

Module Eleven: Part 2

b) Handwriting

To understand the role played by handwriting as the *third core skill* and part of appropriate multi-sensory provision

To understand the *sub*-skills for handwriting – their roles and progression – and how to provide for right-handers and left-handers

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Synthetic Phonics
Training

Module Eleven: Part 2 continued

b) Handwriting

Survey: To be aware of how pupils write by hand when they have been left largely to their own devices – including the possible consequences of excessive mini whiteboard use

Module Eleven: Part 2 continued

b) Handwriting

To consider the pros and cons of different handwriting styles (including joined handwriting) and different teaching approaches

To consider the options for teaching handwriting in bilingual or multilingual scenarios when the handwriting styles of the various countries differ

HANDWRITING

Handwriting is the third **CORE** skill and part of an *appropriate multi-sensory* approach

Sub-skills for handwriting

- Air-writing (interactive, engaging, directional)
- Tracing (finger or pencil)
- Learning to hold a pencil (correctly)

For 3 to 4 year olds, do arty things for both capital and lower case letters

- Teeny Reading Seeds provides hollow letters



Air-writing



- Face the same way as the children
- Avoid facing them and avoid writing 'in reverse'
- Children do not necessarily 'see' or 'perceive' a letter shape in the air, they may just note the physical movement
- Note the difference in movement between writing letter j in reverse and the correct orientation

School Survey

Observe:

- Are children 'hooking' their writing hands around?
- Are they writing from 'above' their words instead of from 'below'?
- Are they slanting the paper to be comfortable?
- Are they sitting with good posture at appropriate height desks?
- Are they holding their paper/books steady with their spare hands?



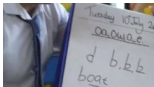
-Are they holding their pencils correctly?

-Are the adults holding their pencils/pens correctly in front of the children?

What do you notice?



What do you notice?



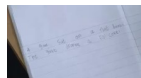
Y1 teacher's handwriting is very poor
Ofsted said this school is 'outstanding'



Desk is far too high - one boy has to hook his wrist - the other lifts his shoulder



Child's whiteboard is at right angle
Child writes from bottom to top



Child uses writing lines like 'barriers' - writing in between

Be mindful of the minutiae

- At all times when you are teaching, focus on the **details** of everything and **take great care**
- Train your learner, or learners, **really well** - your focus on the details of every aspect of teaching and learning **will soon pay off**
- Being mindful of the details means that you must **allow TIME** for **high-quality** teaching and learning - your example of care and precision **will be followed** by **ALL** your pupils

Fit-for-purpose writing activities?



Mini whiteboards
Sitting cross-legged



Lying on the floor

When might mini whiteboards be fit-for-purpose?
When might lying on the floor be fit-for-purpose?

When might these practices **not be fit-for-purpose**?

Ofsted Report

'Ready to read? How a sample of primary schools in Stoke-on-Trent teach pupils to read'

Page 4: ('Findings') *'In almost all of the schools visited, the teachers observed did not teach children to form the letters correctly when they taught the sounds.'*

Page 6: ('Recommendations') *'Ensure that the correct letter formation is taught at the same time as the letter-sound and that pupils are taught to sit correctly at a table, holding a pencil comfortably and correctly.'*

HANDWRITING PRACTICE:



Write all the upper case (capital) and lower case letter shapes of the alphabet with the correct tripod pencil hold.



Provide plenty of practice on simple writing lines for the positional value of letters on lines.

Remember, capital letters are the **SAME CODE AS** lower case letters – ‘say the sounds’ when writing:

To write **ch** say /ch/ - not /k/ /h/

Teaching new code as required:

You’re teaching **ch** as code for the /ch/ sound:

Charlotte is in your class, what can you do?

“In *your* special name, *those* letters are code for the /sh/ sound. Let’s look at the /sh/ spellings on our Alphabetic Code Chart.

When you write those letters, you can say /ch/ or sometimes /sh/.”

Incidental phonics teaching for teenies:

Josh

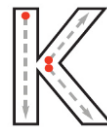


Charlotte

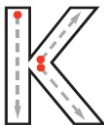


“In *your* names, *these* letters are code for the /sh/ sound.”

Poster available at www.phonicsinternationalpreschool.com



What is the reasoning for these starting points and directionality?



It’s easier to draw lines from a **middle point** on an existing line.

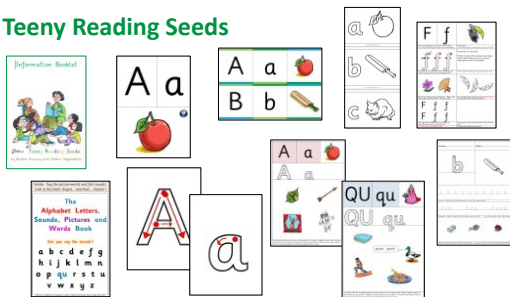
The second ‘up’ stroke **prepares** for later joined handwriting.

Print or joined handwriting?

- Teach four and five year olds how to **print** (including on lines) with **no joins or leaders**
- Teach a **fully joined style**, with leaders, when phonics understanding and print writing is **firmly embedded** – perhaps at 6 or 7 (Y2)
- Teach how to hold an ordinary-sized pencil with the **tripod hold**

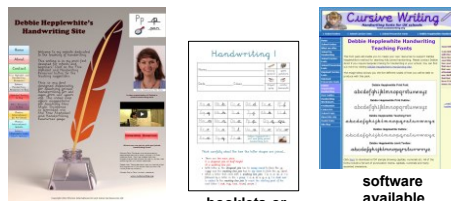
Handwriting support

Teeny Reading Seeds



www.phonicsinternationalpreschool.com

Handwriting support



booklets or pdf available

software available

www.debbiehepplewhitehandwriting.com

Handwriting support



Patter for print & joined
Resources for print & joined
 with or without pictures
Video guidance

Free to download