.



## Author

Louis Fidge

## Publisher

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www.learningmaterials.co.uk

## Published

2006

## Price

Books 1–5  
£15.80 each  
Set of books 1–5  
£75.84  
Set of books on CD  
£75.84 + VAT  
Set of books + half price CD  
£113.76 (+ VAT on CD)

## Photocopy material

Yes

## Key Stage

1 and 2

## Book 4 Essential joins

4 basic joins — 4 pages of practice of each join by copying words and then sentences.

Join 1 — diagonal to small letters e.g. **i-n, u-c**

Join 2 — diagonal to tall letters e.g. **i-l**

Join 3 — horizontal to small letters e.g. **o-p**

Join 4 — horizontal to tall letters e.g. **o-l**

Break letters — no join after **b g j p q x y z**

Review of capitals

Spare page of guidelines and a pupil progress sheet are at the back.

## Book 5 Use of joined script, writing words, phrases and sentences

Revision of basic joins by tracing and then writing.

Sentences to copy on a variety of subjects.

Guidelines as for Books 3 & 4 (x-height 5 mm).

## COMMENTS

These books teach the skill of handwriting using an upright simple modern hand beginning with pre-writing patterns. The letters are introduced in movement groups and the types of joins explained clearly.

There is a progression of skills through the course and the teacher would need to decide which book was to be used with a particular age group.

There is no provision for building up speed of writing and the smallest script to be copied is quite large (x-height 50 mm).

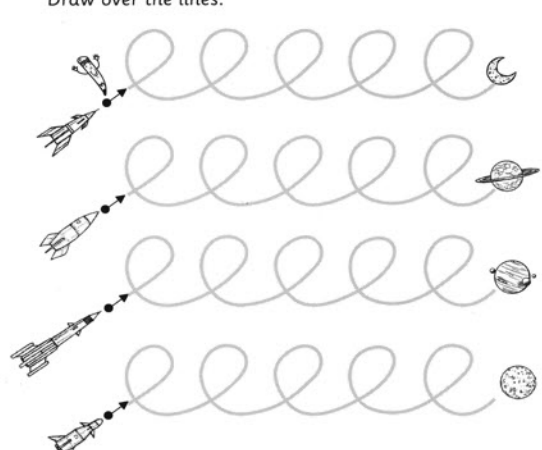
Book 1 could be used as a stand alone set of mazes and patterns.

Book 1


Name: \_\_\_\_\_ Handwriting Book 1

### Space travel

Draw over the lines.



Finish the pattern.

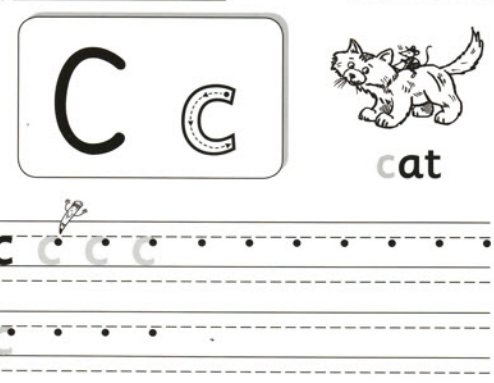


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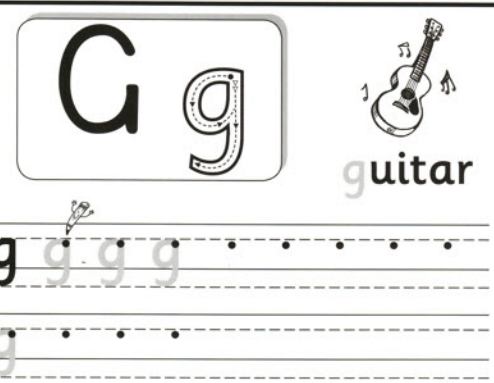
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Book 2

Name \_\_\_\_\_ Lower case letters c and g



cat



guitar

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

### Wild animals

Answer the questions.



Is it a zebra?

zebra

Yes, it is a zebra.



Is it a giraffe?

snake

No, it is a snake.



Is it a lion?

lion



Is it a crocodile?

giraffe



Is it a snake?

crocodile



Is it a monkey?

monkey

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### Practising the 4th join (1)

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

Copy and write.



a hot pot

a black spot



a dark park

a fierce shark



a mole in a hole

a lovely doll

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### Practising writing

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

Copy and write.

Peg Leg Pete was the most dangerous

pirate in the world. He wore

a spotted scarf on his head.

His bushy eyebrows twitched

like crabs' claws. His eyes

bulged like cannonballs.



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# Additional Resources

## Handwriting Fonts

Below are some resources that provide handwriting fonts that can be useful to support handwriting teaching, enabling teachers to produce materials and worksheets in their chosen style and sometimes providing interactive whiteboard facilities for teaching letter formation and joining.

In addition to these stand-alone packages some of the schemes in the main section include a CD-ROM of the font used. (See 'At a Glance')

## Cursive Writing

Cursive and pre-cursive fonts with or without entry strokes and with alternative forms of some letters can be downloaded onto the font list of a computer. The chosen fonts can be purchased in dotted format (with or without 4 guidelines of a single size), outline format and in a format with starting arrows. The fonts can be lightened in colour for tracing.

[www.cursivewriting.org](http://www.cursivewriting.org)

## Handwriting for Windows 3.0

(See *The Handwriting File* in the Schemes section)

This CD-ROM supplies a wide variety of fonts in pre-cursive and cursive formats, allowing a wide choice of letter styles (dotted, arrowed, fine line etc.) that can be loaded onto the font list of a computer. Particular versions of individual letters can be selected e.g. looped and open ascenders and descenders, with and without entry strokes to fit particular requirements. There is facility for printing between 2 or 3 guidelines.

[www.kber.co.uk](http://www.kber.co.uk)

## KBER Precursive Fonts

124 TrueType fonts. As above for pre-cursive fonts

[www.kber.co.uk](http://www.kber.co.uk)

## Lottiscript

This software application can be downloaded to run on whiteboard or computer. There is a choice of 4 handwriting styles: print script, cursive with breaks, and continuous cursive with or without entry strokes. There are alternative forms of some of the letters.

The letters and words can be animated at different speeds in different pen widths and colours and on a choice of coloured backgrounds. Worksheets can be created using variety of guidelines.

(See NHA Journal Handwriting Today 2007 for review)

[www.tthonline.co.uk](http://www.tthonline.co.uk)

### **The Sassoon Project**

The Project offers a wide variety of font packages for schools, researched by Rosemary Sassoon and created by Adrian Williams. There are 16 packages to supply particular needs.

[www.clubtype.co.uk](http://www.clubtype.co.uk)

### **Sassoon Patterns and Teacher Copybook PDF**

One of above, this font package creates patterns: scribbles, simple and repeating patterns and those designed specifically as preparation for letter formation. The 16p copybook in Adobe PDF format has progressive exercises and suggested layouts for teachers to make their own copybooks.

[www.clubtype.co.uk](http://www.clubtype.co.uk)

## **Publications That May Be of Help**

### **A Teacher's Guide: Multisensory Approaches to Assessing and Improving Handwriting Skills. J. Taylor**

Printed on demand from David Fulton/Routledge 2001  
Practical suggestions for assessing pupils' handwriting difficulties and techniques to help them.

[www.routledge.com](http://www.routledge.com)

### **Handwriting the way to teach it. R. Sassoon**

Sage Publications, 2003  
Essential reading for teachers of handwriting by an expert practitioner — it really addresses the subject.

[www.uk.sagepub.com](http://www.uk.sagepub.com)

### **The Handwriting Pocketbook. J. Bennett and P.Hailstone**

Teachers' Pocketbooks, 2007  
An amazing amount of information about teaching handwriting in a small format.

[www.teacherspocketbooks.co.uk](http://www.teacherspocketbooks.co.uk)

### **Speed Up! L. Addy**

LDA, 2004  
A programme of 8 weekly sessions for children aged 8–13 whose writing is slow, illegible or lacking in fluency. Multi sensory activities.

[www.ldalearning.com](http://www.ldalearning.com)

### **Tips for Teaching, NHA Publications**

Leaflets on card or for download on PDF on the following subjects:

- Above Year 4
- Basic Steps
- Hands up for Handwriting (warm-up exercises)
- Handwriting Difficulties
- Patterns
- 'S' Rules for quick assessment
- Speeding Up
- Writing Grip

[www.nha-handwriting.org.uk](http://www.nha-handwriting.org.uk)

The NHA also publishes books on aspects of handwriting: school handwriting policy, secondary school, left-handers. There is also a booklet especially for parents.

[www.nha-handwriting.org.uk](http://www.nha-handwriting.org.uk)

### **Write from the Start. I. Teodorescu and L. Addy**

LDA, 1996 Books 1 & 2

A programme with worksheets to develop fine motor skills and perceptual skills in preparation for handwriting.

[www.ldalearning.com](http://www.ldalearning.com)

## **Some Other Useful Resources**

### **Callirobics. L. Laufer**

2006. Available from Special Direct

Penmanship exercises set to relaxing music. There are different levels from beginners to adult.

[www.specialdirect.com](http://www.specialdirect.com)

### **Come Alive Phonics: Interactive CD-ROM**

Available from Yellow Door

A software package to introduce first letters to young children.

Lively animations and songs for use on whiteboard or PC.

Worksheets included in the package.

[www.yellow-door.net](http://www.yellow-door.net)

### **Pegs to Paper. A. Webb**

Available from NHA

An original way of teaching skills for handwriting using a set of 100 brightly coloured pegs and peg board with instruction booklet.

[www.nha-handwriting.org.uk](http://www.nha-handwriting.org.uk)

### **Write Dance. R.Oussoren**

Second Edition, Lucky Duck Books, Sage Publications

An innovative programme that uses music and movement to introduce handwriting to children – as a book, audio CD and DVD.

For children aged 4–8.

Also Write Dance in the Early Years for children aged 3–5

More Write Dance for Children aged 5–9

[www.uk.sagepub.com](http://www.uk.sagepub.com)  
[www.writedancetraining.com](http://www.writedancetraining.com)

### **Write Said Ted. L. Addy**

Available from Special Direct

A resource for the Early Years Foundation Stage using a system of cards that prepare for writing at 12 activity levels. The tasks are located within the pockets of a teddy bear wall hanging.

[www.specialdirect.com](http://www.specialdirect.com)