

Handwriting in Roseburn Primary School

This section contains two rows of handwriting practice patterns. Each pattern is shown in a vertical rectangular box with a small label at the bottom. The patterns are as follows:

- Row 1 (Top):**
 - Figure 1: A square wave pattern.
 - Figure 2: A wavy line pattern.
 - Figure 3: A dashed horizontal line.
 - Figure 4: A zigzag line pattern.
 - Figure 5: A series of seven dots.
 - Figure 6: A wavy line pattern.
 - Figure 7: A solid horizontal line.
- Row 2 (Bottom):**
 - Figure 8: A series of connected loops.
 - Figure 9: A series of connected loops.
 - Figure 10: A series of connected loops.
 - Figure 11: A zigzag line pattern.
 - Figure 12: A series of connected loops.
 - Figure 13: A wavy line pattern.
 - Figure 14: A wavy line pattern.

The labels for the patterns are: Figure 1, Figure 2, Figure 3, Figure 4, Figure 5, Figure 6, Figure 7, Figure 8, Figure 9, Figure 10, Figure 11, Figure 12, Figure 13, and Figure 14.

Roseburn Primary School



Handwriting

A Parent and Carer's guide to handwriting at
Roseburn Primary School

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

Aim

Our aim is for every pupil to develop a comfortable, fluent, legible and attractive style of handwriting.

In order to raise standards of handwriting and presentation for all pupils we have developed a consistent approach to the teaching of handwriting throughout all year stages.

What is cursive handwriting?

The main features are:

- each letter starts on the line
- the pupil keeps the pencil on the paper, giving a very fluent style
- pupils should eventually develop the ability to produce letters without thinking
- the automatic style releases the brain to concentrate on other aspects of writing eg: spelling, grammar, style, content and syntax.

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What are the benefits of continuous cursive handwriting?

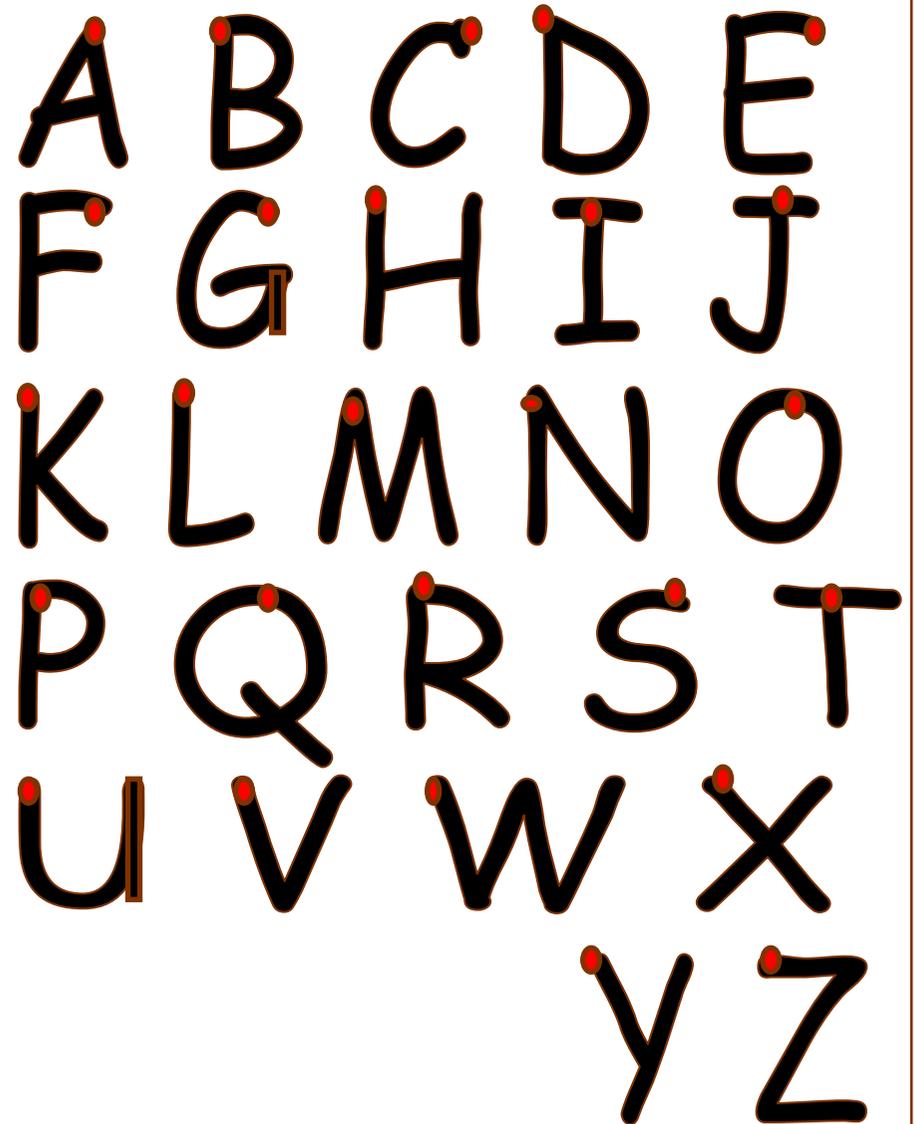
- One style is taught throughout the school in all areas of the curriculum.
- It is beneficial to all pupils, including those with dyslexia, as the continuous motor movement means pupils do not have to think about the order of the letters.
- The motor memory in a pupil's hands and fingers help him/her to learn new spellings as each word is made up of one movement.
- There are less letter reversals when writing.
- There is no need to change or relearn shapes later. If cursive is taught from the start most pupils will have mastered the mechanics of writing by the time they want to express their ideas more freely on paper.
- With the joining stroke, spaces occur naturally between letters.
- Spaces occur naturally between words as pupils stop when they get to the end of the spoken word.
- The fluency established by the early use of joined up letters helps pupils express ideas in written form more easily.
- Improvements in spelling.

This is how we write our letters...

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

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Primary 1-7 Capital letter formation. Begin at the red dot.



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Handwriting rules:

1. All similar letters are the same height.
2. Each lower case letter starts on the line with an entry stroke.
3. Letters which finish at the top join horizontally.
4. Letters which finish at the bottom join diagonally.
5. All down strokes are straight and parallel.
6. All rounded letters are closed.
7. The horizontal cross line of the letter 't' should be the same height as the lower case letters
8. Each letter should be written in one flowing movement.
9. Each word should be written in one flowing movement.
10. Letters within a word should be evenly spaced.
11. The body of the letter sits on the line.

Formative assessment

- regular feedback is given to pupils through oral and written comments
- pupils regularly self assess their own handwriting
- pupils regularly peer assess each other's handwriting
- after completing a task a teacher may ask a pupil to place a dot, line or star under the letter or join which the pupil feels is very good

This fosters good habits of self correction and proof reading . As pupils look for their best join, they will be scanning the content and spelling of their writing at the same time.

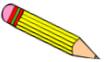
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Methodology

An active multi sensory approach is used at all stages in line with our learning and teaching policy. This involves:

- tracing over letter shapes with a finger
- air writing
- feeling the outline on their hand with a partner's finger
- using a variety of materials such as sandpaper letters, chalks, white boards , pens , paint, modelling clay
- using interactive ICT resources
- sitting correctly and using a sharp pencil at all times

u n w x



Learning and teaching

Handwriting is a skill which is taught explicitly. Since handwriting is essentially a movement skill, correct modelling of the agreed style by the teacher is very important. It is not sufficient to require pupils to copy letters and joins from a published scheme or worksheet.

Consistency in the attitudes displayed, teaching methods and the models provided is the key to effective learning. A combination of whole class, small group and individual teaching is planned throughout the school.

The role of the teacher is to:

- follow the school policy to help each child develop legible and fluent handwriting
- provide direct teaching and accurate modelling
- provide resources and an environment which promotes good handwriting
- have high standards for presentation of work
- observe pupils, monitor progress and determine targets for development

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Letter formation programme of study

The implementation of the handwriting policy is the responsibility of all teaching staff and pupil support assistants. First establish correct sitting and teach the correct tripod grip for both right-handed and left-handed pupils. Pencil grips are available in school where needed. Handwriting jotters with lines above and below to indicate the height of ascenders and descenders are used in P3 and P4. They are also available for individual pupils where needed.

Primary 1: use blank, then A4 jotter with 12mm spaces

- introduce all lower case letters and all capital letters

Primary 2: use A4 lined jotter with 10mm spaces

- revise lower case letters starting from the line
- revise all capitals  and 
- reinforce heights of  and 

Primary 3: use A4 lined jotter with 8mm spaces

- introduce first 9 joins, if not all 12
- reinforce starting on the line as entry point and correct exit point

Primary 4: use A4 lined jotter with 8mm spaces

- introduce or reinforce looping from tails 

Primary 5: use A4 lined jotter with 8mm spaces

- reinforce looping from tails 

Primary 6/7: use A4 jotter with 5mm lines to foster development of pupils consistent and personalised script

- revise and consolidate all 12 joins
- introduce writing with a handwriting pen

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Primary 1-7 Lower case letter formation. All letters begin on the line and start at the red dot.

