

*fame
under baptism, and
we are baptised and
illuminated from above
in the Holy Spirit and
in the Word. In you
we have found the
light of the Gospel
and the joy of the
Gospel.*

I want to make it quite clear that I deny
ever having written any of the above - it's
all an obvious forgery and in any case the
answers were obtained by undue pressure,
probably by the illicit use of truth drugs
and undeniably blackmail in to the
beginning. I never said it, I wouldn't
say it and if you don't print it I will
sue.

Caroline

18-19
A A M T T A H
S S S P P A
X X X Z Z Z Y Y J J
O O O C C

Al - ALBAN	Al - ALBAN
Am - AMERICAN	Am - AMERICAN
An - AN	An - AN
Ar - ARABIAN	Ar - ARABIAN
As - ASIAN	As - ASIAN
At - AT	At - AT
Au - AUSTRALIAN	Au - AUSTRALIAN
Av - AV	Av - AV
Aw - AW	Aw - AW
Ax - AX	Ax - AX
By - BY	By - BY
Bz - BZ	Bz - BZ
Ca - CA	Ca - CA
Cb - CB	Cb - CB
Cc - CC	Cc - CC
Cd - CD	Cd - CD
Ce - CE	Ce - CE
Cf - CF	Cf - CF
Cg - CG	Cg - CG
Ch - CH	Ch - CH
Cl - CL	Cl - CL
Cm - CM	Cm - CM
Cn - CN	Cn - CN
Co - CO	Co - CO
Cp - CP	Cp - CP
Cq - CQ	Cq - CQ
Cr - CR	Cr - CR
Cs - CS	Cs - CS
Ct - CT	Ct - CT
Cu - CU	Cu - CU
Cv - CV	Cv - CV
Cw - CW	Cw - CW
Cx - CX	Cx - CX
Cy - CY	Cy - CY
Cz - CZ	Cz - CZ

a b c d e f g h i j k
l m n o p q r s t
u v
A B
J K
S T U V W X Y Z
1 2 3 4 5 6 7 8 9 10

Montreal.
The miserable between
I see that have up-

Handwritten notes and scribbles in various styles, including cursive and block letters.

Handwriting

I hope your word for me
near the black hall with the red Dominus for the
people will give me what I have got to feel as I
go along forest of 2 do. or how the folk at Nizgu
i do! Dear mamma, you dont know the father
one I beg to look like other folk. If you dont know
at a star would be made in feldway street
one. To make my appearance there in my red Domi
at black hall. But the old clerk of the hall together
it make me a decent answer for common action
like the game say it's a pretty fine of the others
one first word for the Dominus. I ought now
give up this Journal. With Duty, Love, & Compas
nante as due, particularly to my dear little brother,
Henry to his home V.M. I will write to his soon
I am His affectionate mamma

If your Dutiful Daughters
C. A. my aunt Deanna Anna Green Myrtle
and I appear of my design
has not the time that you will thank her corrected in the

Aa	Aa	Aa	Aa	Aa	Aa
Cc	Cc	Cc	Cc	Cc	Cc
Dd	Dd	Dd	Dd	Dd	Dd

This is a handwriting lesson
using the computer and the
projector as the model.

Lorem ipsum dolor sit amet, consectetur adipiscing elit
 Lorem ipsum dolor sit amet, consectetur
 Lorem ipsum dolor sit amet
 Lorem ipsum dolor si
 Lorem ipsum del
 Lorem ipsum

Definition of an efficient pencil grip



- **Enables a child to write efficiently, and neatly without tiring**
- **Does not cause undue strain, tension or negative alignment to the rest of the body**

What foundations are needed to enable an efficient pencil grip?

**Postural Strength:
Shoulder and core strength**



Touch perception



Hand function



The four essential bases for fine motor skills



Each leg of the stool represents one of the bases for fine motor skills.

When one base is missing or broken the stool will wobble. Each leg needs to be strong for the stool to be stable.

Building the foundations in the Early Years Foundation Stage



Preparing children to write

There are principles of development called “**big to small**” and “**proximal to distal**” (Myers 1995)

Children develop the larger muscles of the trunk and arms before the smaller muscles of the hands, and that the **proximal muscles** closer to the body centre (e.g. shoulder muscles, upper arm muscles) develop before the **distal muscles** which are further away (e.g. hand muscles)

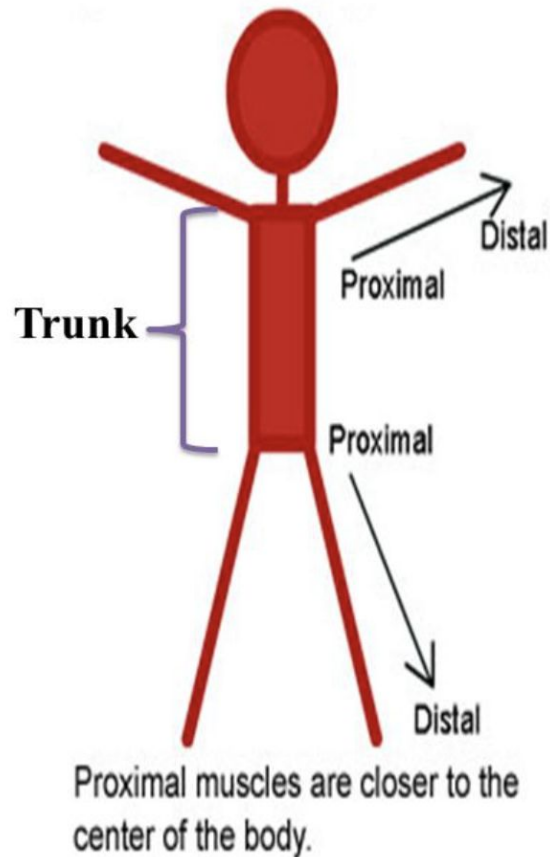
Proximal vs. Distal

Proximal: *Closer* to the trunk of the body than another part

Ex: The elbow is **proximal** to the wrist = The elbow is closer to the trunk than the wrist is

Distal: *Farther* from the trunk of the body than another part.

Ex: The fingers are **distal** to the wrist = The fingers are farther from the trunk than the wrist



Pencil grip development



1—1 1/2 years

Cylindrical Grasp



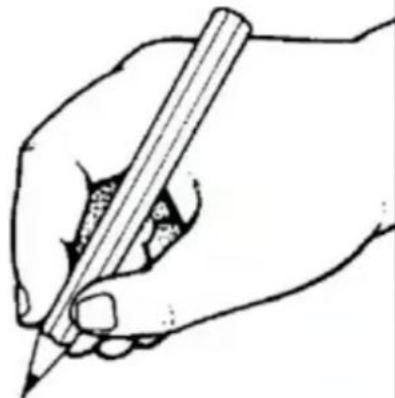
2—3 years

Digital Grasp



3 1/2—4 years

Modified Tripod Grasp



4 1/2—7 years

Tripod Grasp

A. Postural stability

When the bigger muscles of the shoulder girdle and trunk are strong and stable, the smaller muscles of the arms and hands can move freely in a controlled way.

When this is lacking a child will hold their pencil really tight to try and control it or sometimes press really hard on the paper. It may also cause tension in the shoulders.



Shoulder and core exercises

Pushing games (wall push and people push)

Chair push ups

Snake curls

Tightrope walker

Crab walking

Leg lifts



Ideas for developing postural stability (core and shoulder exercises)

Crab walking – Getting children to walk different distances in this pose with a bean bag on their tummy.

Tummy skittles – Children to lay on their tummy, raise their head and throw the ball at the skittles.

Bridge games – A child raises their bottom off the floor to make a bridge (back and feet flat). Another child passes toys underneath the bridge

Superman – This helps to strengthen the back muscles. Children to lie face down with their arms and feet in the air.

Sitting and bouncing on a therapy ball is a core workout.

Throwing and catching games with one child kneeling on their knees to catch the ball work the core muscles.

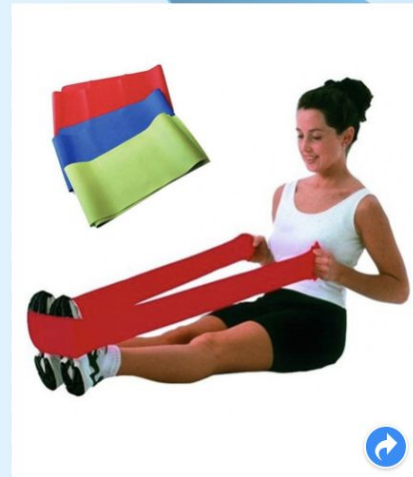


Pushing and pulling activities

Rolling pins – Grasping, pushing and rolling the pin in different ways such as across playdough or bubble wrap

Tug of war with therabands or putty can be fun

Climbing – Are you giving children enough opportunity to climb?



B. Tactile Perception

If you are not getting good **tactile feedback** from your fingers, it is hard to be accurate with them.

When a child has poor tactile perception it may feel as though the pencil is being held with rubber gloves on. Fine motor developmental is not optimal.

The child:

- can be clumsy
- can drop things small items regularly
- can let items slip from their grasp



Tactile perception activities

Help children to process touch feedback from the hands in order to use hand muscles more effectively.

Encourage children to 'look' with their hands

Feely bag type 1 – Describe object

Feely bag type 2 – Specific item search



C. Hand function

The hand and finger muscles need to work well together in order to control pencils and other small items and tools.

The wrist and forearm muscles are also important, as their positioning will get the hand in the best position to control pencils.

Cutting with scissors is one of the best ways a child can develop hand function.



Check their scissor skills



Developing hand function (hand, wrist and finger exercises)

Pushing and pulling activities

Lego or duplo blocks are a great way of developing hand strength

Pulling tape off a table is a hand strengthening exercise

Geo boards and the use of elastic or resistance bands are also helpful

Squeezing activities

Playing with **playdough**, **putty** or **clay** are all great ways to develop hand strength.

Spray bottles, water bottles or squeeze bottles can all be used to develop this base.

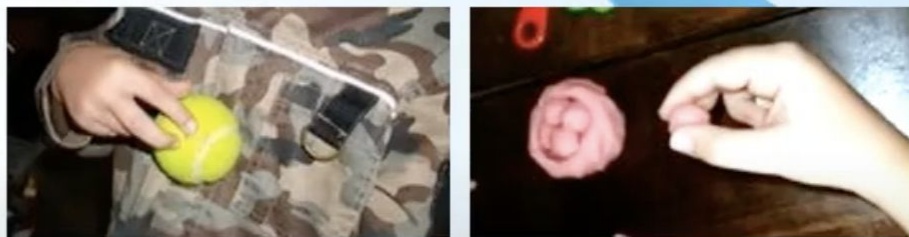
Hole punchers, turkey basters, injections, **squeezy toys**...

Finger exercises

Aim to develop and increase the dexterity and skill of the tripod fingers

We want these three fingers working in isolation

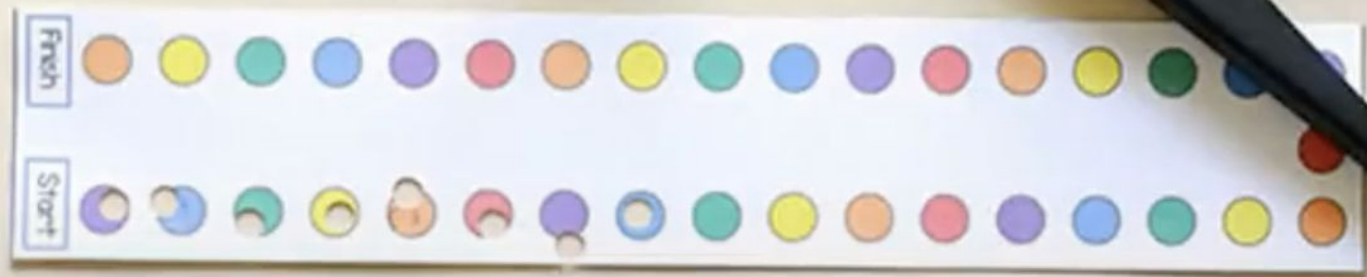
Finger ball walk



Playdough balls



Crepe paper crumpling



Dough Enhancement Trays



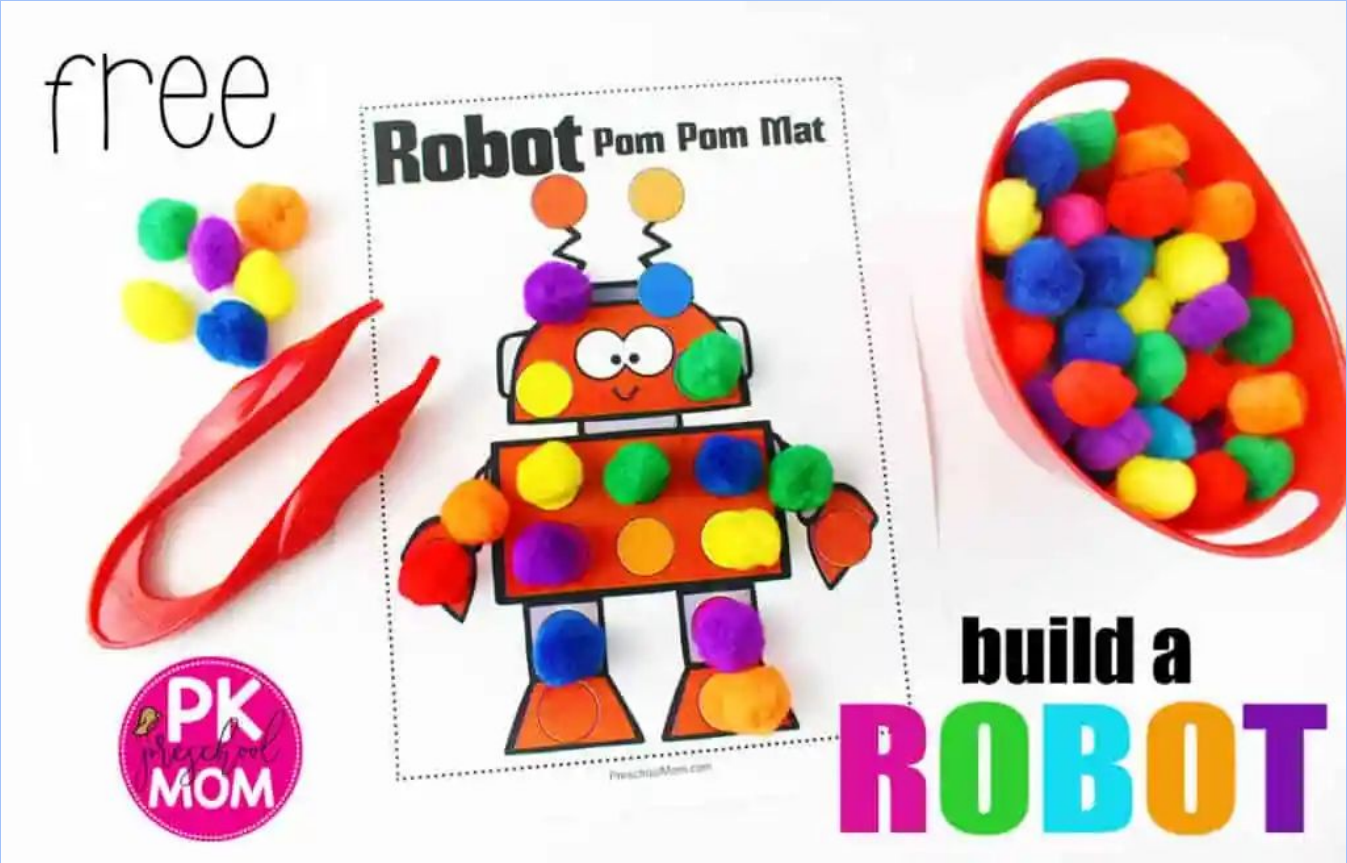
Threading



Pom Pom and tweezer activities



Pom Pom and tweezer activities



Games that build hand strength or coordination



D. Bilateral coordination

If your hands do not work well together, your ability to do fine motor tasks may be affected

- Eating with a knife and fork
- Holding paper whilst cutting
- Tying shoe laces
- Playing with construction toys



These activities need both hands to work together in a coordinated way

Children with poor bilateral coordination may avoid fine motor activities and this affects their handwriting development

Bilateral coordination activities

Using a rolling pin



Climbing using a rope in the playground

Cutting, threading, drawing lines with a ruler

Catching a ball

Rolling large balls of playdough



Other considerations...

Why should children work on a vertical surface?



Working on a vertical surface helps to promote gross and fine motor development and helps children with hand-eye coordination, along with spatial awareness.

Possible vertical surfaces

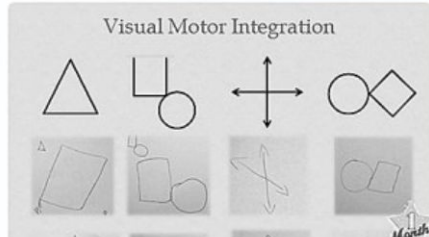
- whiteboard
- windows
- walls with sugar paper
- mark making on upended tables



What is also necessary for handwriting?

Visual Motor Integration

enables the **hands to correctly replicate what the eyes see**



Hand-eye coordination – to guide their pencil between the lines

Spatial Perception – to lay work out well or maintain consistent size



Visual motor integration

Children need to be able to copy basic shapes – such as diagonal lines, circles, squares, triangles and intersecting lines before learning to form their letters correctly.



Lots of tracing practice before children do them on their own



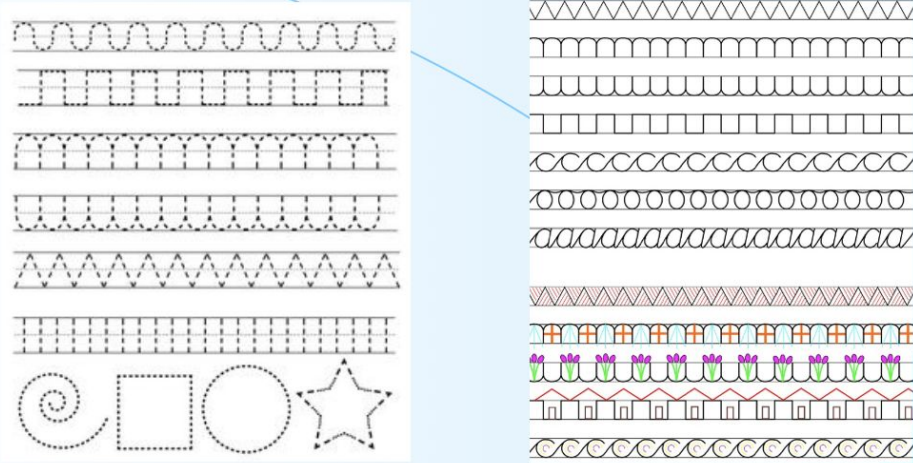
Spirals

Large surfaces first and interesting mediums.

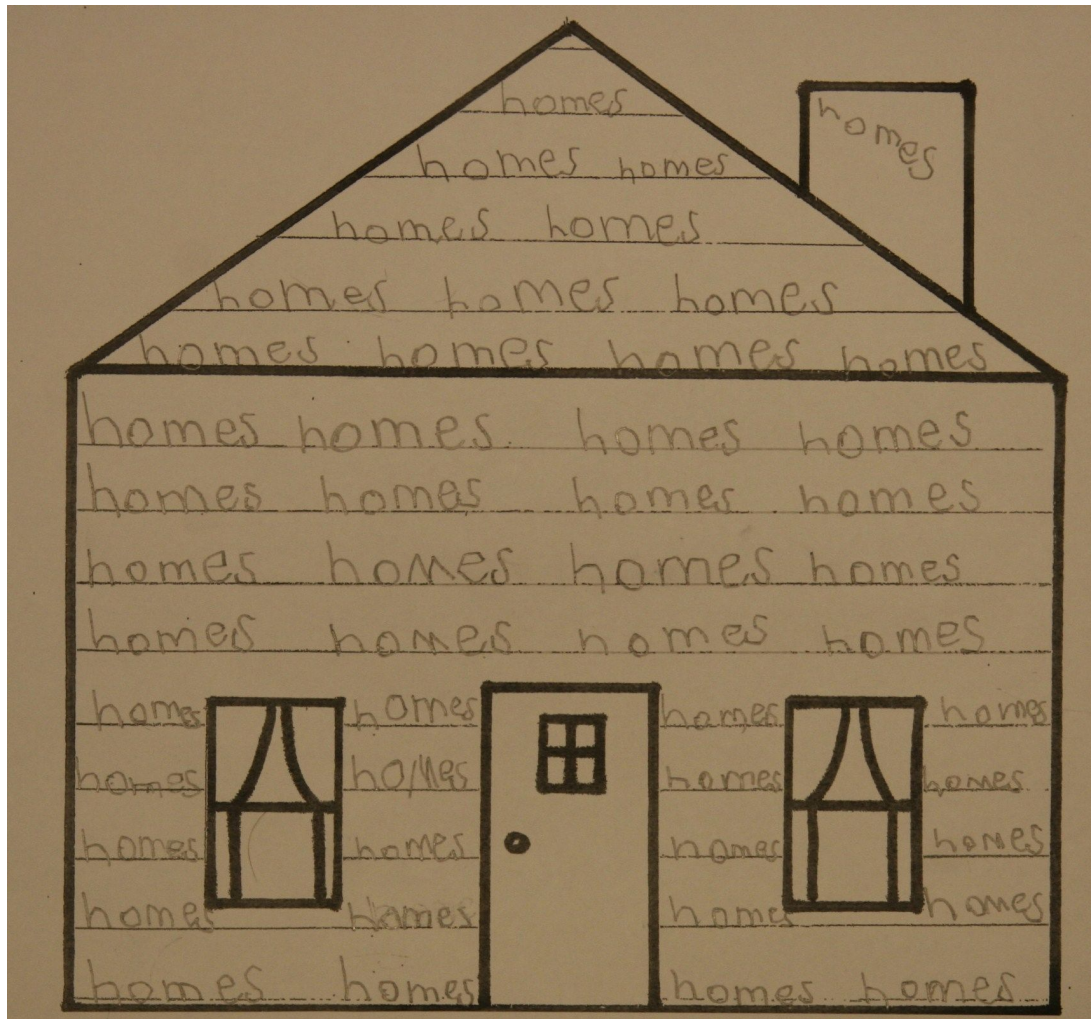


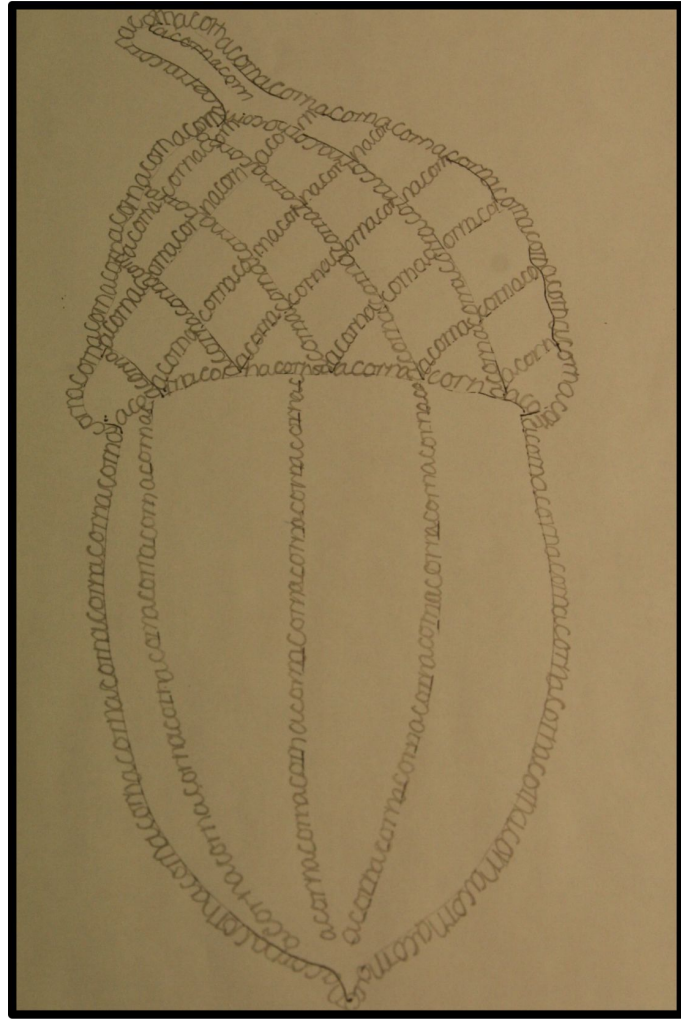
Diagonals (ready for triangles) - stars made from + and x

Tracing has its place



- **To promote mechanics – muscle memory**
- **To allow the child to focus on technique (including body posture), not what they are writing**
- **To hone consistency, control and pressure**
- **To allow teacher to correct technique**





Example of a Gross and Fine Motor Intervention

1



1. Standing up, roll shoulders forwards and backwards. Hold shoulders to ears. Then swing arms forwards and backwards. Push hands together. Raise hands above heads high and touch the ground. Arms in cradle position above heads.

2



4



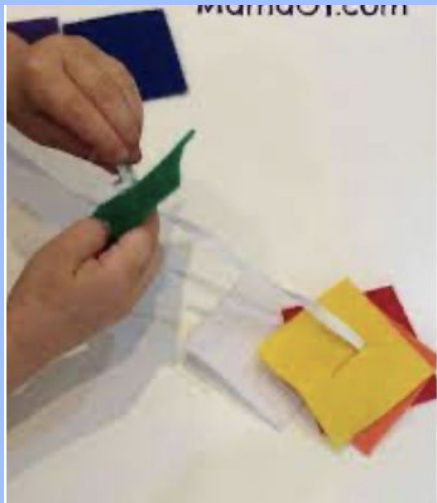
3



2: "I can do this..."

3. Roll ball up and down leg to arm pit.

3. Spray items in the playground.



Cc

Cc Cc Cc Cc

Cc Cc Cc Cc

Cc

Modifying Poor Pencil Grips

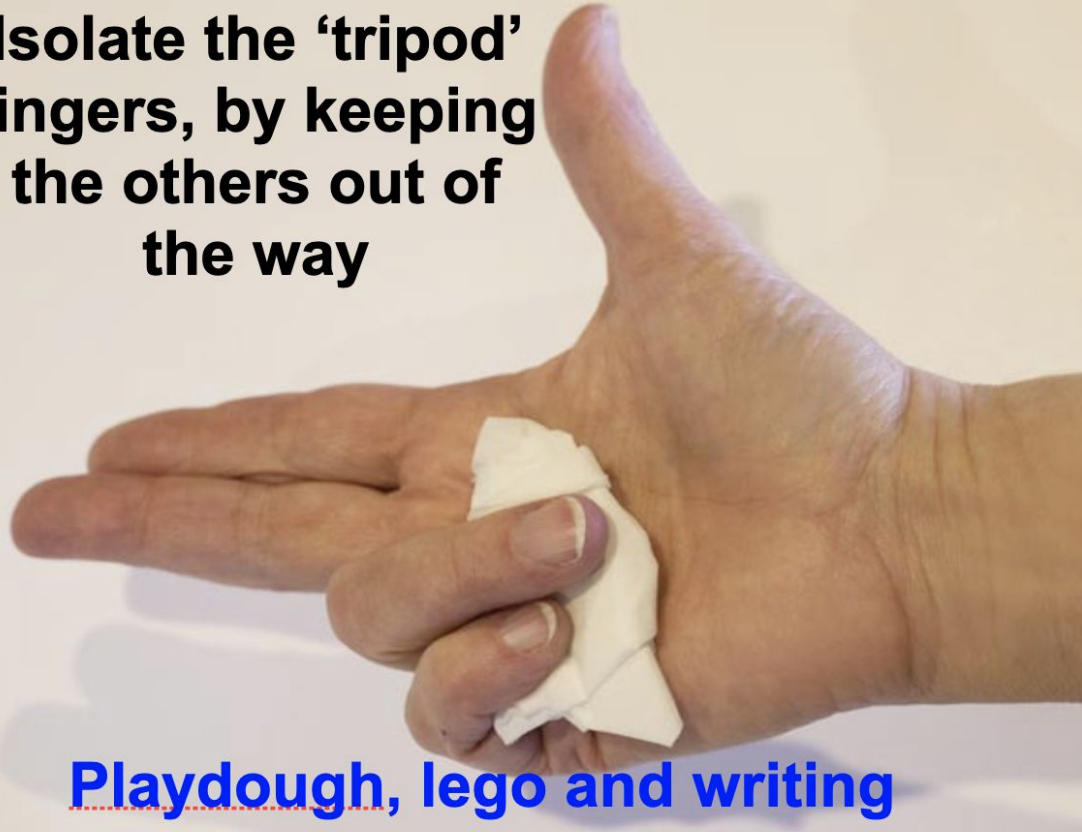


Finger Wrap Grasp Creates Stability



A different strategy for poor pencil grip

Isolate the 'tripod' fingers, by keeping the others out of the way



Playdough, lego and writing

Using just the thumb and first two fingers of your writing hand, try to make a cube with playdough.



Squeezing activities

Cutting using scissors against different resistances can be useful. Using scissors is a great way to use the three writing fingers in isolation.

Tong and tweezer games are helpful too.



Teaching Handwriting

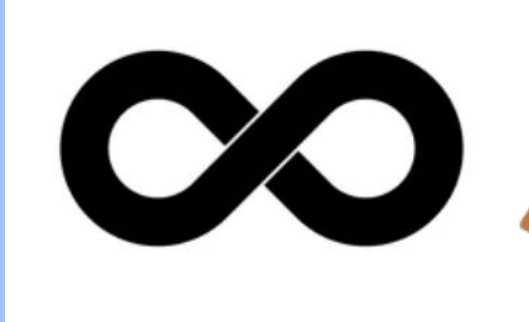
- **A whole school approach**
- **It's mainly about high expectations!**
- **Get it right early**
- **Short and frequent**
- **Precise teacher modelling**
- **Preparatory body readiness work in the early years is critical to later success**

Handwriting Warm Ups EYFS - Y3

Shake your hands in the air like you just don't care and
Shake them to the left
Shake them to the right
Shake them really low
And shake them really high



Count down from 10



Children stand up and draw figures of 8 in the air. "And loop and loop and loop.."



Children start pushing hands together as they sit down



Children pretend to drive a car, steering from left to right

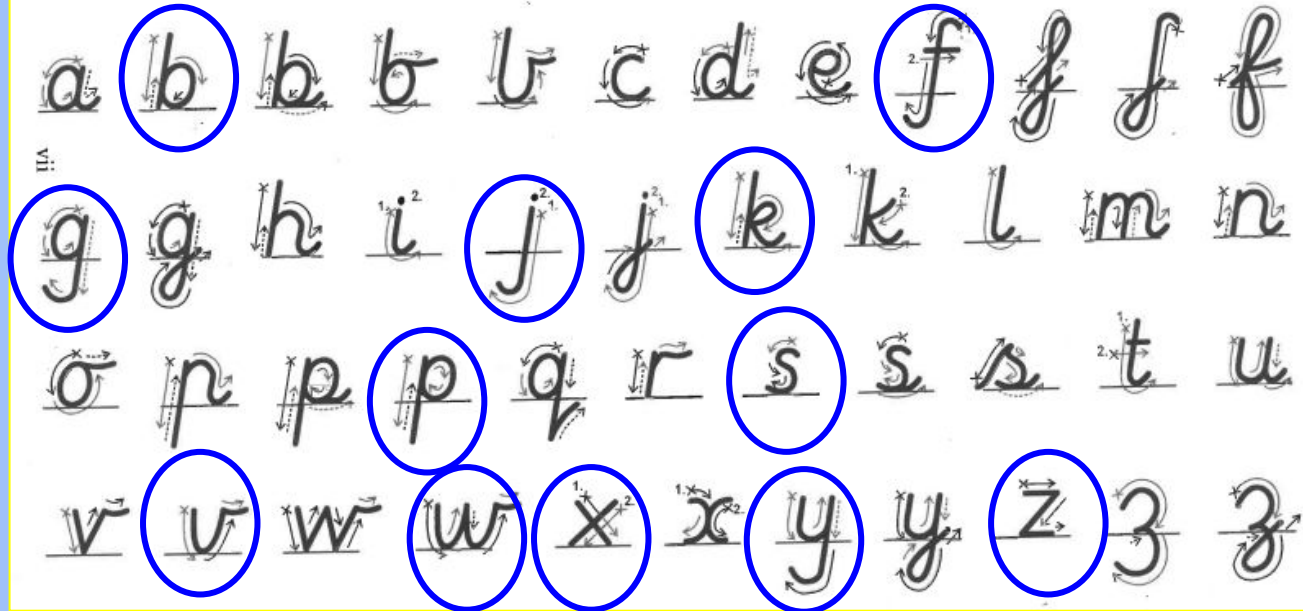


"1 stretch, 2 stretch..." or 'I can't do it. I can do it.'

Handwriting and Presentation - EYFS & KS1 Alphabet (pre-joining)

The Alphabet

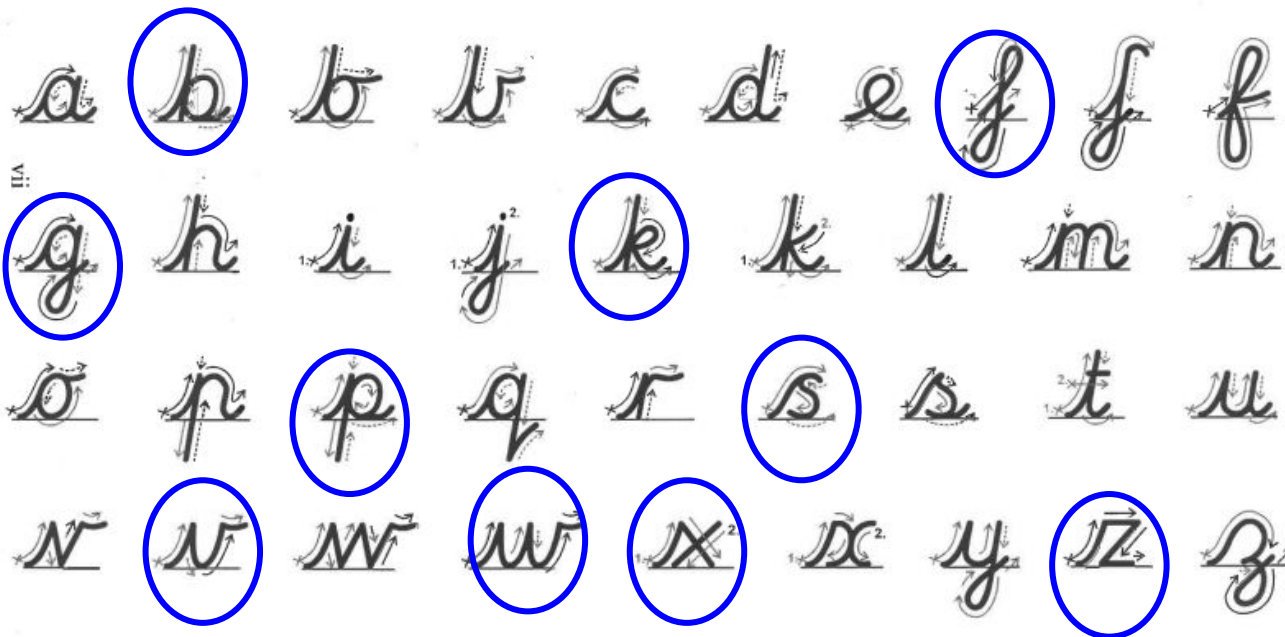
Here are examples of how to form lower case letters in cursive style. The grey lines show the path the pen should take. A cross indicates where a letter should start. A dotted line indicates an abrupt change in direction.



Handwriting and Presentation - Once joining (Y2+)

The Alphabet

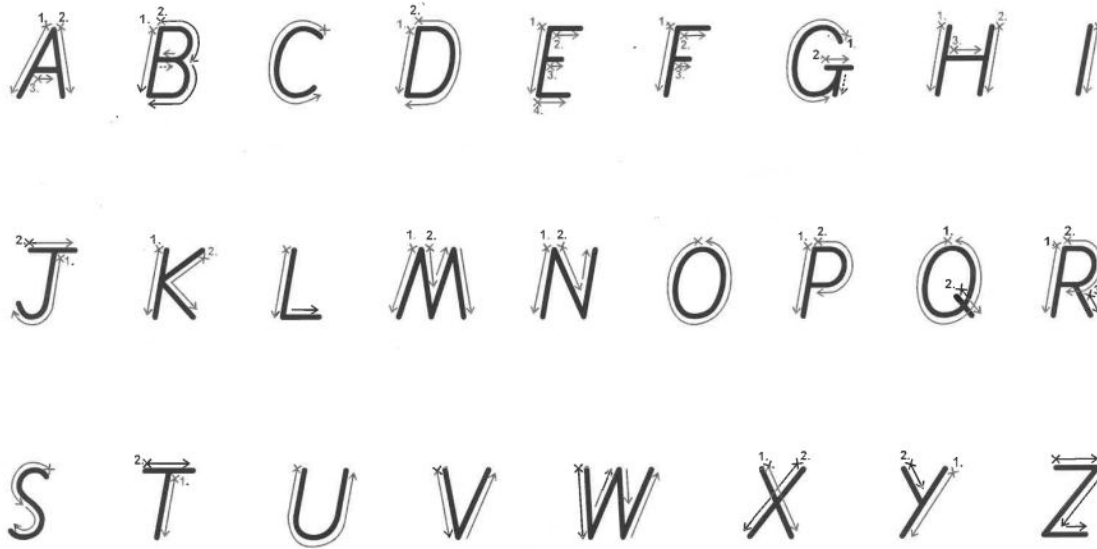
Here are examples of how to form lower case letters in cursive style. The grey lines show the path the pen should take. A cross indicates where a letter should start. A dotted line indicates an abrupt change in direction.



Handwriting and Presentation - Capital Letters









The Alphabet

The diagrams below show how the upper case or capital letters are formed. The grey lines show the path of the pen. A cross indicates where each stroke of the pen should start. The separate strokes are numbered and should be completed in the correct order.



Word Families

Practising these patterns is helpful to develop the ability to form the letters of the alphabet.

<i>Pattern</i>	<i>Value of Pattern</i>
	r n m h p b k
	c o a d g q e
	i u y l t
	v w x
	i u y l t a d
	r n p m h
	c o o o o a o g o d
	i l u m h

FAQ

Why a cursive script?

There are proven benefits to a cursive script. Research shows that cursive scripts reduce cognitive load and also suggests that it supports spelling.

When should children begin to join letters?

As soon as children have correct letter orientation and shape they should begin to join: humans are habitual and if you print for too long it will become habit forming. By Year 2, most children should be joining their writing.

FAQ

When will children write in pen?

By Y5 & Y6 all children should have the opportunity to choose to write in pen. We do not advise pen licences as this is not inclusive practice. There are a small number of pupils that work very hard to improve their handwriting but find it very challenging. These pupils should not be 'penalised' for this. Pen licences are demotivating for these pupils who often work the hardest. A variety of handwriting pens should be available for children to choose from - not all pens suit everyone.

Why is the correct pencil grip important?

Correct pencil grips are important to avoid hand strain and develop fluency and automaticity. Certain exercises will help develop the correct pencil grip. Sometimes a pencil grip tool can be helpful but only alongside hand, wrist, shoulder, and core strengthening exercise.

CHECK YOUR CHILD'S HANDWRITING POSITION

BODY POSTURE



ARM POSITION



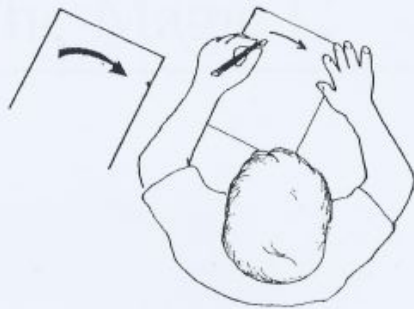
PENCIL GRIP



Paper Placement and Pencil Skills

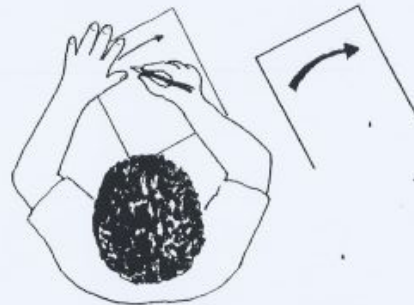
LEFT HANDED

Place the **Left** corner higher.

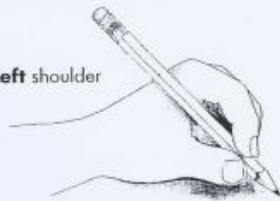


RIGHT HANDED

Place the **Right** corner higher.

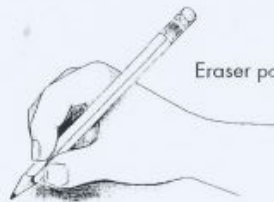


Eraser points to **Left** shoulder



Standard grip: Hold pencil with
Thumb + Index finger
Pencil rests on middle finger

Eraser points to **Right** shoulder



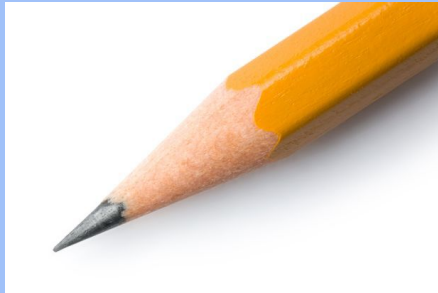
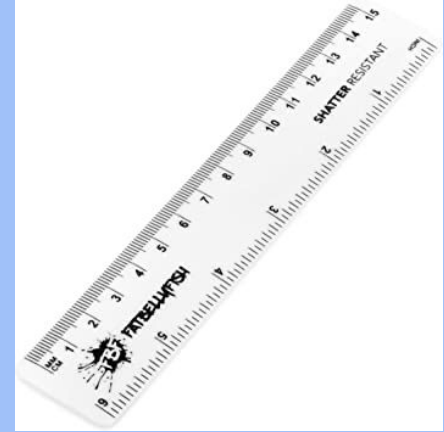
Alternate grip: Hold pencil with
Thumb + Index/Middle
Pencil rests on ring finger



Left Handers

- **Our writing system favours the right hander**
- **Left handers should sit on the left hand side of a desk**
- **Tilt the page to the right- no more than 45 degrees though!**
- **Make sure they have a long enough stem**

The Correct Equipment



Example of Pupil Outcomes

Date: Wednesday 13th September

LJ: To write a sentence

Superstar writer ★	
I can start my idea with a capital letter	✓
I can use finger spaces between each word.	✓
I can end my idea with a full stop.	✓
I can describe a character's feelings.	



Year 1 Child A 2 weeks apart - September

The bear is in the river. ✓

~~The child is in the river.~~
The child is in the river. ✓

Wednesday 28th September

LJ - To empathise with a character

Superstar writer ★	
I can start my idea with a capital letter.	✓
I can use finger spaces between each word.	✓
I can end my idea with a full stop.	✓
I can describe a character's feelings	✓
Independent!	Some support
	Fully supported

I am feeling scared because the giant hit me for dinner.



Polar bears live in the Arctic Ocean.
But some polar bears live in Greenland.
The ice is melting so polar bears
have nowhere to live.

Year 1
Child C
June

Thursday 22nd September DC

L1: To write a letter to persuade.

Superstar learner		★
I can start my letter with Dear___		✓
I can use a capital letter at the beginning of my sentence and a full stop at the end of my sentence.		✓
I can use finger spaces between my words.		✓
I can use different ways to start my sentences.		✓
Challenge: I can write longer sentences using because		✓
Independent ✓	Some support	Fully supported

P Dear Plop,
I think that dark^{is} magical because
there is going to be fireworks tonight.
I think that dark is brilliant. You shouldn't be
scared^{sp} of the dark because the dark is
exciting. Fireworks are exciting and
brilliant. They crackle, fizz and pop
From the little boy

Year 2
Child A
Autumn 1

Dear Mrs Bayview

I am really sorry that I gave you the wrong parcel! It all started when baby Liam's first tooth was coming through and my parents asked me to deliver the mail. I was boiling so I decided to go in the river because it was cold. Suddenly, I slipped on a slippery rock and I fell in the river. The mail bag got wet because it went in with me. When I looked at the soaking wet parcels I noticed that they were smudged! I felt so ashamed of myself. I'll never forgive what I did.

After this I didn't know which one went to which house except the ruby red labeled one because it was Granie Islands. Then I did a silly thing. I ran as fast as I could and threw them to any house. I am so sorry!

Love Katie M.org

Year 2
Child B
June

A long time ago, there lived a lady called Unanana ~~was~~ who had two beautiful children. Unanana and her children lived in a small hut next to the roadside. People would often stop to see how beautiful Unanana's children were. Early one morning Unanana went into the bush to collect some firewood leaving the children to play with their cousin.

All of a sudden, there was a rustle in the grass and they ~~leaving leaving leaving leaving~~ notice a puzzled looking baboon.

"What beautiful children, who do they belong to?" asked the baboon.

"They belong to Unanana," she replied.

"Well well well. I've never seen such beautiful children," boomed the baboon and he disappeared into the bush.

A little later, an outstanding gazelle with huge brown eyes appeared.

"What beautiful children who do they belong to?" said the gazelle in a smooth voice.

"They belong to Unanana," said the cousin.

"Well well well." I've never seen such beautiful children.

Year 3
Child A
December

How
p:

All of a sudden, Atilla could hear something noisy. She clucked angrily, "BE QUIET!" With a crash, a gang of thuggish brutes came barging in the pungent, dark, cramped barn. The door flung open. In a split-second the men started arguing and complaining. "Move out of the way! I've got some chickens to catch!" shouted one of them. Another yelled, "Hurry up we don't have all day to do this!" A very big man shouted, "I'm trying bonehead!" themselves Carelessly, the men flung ~~their~~ themselves into the ^{air} ~~are~~ caught as many as they could. Because there were huns everywhere a man was dizzy and fell in chicken poo. It felt like a wild goose chase! Paco clucked, "Knock it off!" Buster snapped, "I'll peck you!" Atilla squawked aggressively, "Stop it or else!"

Year 3
Child B
November

Fed up with the dull and dreary phone cases? Bored of smart sophisticated looks? Need to add some sparkle to your phone? Well the Pink Ladies is the one for you! Pink Ladies is the most fabulous designed phone case. The essential phone case are for teenage girls who like fashion and sparkle. Pink Ladies will make your friends really jealous! Pink Ladies has a slipcover with pockets to put your credit cards in. In addition the foam interior, scientifically proven to muffle sound, will help prevent those awkward moments when your phone goes off unexpectedly. The Pink Ladies is available online at www.phonecasesforyou.co.uk for the great price of £49.99! Buy one get earphones for free. For a limited time only offer ends the end of December 2014

The Pink Ladies A girls Dream!

Year 4
Child A
December

Excellent
Abstraction
Again

Life as a sailor was absolutely difficult. Sailors had to trade in other lands to possess valuable items such as spices, silk and precious metal metals. They had to endure the fear of murdering, ship invading pirates, turbulent storms and tide waves which could cause serious damage onboard. Read on to find out more about the jobs that these plucky and courageous men did. Could you rise to the bat back breaking challenge?

x3 (sp) absolutely absolutely absolutely absolutely
x3 (sp) valuable valuable valuable valuable

Food and Drink

A deckhand's diet was very paltry as supplies onboard were strictly limited. Daily rations per sailor were seven gallons of beer, seven pounds of biscuits and eight pounds of rancid beef.

Year 4
Child B
March

The Core
Fog Island.

Dear Mum and Dad,

I am so ^{sp}apologetic that I went to this damned and evil place for now I am stranded and far from help. I have ~~been~~ here. Even though I have been here for hours, I am still feeling the scary side of it. All I can hear is the screeching sound of seagulls above me warning me of the perils ahead.

~~To~~ Jagged black teeth surround this home of death. Nervously, I climbed along the abandoned staircase to... well no where! Just please help me! I am literally dead side-tracked. At the end of the staircase a man gave me a friendly smile, it appeared on his face which made me feel frightened, confused and discombobulated, Is he a friend or foe? When will this nightmare end?

Love from Finn.

Year 5
Child A
February

Despereaux

Despereaux is a unique mouse. He has astonishingly large ears and because of that he has extraordinary, acute hearing. Whilst his birth, he was His eyes were wide open as his Mama was giving birth to him. Something was not obviously not right ^{about} with him. He was unbelievably small. Unusually, he ~~would~~ ^{will} carry a handkerchief with him, due to his sickly disposition, at all times.

Despereaux has ^{different} other interests from ~~the~~ ^{other} different other mice. Instead of scurrying from side to side, nibbling at food he finds, Despereaux, who is non-conformist, stands up ~~to~~ ^{on} ~~tall~~ on his hind legs tall, ~~on~~ using two of his hind legs. He refuses to let his siblings educate him the ways of a mice.

Year 5
Child B
October

Now, Shackleton and his two ^{rades} comrades trudged through the endless blanket of glistening white. There was no sound to be heard except the loud crunches that of their heavy boots as they limped onwards, the panting breath of each man and the wind howling like an aggressive wolf. Every now and then occasionally, one of the ~~+~~ men would tumble because of high-altitude. The others barely stopped to help, their brains foggy from exhaustion.

"There's no way down," said Crean, giving up hope. He glanced around the harbour from above, trying to think of an idea.

"If we don't get down here, we'll be doing another 5 extra miles," groaned Worsley.

"... I don't know, boss," said Crean with a mischievous glint in his eye. "How about we sit down and ~~go!~~ slide!"

"You can, but I'm not, there could be another precipice," warned Worsley.

"Come on, it's the only way down and to reach safety," explained Shackleton, "... So, are you coming?"

"If you say so boss," sighed Worsley. The ~~the~~ trio sat down ready to slide down the

Year 5
Child C
March

Jim Jarvis teetered nervously on the edge of the curb - his cold blue fingers clenched together in the icy air. Huge black carriages swayed past, splattering splattering filthy slushy mud onto his face and tattered clothes. Finally, Jim saw his chance and made a dash for it through the chaotic traffic. He soon got to the other side of the road and found the meat pudding shop. He saw skinny bog dogs and skeletal boys loitering around the shop. The meat pudding shop sign was creaking and the glow of the sign kept on flickering, but Jim didn't mind and pushed into the shop. The rich smell of gravy entered into Jim's nostrils. Ms Hodder was sweeping the soggy floor to make sure everything was clean.

Year 6
Child A
March

My beloved Romeo,

Why do I find myself in this torture? Can it be that this true love has wounded me so much? Staring out my window, all alone; ^C Calling your name endlessly. There is no world without you. I feel ~~like~~ broken, dejected, grief-stricken.

Although you will never ^{reply to} hear my screams, this letter will bring me closer to you. My family's blood on your hands, still I yearn for your embrace. You are my everything. Without you, I am worthless.

As dusk fell yesterday even evening, father told me that I were to marry Count Paris. Even though ^{it was} he would be devastated I knew he would be devastated, I yelled that I would not marry that imposter. To say his name is like a dagger to my heart. Marry him - I'd rather die. His fake love feels like poison on my lips.

Luckily, Friar Lawrence has ^{devised} a plan: he will give me a potion that will send me into a deep sleep for forty and two hours. Meanwhile, everyone will think I'm dead.

Year 6
Child B
May

How you can help at home?

- For children in EYFS - Y3, use the activities on this presentation to aid development of the four areas required to develop a good pencil grip. These might also be needed for some pupils higher up the school.
- Find out from your child's class teacher what your child is working on in class so you can focus on the same area/target at home.
- Model some patterns, letters or words in our cursive script and get your child to copy these.
- Practise little and often (5 - 10 minutes)
- Use lists of spelling words or facts from knowledge organisers when practising words or sentences.
- Practise individual letters in clusters of three or four e.g. cccc cccc cccc or *cccc cccc cccc*
- Check pencil grip is correct. Remember: tripod grip.
- Ensure your child has a sharp pencil or pen which they are comfortable using.
- Encourage good posture and positioning.
- Praise the effort, not the outcome. For example: "You worked really hard today to improve the shape of your letter a."
- Expect the child's handwriting not to be as neat if they are also practising other things. For example composing a story. This is because the cognitive load is more demanding.
- If your child is resistant to writing, don't force it. Try other activities instead such as copying shapes or patterns, tracing pictures, using activity books which require pencil control such as mazes.
- Class teachers will also have practise sheets available over the coming weeks.