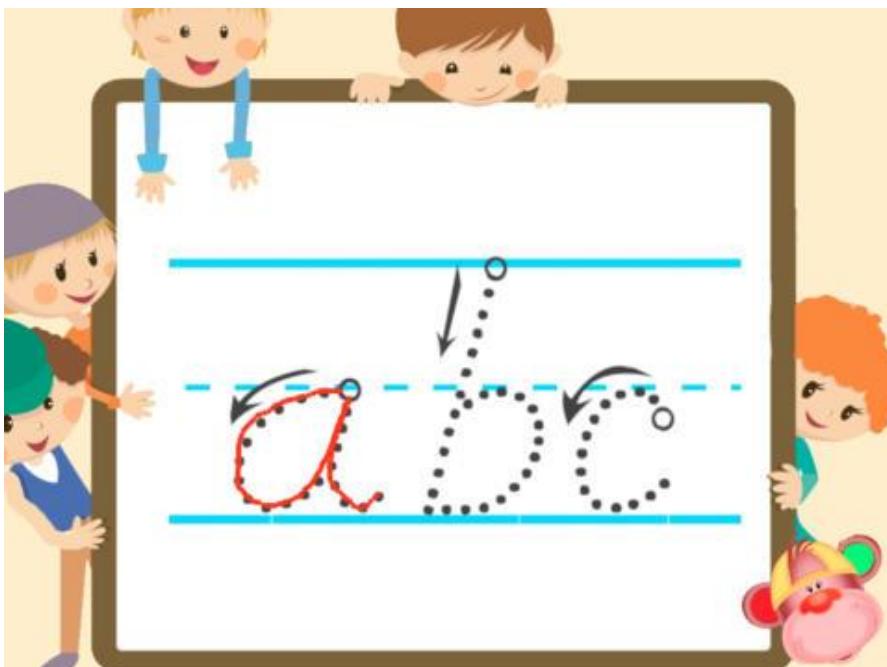


Occupational Therapy: Children, Young People & Families Department

5: Handwriting – Letter formation

Intervention Programme for Schools



Occupational Therapy: Children, Young People and Families Department
4/1/2016

Intervention programme 5: Handwriting – letter formation

Schools use different handwriting models, and there is no clear evidence that one handwriting style is easier to learn than other. Rather than asking you to change the handwriting programme your school uses, this handwriting intervention is aimed to be used alongside your existing model alphabet, whether you use printed, cursive or continuous cursive script.

If you have your own handwriting programme in place, you can use this instead.

Please ensure that you document the sessions so that if you do need to refer to OT you can show that the child has had an appropriate amount of intervention. For letter formation, we would particularly recommend the **Handwriting Without Tears** programme (www.hwtears.com/hwt), which has specific resources for different ages.

Printing Like A Pro is also a useful programme for children learning to print. The resources are free and can be downloaded from:

www.childdevelopment.ca/SchoolAgeTherapy/SchoolAgeTherapyPLaPWorksheets

Both **Handwriting Without Tears** and **Printing Like A Pro** have been developed from an Occupational Therapy perspective and have been researched for their effectiveness.

Evidence base

Handwriting is a complex skill and there is no consensus on the best intervention approach. The best evidence we have (from systematic reviews) can be summarised as:

- Short, frequent sessions of practice are more effective than longer, less frequent sessions (15 minutes a day is good to aim for).
- About 20 sessions are needed in order to see results.
- Fewer than 2 sessions per week was ineffective.
- To improve handwriting, you need to practice handwriting itself (rather than other skills such as in-hand manipulation or improving the sense of touch or hand movement).
- Multi-sensory approaches (making letters out of different materials, drawing in sand trays, etc) seem to work better for younger children, but are not as effective with older children.

- Cognitive strategies (such as the ones used in this booklet) work well with older children.
- Visual cues (such as direction arrows on the letters) gave good results.
- Tracing was not effective in improving handwriting.
- Legibility and letter formation need to be worked on before speed, and separately from speed, otherwise legibility will deteriorate.

(Hoy, M. M. P., Egan, M. Y., & Feder, K. P. (2011). A systematic review of interventions to improve handwriting. *Canadian Journal of Occupational Therapy*, 78, 13-25.)

Using the programme

Focusing on the **correct formation** of the letters is really important, as this will help with legibility and, eventually, speed. Often children form the letters incorrectly (for example in the wrong direction), but because the resulting letter looks okay, it isn't noticed. However, when they start trying to join letters or speed up their writing, this poor letter formation becomes more noticeable.

Use whatever handwriting style your school has adopted. If you are using continuous cursive, give consideration to whether this is appropriate for that individual child. While it does have benefits for many children, some really seem to struggle with the changes of direction and are more suited to a printed style, perhaps with some basic cursive flicks for joining letters.

Before you start...

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

Remember...

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

Further information

You can find more information and resources on our website:

www.swft.nhs.uk/our-services/children-and-young-peoples-services/occupational-therapy

Overview

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

Week 1: Session 1

Resources:

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

Warm-up:

Arm wake-ups

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

Handwriting patterns: straight lines

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

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

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

Main activities:

Straights: I,i

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

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

Week 1: Session 2

Resources:

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

Warm-up:

Wall push-ups

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

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

Breathe out as you push to straighten your arms.

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

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



Pencil aerobics

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

Main activities:

Revision of l,i

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

Straights:t,f

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

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

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

Week 1: Session 3

Resources:

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

Warm-up:

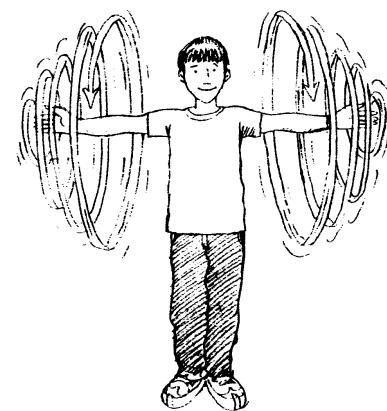
Shoulder spirals

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

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

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

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



Rubber band stretch

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

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

Main activities:

Straights: revision and using in practice

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

Week 2: Session 1

Resources:

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

Warm-up:

Arm wake-ups

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

Handwriting patterns: curves and circles

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

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

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

Main activities:

Anti-clockwise: c,o,e

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

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

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

Week 2: Session 2

Resources:

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

Warm-up:

Wall push-ups

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



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

Breathe out as you push to straighten your arms.

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

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

Pencil aerobics

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

Main activities:

Revision

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

Anti-clockwise: e,a

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

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

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

Week 2: Session 3

Resources:

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

Warm-up:

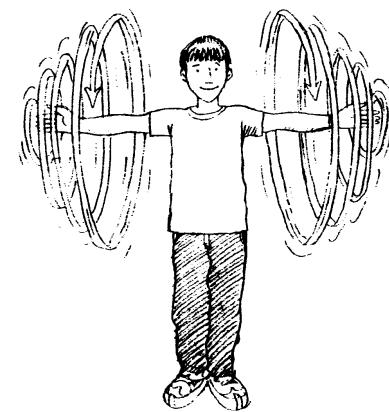
Shoulder spirals

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

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

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

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



Rubber band stretch

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

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

Main activities:

Anti-clockwise: revision and using in practice

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

Week 3: Session 1

Resources:

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

Warm-up:

Arm wake-ups

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

Handwriting patterns: straight lines

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

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

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

Main activities:

Special curves: s,u

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

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

Week 3: Session 2

Resources:

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

Warm-up:

Wall push-ups

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

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

Breathe out as you push to straighten your arms.

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

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



Pencil aerobics

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

Main activities:

Special curves: revision

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

Special curves: using in practice

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

Week 3: Session 3

Resources:

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

Warm-up:

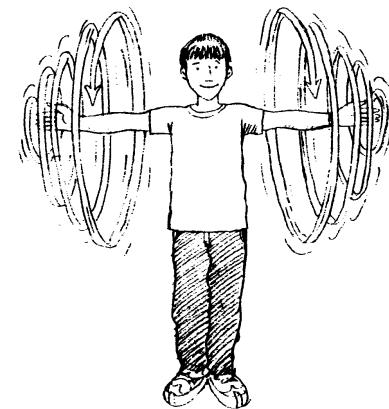
Shoulder spirals

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

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

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

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



Handwriting patterns: humps

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

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

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

Main activities:

Curves: *r,n,m*

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

- 1) Present the model alphabet to the children and ask them to circle the letter.

2) Modelling:

Demonstrate how to form the letter using a chalkboard or white board. Emphasise the starting point and include numbered arrows to show correct letter formation.

3) Self-Talk:

Encourage the children to say out loud the directions for forming the letter, focusing on the starting point and movement. Verbally model the self-talk and prompt the student to talk out loud, repeating the same set of directions each time.

4) Chalkboard Practice:

Now practice the letter in a range of writing tools.

- Start by drawing the letter in the air – remember to say the movements as you do it.
- Next, draw the letter on a chalkboard with a small, wet sponge.
- Now draw the letter with a wet fingertip.
- Dry the letter with a bit of scrunched up paper towel.
- Finally, draw the letter with chalk.

5) Paper practice

Next, practice the letter on paper. Remember to say the movements as you draw the letter.

- Firstly, trace a copy of the letter with numbered arrows
- Next trace 3 copies of the letter without numbered arrows
- Finally, copy the letter ten times.

6) Self Evaluation:

Now ask the children to look at what they have written on paper and compare it to the target letter.

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

Week 4: Session 1

Resources:

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

Warm-up:

Arm wake-ups

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

Rubber band stretch

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

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

Main activities:

Curves: revision

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

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

- 1) Present the model alphabet to the children and ask them to circle the letter.
- 2) Modelling:

Demonstrate how to form the letter using a chalkboard or white board. Emphasise the starting point and include numbered arrows to show correct letter formation.

3) Self-Talk:

Encourage the children to say out loud the directions for forming the letter, focusing on the starting point and movement. Verbally model the self-talk and prompt the student to talk out loud, repeating the same set of directions each time.

4) Chalkboard Practice:

Now practice the letter in a range of writing tools.

- Start by drawing the letter in the air – remember to say the movements as you do it.
- Next, draw the letter on a chalkboard with a small, wet sponge.
- Now draw the letter with a wet fingertip.
- Dry the letter with a bit of scrunched up paper towel.
- Finally, draw the letter with chalk.

5) Paper practice

Next, practice the letter on paper. Remember to say the movements as you draw the letter.

- Firstly, trace a copy of the letter with numbered arrows
- Next trace 3 copies of the letter without numbered arrows
- Finally, copy the letter ten times.

6) Self Evaluation:

Now ask the children to look at what they have written on paper and compare it to the target letter.

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

Week 4: Session 2

Resources:

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

Warm-up:

Wall push-ups

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



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

Breathe out as you push to straighten your arms.

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

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

Pencil aerobics

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

Main activities:

Curves: revision

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

Curves: using in practice

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

Week 4: Session 3

Resources:

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

Warm-up:

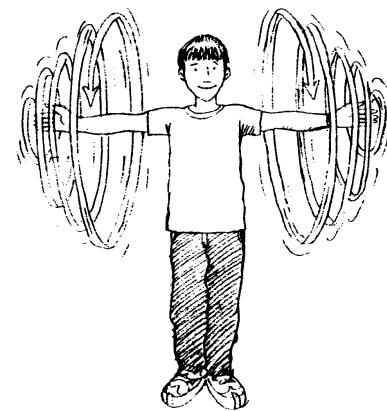
Shoulder spirals

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

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

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

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



Handwriting patterns: loops

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

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

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

Main activities:

Descenders: j,g

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

- 1) Present the model alphabet to the children and ask them to circle the letter.
- 2) Modelling:

Demonstrate how to form the letter using a chalkboard or white board. Emphasise the starting point and include numbered arrows to show correct letter formation.

3) Self-Talk:

Encourage the children to say out loud the directions for forming the letter, focusing on the starting point and movement. Verbally model the self-talk and prompt the student to talk out loud, repeating the same set of directions each time.

4) Chalkboard Practice:

Now practice the letter in a range of writing tools.

- Start by drawing the letter in the air – remember to say the movements as you do it.
- Next, draw the letter on a chalkboard with a small, wet sponge.
- Now draw the letter with a wet fingertip.
- Dry the letter with a bit of scrunched up paper towel.
- Finally, draw the letter with chalk.

5) Paper practice

Next, practice the letter on paper. Remember to say the movements as you draw the letter.

- Firstly, trace a copy of the letter with numbered arrows
- Next trace 3 copies of the letter without numbered arrows
- Finally, copy the letter ten times.

6) Self Evaluation:

Now ask the children to look at what they have written on paper and compare it to the target letter.

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

Week 5: Session 1

Resources:

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

Warm-up:

Arm wake-ups

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

Rubber band stretch

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

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

Main activities:

Descenders: revision

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

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

- 1) Present the model alphabet to the children and ask them to circle the letter.

2) Modelling:

Demonstrate how to form the letter using a chalkboard or white board. Emphasise the starting point and include numbered arrows to show correct letter formation.

3) Self-Talk:

Encourage the children to say out loud the directions for forming the letter, focusing on the starting point and movement. Verbally model the self-talk and prompt the student to talk out loud, repeating the same set of directions each time.

4) Chalkboard Practice:

Now practice the letter in a range of writing tools.

- Start by drawing the letter in the air – remember to say the movements as you do it.
- Next, draw the letter on a chalkboard with a small, wet sponge.
- Now draw the letter with a wet fingertip.
- Dry the letter with a bit of scrunched up paper towel.
- Finally, draw the letter with chalk.

5) Paper practice

Next, practice the letter on paper. Remember to say the movements as you draw the letter.

- Firstly, trace a copy of the letter with numbered arrows
- Next trace 3 copies of the letter without numbered arrows
- Finally, copy the letter ten times.

6) Self Evaluation:

Now ask the children to look at what they have written on paper and compare it to the target letter.

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

Week 5: Session 2

Resources:

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

Warm-up:

Wall push-ups

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



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

Breathe out as you push to straighten your arms.

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

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

Pencil aerobics

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

Main activities:

Descenders: revision

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

Descenders: using in practice

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

Week 5: Session 3

Resources:

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

Warm-up:

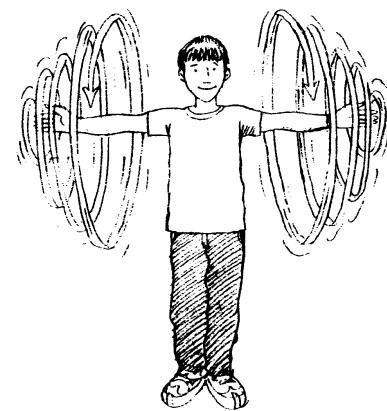
Shoulder spirals

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

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

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

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



Handwriting patterns: zigzags

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

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

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

Main activities:

Sliders: v,w,y,

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

- 1) Present the model alphabet to the children and ask them to circle the letter.
- 2) Modelling:

Demonstrate how to form the letter using a chalkboard or white board. Emphasise the starting point and include numbered arrows to show correct letter formation.

3) Self-Talk:

Encourage the children to say out loud the directions for forming the letter, focusing on the starting point and movement. Verbally model the self-talk and prompt the student to talk out loud, repeating the same set of directions each time.

4) Chalkboard Practice:

Now practice the letter in a range of writing tools.

- Start by drawing the letter in the air – remember to say the movements as you do it.
- Next, draw the letter on a chalkboard with a small, wet sponge.
- Now draw the letter with a wet fingertip.
- Dry the letter with a bit of scrunched up paper towel.
- Finally, draw the letter with chalk.

5) Paper practice

Next, practice the letter on paper. Remember to say the movements as you draw the letter.

- Firstly, trace a copy of the letter with numbered arrows
- Next trace 3 copies of the letter without numbered arrows
- Finally, copy the letter ten times.

6) Self Evaluation:

Now ask the children to look at what they have written on paper and compare it to the target letter.

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

Week 6: Session 1

Resources:

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

Warm-up:

Arm wake-ups

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

Rubber band stretch

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

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

Main activities:

Sliders: revision

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

Sliders: x,z,k

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

- 1) Present the model alphabet to the children and ask them to circle the letter.

2) Modelling:

Demonstrate how to form the letter using a chalkboard or white board. Emphasise the starting point and include numbered arrows to show correct letter formation.

3) Self-Talk:

Encourage the children to say out loud the directions for forming the letter, focusing on the starting point and movement. Verbally model the self-talk and prompt the student to talk out loud, repeating the same set of directions each time.

4) Chalkboard Practice:

Now practice the letter in a range of writing tools.

- Start by drawing the letter in the air – remember to say the movements as you do it.
- Next, draw the letter on a chalkboard with a small, wet sponge.
- Now draw the letter with a wet fingertip.
- Dry the letter with a bit of scrunched up paper towel.
- Finally, draw the letter with chalk.

5) Paper practice

Next, practice the letter on paper. Remember to say the movements as you draw the letter.

- Firstly, trace a copy of the letter with numbered arrows
- Next trace 3 copies of the letter without numbered arrows
- Finally, copy the letter ten times.

6) Self Evaluation:

Now ask the children to look at what they have written on paper and compare it to the target letter.

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

Week 6: Session 2

Resources:

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

Warm-up:

Wall push-ups

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



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

Breathe out as you push to straighten your arms.

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

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

Pencil aerobics

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

Sliders: revision

Revise the letters v,w,y,x,k,z. Can the children pick them out from the alphabet?

Where do they start, what direction does the movement go in? Draw them in the air or on paper to make sure the learning has carried over.

Sliders: using in practice

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

Week 6: Session 3

Resources:

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

Warm-up:

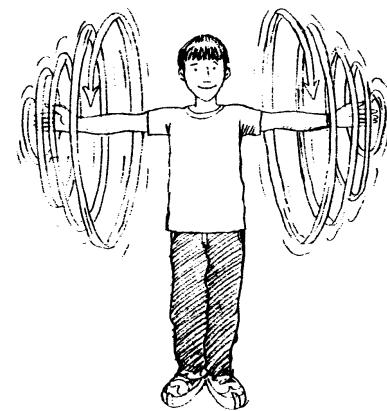
Shoulder spirals

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

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

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

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



Rubber band stretch

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

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

Main activities:

Alphabet game

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

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

Sample sentence

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

Write something special

This final task gives the children the opportunity to put all their learning into practice. Set the task of writing something special, depending on the abilities of the children. Using their preferred paper and pen or pencil, they could write:

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

Encourage them to decorate their work with pictures or stickers.

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

5: Handwriting – letter formation

Baseline and outcome assessment

Child's name Date of birth

Class Date of assessment

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

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

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

Handwriting – letter formation

Baseline and outcome assessment

Name: _____ Class: _____ Date: _____

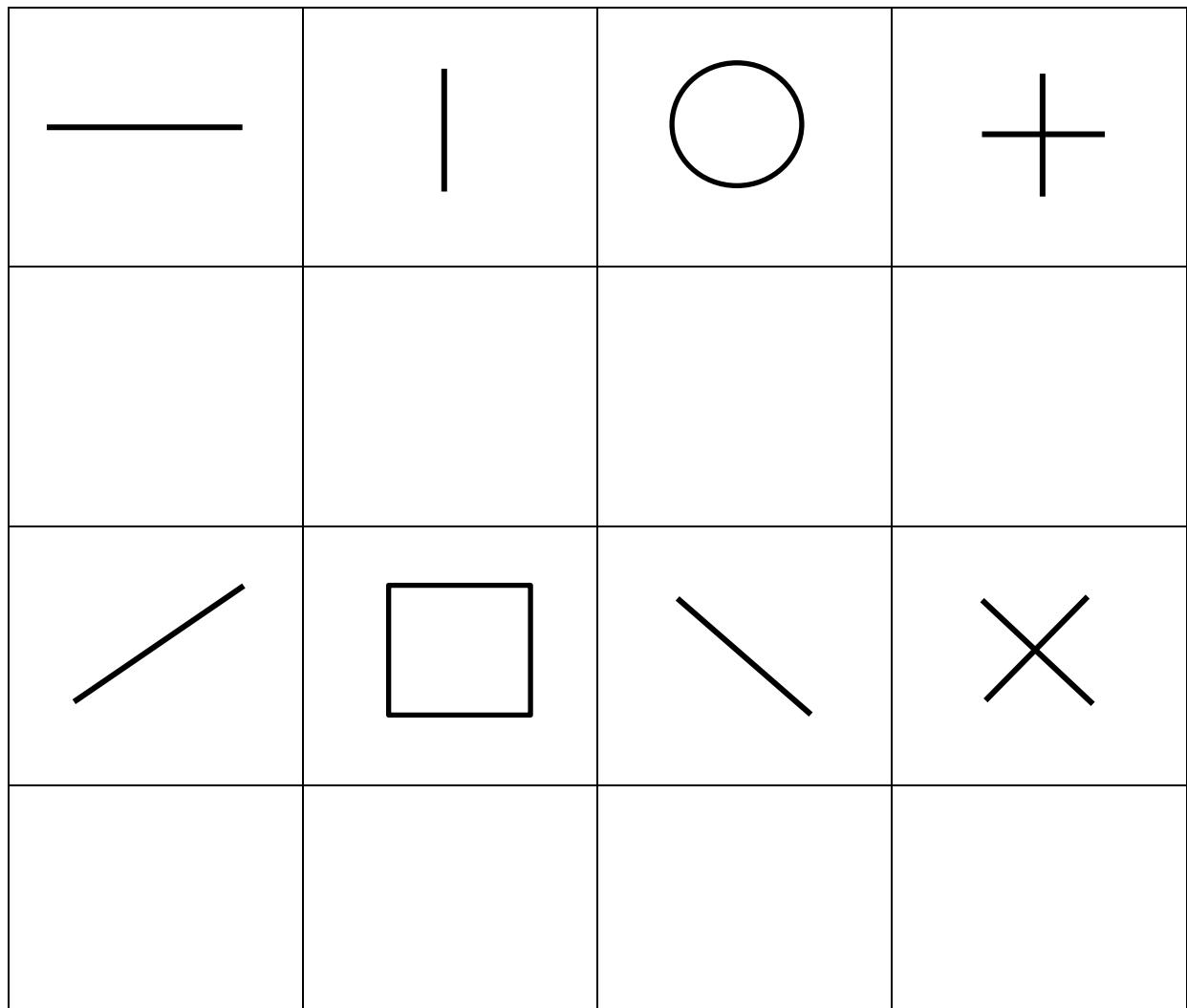
1) Write out the alphabet, in lower case letters, below:

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

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

The five boxing wizards jump quickly.

4) Copy out each shape in the box below:



Session completion record

Child's name

Date of birth

Class

Date of assessment

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

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

Handwriting self-assessment checklist

Name: _____

Class: _____ Date: _____

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

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

Resources

Example of model alphabets with numbered arrows:

