Handwriting

The current situation is a really good opportunity to focus on handwriting so I’ve created some handwriting files for you to use. I’ve handwritten these to try and show a consistent style – there may be one or two inconsistencies and for these I apologise but hopefully you will be able to see the general style.

Some of the year 4 children worked on a slightly different style last year where some of the letters were formed slightly differently. If they have an established style, please let them continue with that!

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| Key things to encourage:  Keep the letters a consistent size  Ensure ascenders (the strokes going up high as in h k d t etc) are straight and definitely taller than letters such as a.  Ensure descenders (the strokes going below the line as in j y g) are definitely going below the line not sitting on it.  Ensure the main body of letters such as a e m sit on the line as would the body of g and y.  Encourage the children to keep all letters either straight or just slightly sloping but they must keep the same style throughout.  Capitals do not join and are bigger than lower case letters. |

Common errors:

Letters keep changing size

Letters float above the line or wobble around

Letters which should be joined are left unjoined

How to use the materials provided.

I’ve written instructions in green and the words/poems to be copied in black.

The children are familiar with the system of writing each letter combination or word across a whole line and then assessing to find the very best one which they then circle. This encourages them to look carefully.

It is really important that this is not rushed. It should be much slower than when writing stories etc. as the focus is on letter formation and presentation. Do the letter and word practise first then the poem.

Please do not rush the poetry. If your child’s hand is aching, STOP! They can finish it later or the next day. A nice activity is to decorate the poem with a border or picture or both.

If you go through the instructions with them, they should then be able to work independently but it would be good for you to just ‘check in’ with them from time to time. Ask them what makes the one they’ve circled the best; give lots of praise and encouragement and only correct if there is a glaring error. The key thing to look for is that they are going slowly and really concentrating on all the things mentioned above.

I’ve encouraged the children to learn the poems too. These are from a children’s poetry book and are all based around noises. Part of English curriculum involves the children learning poetry by heart and we have done some of this in class - the children are really good at this and have lots of ideas on how to change sounds, make words longer or shorter, add in actions etc. It would be lovely to video and send to us!

Please don’t hesitate to get in touch via email if you need any help or clarification and please do send us examples of your children’s work – it is lovely to see and we will respond!