

Scoil Yn Jubilee

Handwriting Policy

Introduction

We aim to develop the children's ability to write with ease, speed and legibility, enabling them to maximise the fluency, quality and quantity of their work. Children learn cursive handwriting, which teaches pupils to join letters and words as a series of flowing movements and patterns. Links are made between handwriting and spelling.

Aims

At Scoil Yn Jubilee we aim to:

- Introduce handwriting as early as possible through activities that are appropriate to the age and stage of the children.
- Develop gross and fine motor skills and hand-eye co-ordination.
- Develop handwriting through letter patterns.
- Develop a language to talk about the shape of letters and the movements needed to form them.
- Establish correct letter formation as soon as possible and prior to developing fluent joined handwriting.
- Teach one type of handwriting script throughout the Foundation Stage, Key Stage 1 and 2.
- Encourage children to use a comfortable posture and pencil grip.
- Encourage children to develop skills to write with a range of tools including pens and fountain pens.

Key Skills, Concepts and Knowledge

The children in the Foundation Stage and Key Stage One need practice in each of the three key movements underpinning letter formation i.e. the curly caterpillar, the long ladder and the one-armed robot in order to establish them in kinaesthetic memory.

We use the handwriting style suggested in 'Letters and Sounds'. (Appendix 2). We use the handwriting jingles found in 'Foundations in Literacy'. (Appendix 3)

Handwriting Skills are further developed during Key Stage 2 developing the above, then using the Paediatric Handwriting Scheme 'families' and additional exercises where required. (Appendix 4)

Gross motor control.

We see gross motor control as the term used to describe the development of controlled movements of the whole body or arms and legs.

To develop gross motor control we plan activities that:

- Consolidate the vocabulary of movement by talking about the movements children make. For example going round and round, making curves, springing up and sliding down.
- Show children how to make large movements in the air with their arms, hands and shoulders.
- Let the children make different body shapes/ actions in response to music.
- Encourage spatial awareness

Fine motor control.

We see fine motor control as the term used to describe smaller movements usually with the fingers or hands.

To develop fine motor control we plan activities that:

- Encourage children to develop dexterity by cutting out large letter shapes.
- Allow children to strengthen their fingers by using clay, playdough and modelling media.
- Allow children to practise letter patterns using large paintbrushes and water.
- Encourage children to create shape patterns using finger paints and using the sand box.
- Develop the pincer movement through picking up beads with tweezers, sprinkling glitter or sand on pictures, using pegs.
- Follow Smart Hands programme in KS2

Kinaesthetic memory.

We see kinaesthetic memory as internalising a bank of movements necessary for correct letter formation.

To develop kinaesthetic memory we plan activities that:

- Develop repetitive movements to reinforce actions (muscular habit)
- Short activities which have follow up tasks
- Involve active participation
- Modifications of similar activities to develop good letter formation / habits

Letter patterns

During the Foundation stage and Key Stage 1 we introduce patterns of writing to children by focusing on common features that keep recurring in letter formation.

We focus on four basic letter shapes:

- l, the long ladder
- c, the curly caterpillar
- r, the one armed robot.
- z, the zigzag letter.

By aligning the letters with one key letter we try to help children to remember the starting point and movement of the letter.

The four groups are:

- Down and off in another direction, l and i,j,t,u.
- Anti-clockwise round, c and a,d,e,g,o,q,f,s.
- Down and retrace upwards, r and b,h,k,m,n,p,r.
- The zigzag letters z and v,w,x,y.

Teaching and Learning Approaches

In the Foundation Stage children should be given opportunities to:

- Use writing as a means of recording and communicating
- Engage in activities requiring hand-eye coordination
- Use one-handed tools and equipment
- Draw lines and circles using fine and gross motor movement
- Manipulate objects with increasing control
- How to hold a pen/pencil
- Begin to use anticlockwise movement and retrace vertical lines
- Begin to form recognisable letters correctly

- Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed
- To start and finish letters correctly

At Key Stage One (Years 1 and 2) children should be taught:

- To write from left to right and top to bottom of a page.
- To form letters of regular size and shape.
- To put regular spaces between letters and words.
- How to form lower- and upper-case letters.
- How to join letters.
- To sit letters on the line when using lined paper.
- The importance of clear and neat presentation in order to communicate their meaning effectively.
- Some pupils may begin to join letters with fluency and speed.

At Key Stage Two (Years 3-6) children should be taught to:

- Write legibly in both joined and printed styles with increasing fluency and speed.
- Use different forms of handwriting for different purposes. e.g bold for titles, capitals for effect in a cursive text.

Teaching Handwriting to Children with Special Needs

- ✓ Where children have difficulties with handwriting, early intervention is essential.
- ✓ Developing gross and fine motor control has an impact on handwriting development.
- ✓ For specific learning difficulties we use differentiated activities.
- ✓ We aim to provide appropriate handwriting resources that appeal to individual children, e.g. triangular pencils, tilted working surface (wedge) pencil grips, fine and gross motor control activities using a variety of equipment.
- ✓ We encourage children to pick up writing implements themselves and decide which hand they prefer. As children discover their preferred hand and they are confident with using large flowing movements they can then be introduced to smaller more controlled movements.
- ✓ Through these activities left to right hand movements, top to bottom movements and anti-clockwise movements can be reinforced.

- ✓ In demonstration handwriting sessions children with special needs are encouraged to sit at the front of the group.
- ✓ We work with and welcome support from outside agencies.

TEACHING AND LEARNING General

- ✓ Display writing throughout the school includes block letters, cursive writing and computer generated writing.
- ✓ When marking or writing comments, members of staff use cursive handwriting as appropriate.
- ✓ Teachers model good handwriting on the board and flipcharts, and whenever they are writing with pupils.
- ✓ Before handwriting sessions Key Stage 2 pupils may do a series of warm ups to encourage good seating position, posture and encourage manipulation skills. (Appendix 1)
- ✓ Children are given experience of a variety of writing tools. Handwriting pens should be available for use throughout Key Stage 2, with fountain pens introduced during years 5 and 6.
- ✓ Triangular pencils and pens, pencil grips and chunky pencils are used to support pincer grasp and support the correct pencil grip to form good habits.
- ✓ In Foundation Stage and Key Stage One children need lots of practice experimenting in sand, salt, glitter, rice, using finger paints and large markers. Once they have had lots of practice drawing letter shapes without constraints they can move onto using pencils and pens on smaller pieces of paper.
- ✓ Handwriting books and lined paper are used as appropriate. Handwriting paper is available for pupils to support regular sizing and ascenders and descenders. (Appendix 5) Guidelines are encouraged when the children are writing on plain paper.
- ✓ Left-handed children always sit on the left side of right-handed children, so their elbows don't bump. They are encouraged to find a comfortable orientation for their paper, usually slightly to the left of centre of their body, and to have their fingers about 1.5 cm from the point of their pencil.

Posture:

Good writing posture is as important as good pencil grip. Children who write in an awkward position can have headaches, fatigue and pains in their shoulders, arms and hands.

We try to check that:

- ❑ Children have a good pencil grip.
- ❑ That tables are large enough and children don't jostle each other's arms.
- ❑ As far as possible, the height of tables and chairs should be correct so that children can sit comfortably with their feet flat on the floor and their legs not touching the desk.
- ❑ The lighting is good so children can easily see what they have written.
- ❑ Children use their non-writing hand to steady their paper and bear some body weight.
- ❑ The paper is slightly tilted.

Expectations

Foundation Stage

In the Foundation Stage children take part in activities to develop gross and fine motor skills and recognition of patterns. Handwriting and letter formation is taught every day through the phonics session.

Key Stage 1

Children start practising using the cursive style to begin joining their letters. Handwriting is taught regularly and is linked to the phonics session within the teaching of Literacy. (Letters and sounds)

The children:

- ✓ Develop fine and gross motor skills with a range of multi-sensory activities
- ✓ Practise patterns and free flowing hand motions
- ✓ Write both lower case and upper case letters
- ✓ Write from left to right and from top to bottom
- ✓ Start and finish letters correctly
- ✓ Be consistent with the size and shape of letters and the spacing of letters and words

- ✓ Sit letters on the line, and ensure that ascenders reach the appropriate height, and that descenders sit below the line
- ✓ Have the correct pencil grip
- ✓ Find a convenient position for their page
- ✓ Have the correct posture and position

Key Stage 2

During this stage the children continue to have direct teaching and regular weekly practice of handwriting. We aim for children to develop a clear and fluent style by the end of Key Stage 2 and that they are able to adapt their handwriting for the following different purposes:

- ✓ A neat legible hand for finished, presented work.
- ✓ A faster script for notes.
- ✓ Print for labelling maps or diagrams.

Parental Partnership:

It is important that parents understand the skills required for handwriting. The stages of teaching handwriting will be provided by the school when the pupil starts at Scoill yn Jubilee.

Parents will be asked to encourage their child to teach name writing and other exercises using the correct letter formation.

Staff will liaise with parents and make them aware of successes and difficulties.

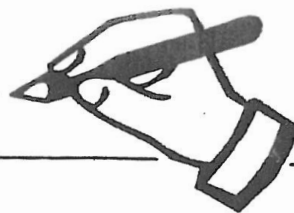
ASSESSMENT

Children are assessed continually throughout the school, through the use of formative, summative, self and peer-assessment. Please refer also to the Assessment Policy.

Throughout their time at Scoill yn Jubilee, samples of children's writing are collected and assessed against National Curriculum criteria. A sample of children's writing is completed and assessed at least three times per academic year. (This can be any writing task) This may be during writing assessments when handwritten.

Appendix 1- Warm ups for handwriting

Rugby Handwriting Interest Group....



Hands up for Handwriting ! a quick 'workout' sitting at tables

Children with handwriting problems often experience difficulty with fine hand movements - sometimes because of purely physical control, sometimes due to poor perception of various sorts. A short "desk based" set of hand and arm activities to precede every handwriting session in the classroom would be helpful. Five minutes is quite enough - daily if possible. Use your own ideas to vary and enhance the list as you like.

Ana Markee.

1

- Good sitting position, feet flat, back straight, head tall
- Bottom back on chair
- Sit on hands ► sit on one, wave the other
- Hold edge of chair (2 hands)
- Push self up - lean right & lean left
- Lift (shrug) 2 shoulders, 1 shoulder
- Lift alternate shoulders
- Shake 2 hands in the air ► shake 1
- Shake up, down, fast, slow one hand still, one hand shake
- Hands on table, talk about them
- Name them, name the fingers, thumbs
- Touch them
- Shake hands with neighbour

2

- Make 2 fists (hands on table)
- Straighten arms (elbows off table)
- Are hands level?
- Thumbs out then in
- Pull fists towards you
- Hide thumbs under table
- Stretch arms again (keep fists)
- Lift 2 arms up to shoulder level
- Lift 1 arm up, keeping the other down
- Move arms in, out, cross them
- Turn them over fingers up
- Bend elbows, thumbs on top
- Thumbs in, out, wriggle them
- Clap 2 fists together
- Climb fists upwards (thumbs in) as in 1 potato, 2 potatoes..

3

- Make 2 flat hands (thumbs out)
- Spread fingers (thumbs touching)
- Close fingers and thumbs
- Turn them over (touch little fingers) Stand flat hands up (thumbs up)
- Put 1 on the other and cross them
- Lift flat hands & straight arms
- One higher, one lower, one up one still
- Make a V with 2 flat hands
- Rest chin in it
- Make a ^ with hands, put on head
- Clap hands to rhythms. simple... hard
- Clap hands then thighs to rhythms
- Increase complexity
- In 2s "my mother said etc...

2 Hands up for Handwriting !

4

- Make 1 fist, 1 flat hand, change
- Touch body parts with fist, flat hand
- Lift from table - shoulder level
- Lift one keep the other still
- 2 fists on shoulders - 2 flat hands on table, cross them
- Clap fist on flat hand, change
- Make rhythms this way
- Clasp 2 hands together, make a clapping noise
- Interlock fingers
- Stretch forwards, sideways circle them,
- Put them behind your head, push palms forward
- Flat hands & elbows together on table, slide elbows out wrists down, hands stay together
- Church / steeple etc

5

- Rub hands together (fronts & backs)
- Hands flat on table, tap thumbs tap all fingers
- Tap individual, named fingers
- Make clasped hands again
- Press all finger tips and thumbs together
- Move them (pressed together)
- Make hoops, finger and thumb
- Pincer grasp
- Make hoops finger & thumb & other fingers
- Look through them (glasses, monocle!)
- Hold ears with finger & thumb
- Cross arms & hold ears
- One hand, hold nose
- Finger games eg Incy wincy spider

6

- Use cardboard tubes or small sticks
- Grasp with 2 hands (thumbs under)
- Stretch forwards, back, sideways
- Lift up, behind head, down
- Hold with thumb under on 1 hand, over on the other
- Change
- Hold 2 tubes or sticks
- Stand them up, turn them over
- Tilt them sideways
- Lift alternate tubes
- Use chopsticks or pencils & pincer grasp
- Twiddle and twirl
- Walk fingers up and down etc

7

- Name fingers again
- Link on the other hand
- Touch 2 Peter Pointers
- Put him in / out from a fist
- Repeat with elbows stretched
- Peter Pointer points patterns in the air → on the table, on your hand etc
- Touch 1st 2 fingers and thumb
- Hold soft leaded pencil → talk about grasp
- Chant rhythmic patterns on paper
mmm uuuu wvv etc.
- Now start writing!
- To finish draw round your hand naming fingers

Appendix 2- Letter formation used at Scoill Yn Jubilee
(From Letters and Sounds DfES 2007)

Appendix 2

Letter formation





Appendix 4: Handwriting groups and jingles for large-scale practice

The l group

↓	Start at the top for l... straight down...	l	flick and all is well.	l	Take it from the top, slide to the ground and flick	l	And cross it quick!
↓	Straight down like a stick...	l	and flick...	l	Start like l, like a stick...	l	under, up... down...
↓	Do a u... Slide underground...	u	and curl back round.	u	Start like i, slip underground...	u	curl back round...
↓		y		y	Start like j, like a stick...	y	and dot it

The c group

↓	Start at the top... Come round... and stop.	c		c	Start as if it was c for cat...	c	Down to the ground...
↓	Now climb up the dinosaur's neck...	d	Slide back down to his foot and flick.	d	Start as if it was c for cat...	d	Slide underground...
↓	but make an orange - just like that!	o		o	Start as if it was c for cat...	o	Slide quickly, and flick (And never do a q without a u.)
↓		q		q	Start as if it was c for cat...	q	underground...
↓		s		s	But halfway down you come back early...	s	and curl back round for a snake on the ground.

Appendix 4: Handwriting groups and jingles for large-scale practice

The r group

↓	Down to the ground... Back up and round... rrr!	r		r	Go down underground...	r	Back up... and round...
↓	Down... up... round... down to the ground	n		n	Start off like an n...	n	up and round again...
↓	Start high up and hurry down...	h	Go halfway back and hurry round...	h	Hit the ground and flick	h	Go halfway back and hurry round...
↓		k		k	Start high up and hurry down...	k	Go halfway back and hurry round...
↓		b		b	Go halfway up over and round...	b	to make a ball lying on the ground.

Other Letters

↓	Take the apparatus to the bat...	e		e	A backwards flip...	e	Fall underground...
↓	Start down to the ground...	v		v	Down, up...	v	down, up...
↓	Start down to the ground...	x		x	Lift your pen... up in the air... Cross back again.	x	Zoom forward.
↓		z		z	Zoom forward.	z	zig zag back... zoom again.

Appendix 4 - The Paediatric handwriting scheme and supplementary material

Printed free online at Scribblers.co.uk

scribblers

Paediatric Occupational

Therapy Handwriting Programme.

Family 1: i l e t ill lit till eel

Family 2 c a d g o oo ice ace get gate

Family 3 b h p k bite bath plate thick quip

Family 4 m n r s net man plank red shop

Family 5 u q y j f up shout quid jam stuffy

Family 6 v w x z have straw fix gaze zip

Family 7 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

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.

HANDWRITING GROUP

Week One

Letters - i l e t

Aim - to give experience of joining letters by using those which are easiest to form. Practice encourages an easy flowing pencil movement.

Points to watch:

- * Watch the height of the x letters; perhaps draw a horizontal line at an appropriate height for the x letters until they can manage without
- * Dot i, and cross t after completing the word
- * All letters rest on line. The upward stroke should be vertical, and retraced on the downward stroke
- * To begin with it might be helpful to trace over an adults writing
- * Encourage speed with confidence

Practice:

N.B. Each word should be repeated a number of times, at least 2 full lines, or until it is being written confidently and to a satisfactory standard. Later letter formation will rest on the movement patterns which are established here.

ill it lit till tell let tie

tile lie tilt eel little _

Week Two

Letters - c a d g o

Points to watch:

- * the letters a d and g all start from a well-rounded c shape, formed anti clockwise.
- * Children who have acquired the habit of writing the d as a backward '6' may need extra practice and encouragement to overcome this. Ask them to practice rows of the letter at speed and then to write familiar words containing a 'd' e.g.; and, had, did, as old movement habits most readily appear in commonly written words.
- * The 'g' has been given a lower loop to aid speed and fluency.
- * Ensure that the 'o' is written anti-clockwise, and is ended at the top.
- * Encourage speed as this aids learning movements. You may have to compromise on appearance for a while.

Practice:

c a at all tall cat call

ice ace tea

d did deal aid laid lead tied

date tide ladle

g get gate age leg dig

glide glad gale

o oo too pool loop hope plot

coat boat moon load pond come

HANDWRITING

Week Three

Letters - b h p k

Points to watch:

- * The 'K' should be formed in one continuous stroke - the 'loop leg' positioned in the lower part of the ascender line. This is important so as to prevent the 'K' being mistaken as a capital 'R'.
- * Closure of letters b and p are essential to avoid resemblance of u and n due to poor formation.

PRACTICE:

b bet bell bit tab able table

bible bite label belt

h he hate the bath that teeth

heath health

p pill pat help cape path tape

plate chip pelt ape page gap

k kit kill like back lake black

thick pick peak take chick talk

kettle kilt tack quip plaque

HANDWRITING

Week Four

Letters - m n

Points to watch:

- * the mid-stroke of the 'm' must reach the baseline.

Letters - r, s.

Points to watch:

- * the 's' should be the same height as the 'x' letters.
- * 'r' sometimes presents problems and give plenty of practice with combinations of re, er, ere as these occur in many usual words.

PRACTICE:

n net and den panda king

think blink lane land neat

m me tame name lamp them

milk gleam mate blame pink meat

team plank ham gleam hand handle

r red are park port poor door

green rope her here there report

s so, as ask some roast ship

shop short rest snore skip trash

HANDWRITING

Week Five

Letters - u (q) y j f

Points to watch:

- * If you see difficulty with completing the 'u' it may be an idea to describe that actually almost a 'w' form is required to enable the joining-up:

e.g. the word 'up', without correct form looks like this

_____, instead of _____.

- * the 'f' form chosen is fully joined and does not interfere with the flow.

PRACTICE:

u up under us out shout could

q qu quit quill quite quiet

quid quad

y yes say way away yawn yard

stay playing toys yellow worry

j jam just jump jet jar jacket

jelly jumper jaws judge junk

f fit fell for if off offer

first foot stuggy after

HANDWRITING

Week six

Letters- x, z, v and w

Points to watch:

- * The 'X' is made up of 2 oblique strokes; first downwards in a left to right direction:
\
/
- * then lifting the pen off the paper a right to left stroke:/
This is the only letter needing the pen to be lifted.
- * 'Z' - '___' here the form chosen is easier for joining and retaining fluency of movement than the printed form.
- * Join v and w from a line at the top to aid flow and speed
- * We have now completed all the letters of the alphabet.
- * You may like to have some fun at the end of practice sessions by trying to develop a signature in joined writing.

PRACTICE:

v have vest starve van over love

w was saw were wave how west

straw star-wars shawl shower

x fix six axe mixer boxing tax

exciting Texas foxes fixing lynx

z zoo zoom gaze size daze zip

puzzle zebra zig-zag zinc

Week Seven

CAPITAL LETTERS

Points:

- * The common printed form of capital letters has been chosen for simplicity.
- * The main point is that capital letters are not joined to lower case letters but neither are they separated from the rest of the word by a large gap.

Practice:

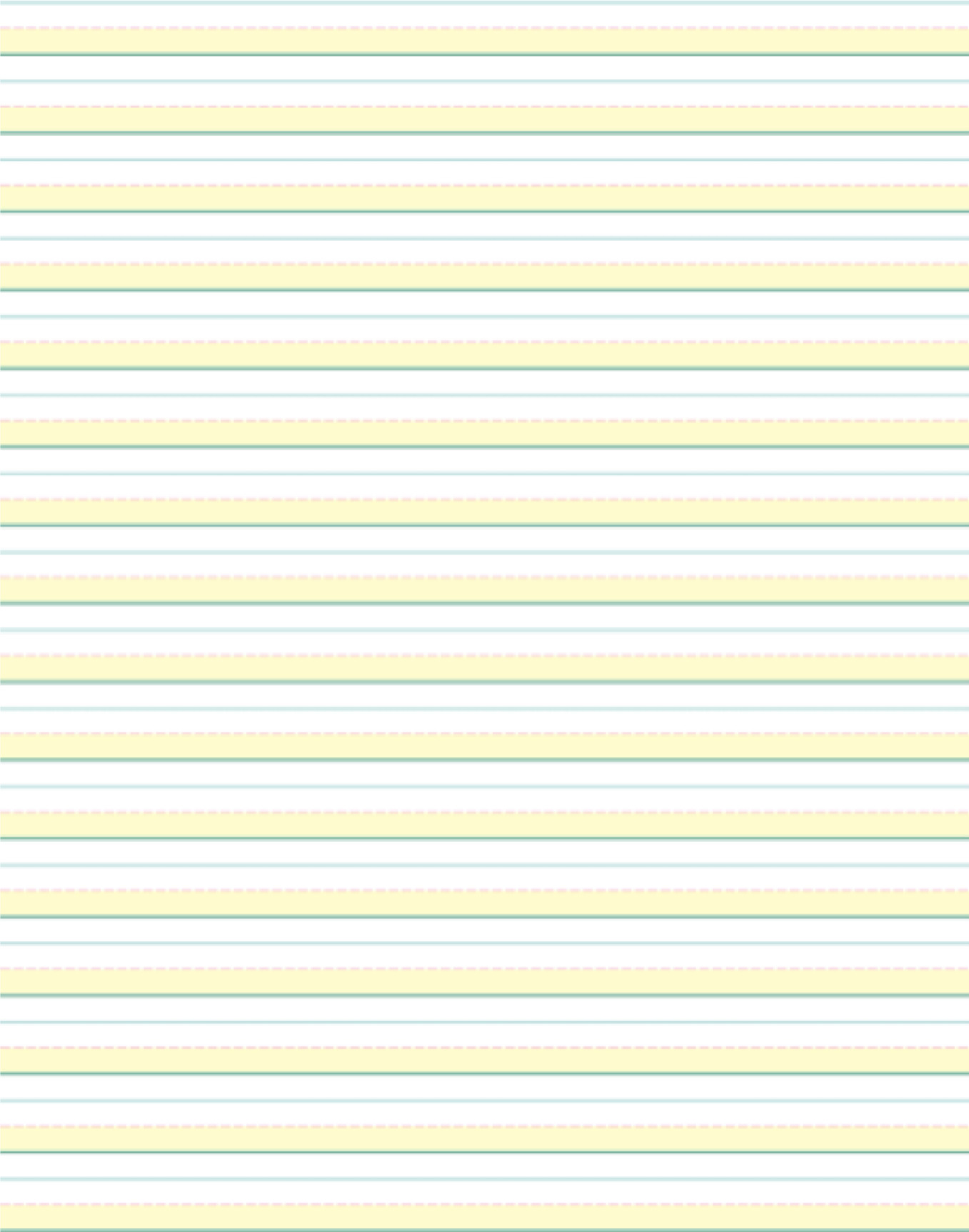
Practice can be made into a fun activity: working through every letter of the alphabet. List names of boys, girls, countries, animals etc.

Or try lists e.g.: days of the week, numbers.

Andrew Ben Carl David Emma
Fiona Greg Helen Ian Jane Kate Lee
Mark Nick Oliver Pat Quentin Robert
Sarah Tim Una Vicky William Xavier
Yvonne Zoë

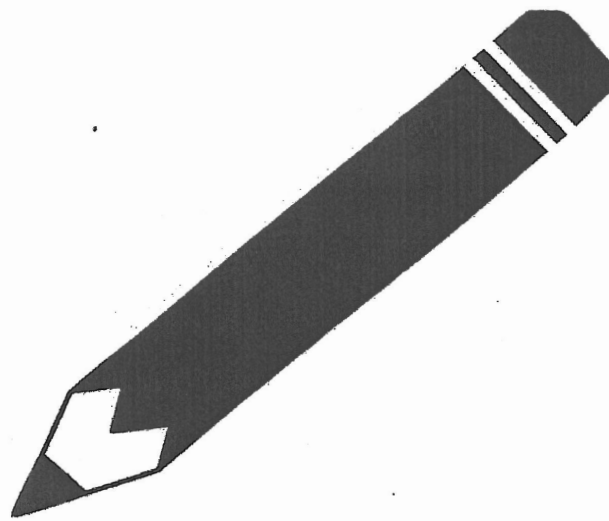
Monday Tuesday Wednesday Thursday
Friday Saturday Sunday

Appendix 5 Handwriting paper



PAEDIATRIC OCCUPATIONAL THERAPY
SERVICE ISLE OF MAN

A
Basic Letter
Patterns



*Write on
Target*



Based on the work of Suzanne Tiburtius, Integrated Support
Services, Margate Learning Resource Centre,
Hilderstone Adult Education Centre, Hawley Square, Margate 1993

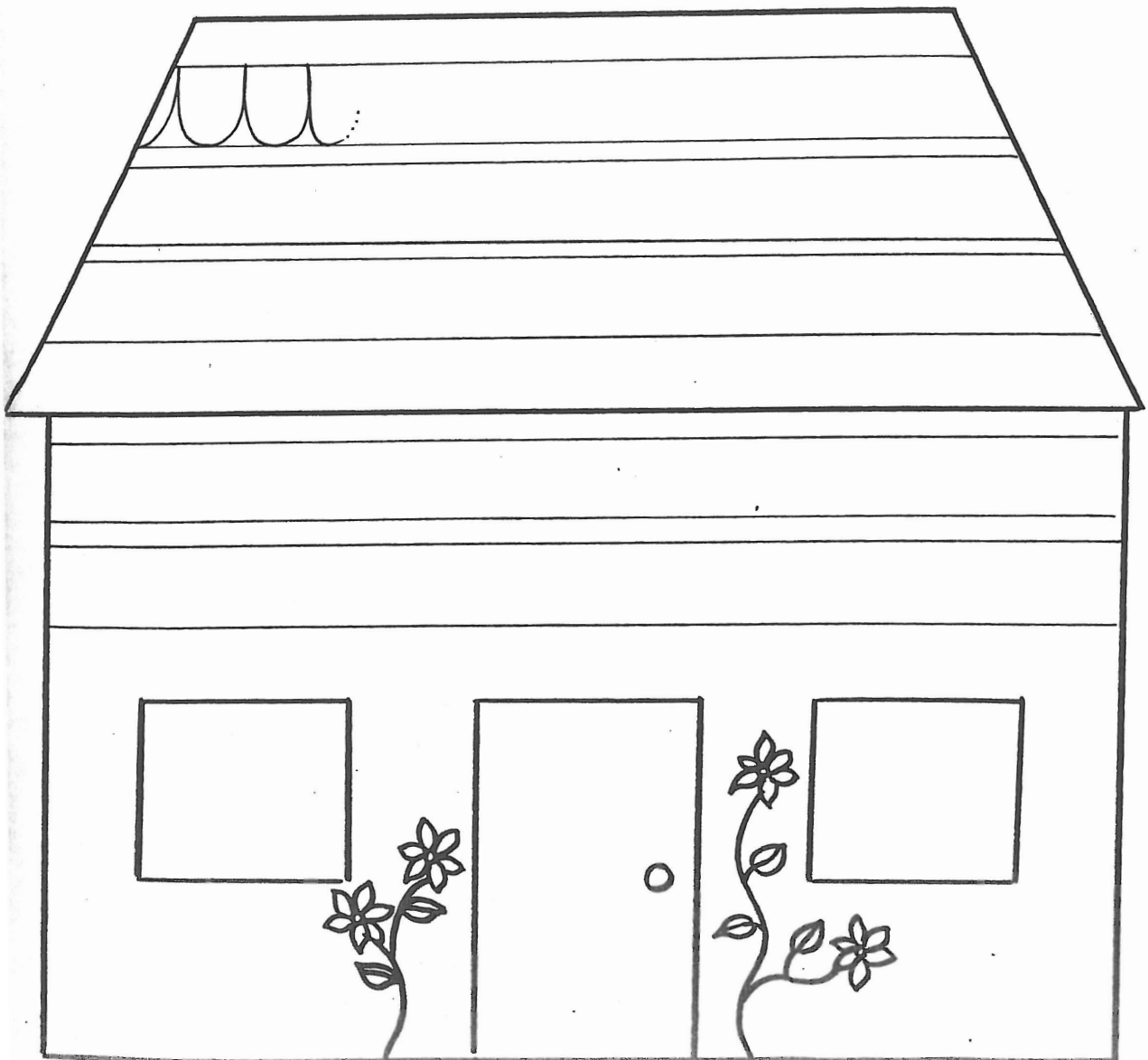
Trace this pattern



Copy it here



Now put this pattern on the house



OCCUPATIONAL THERAPY 2002

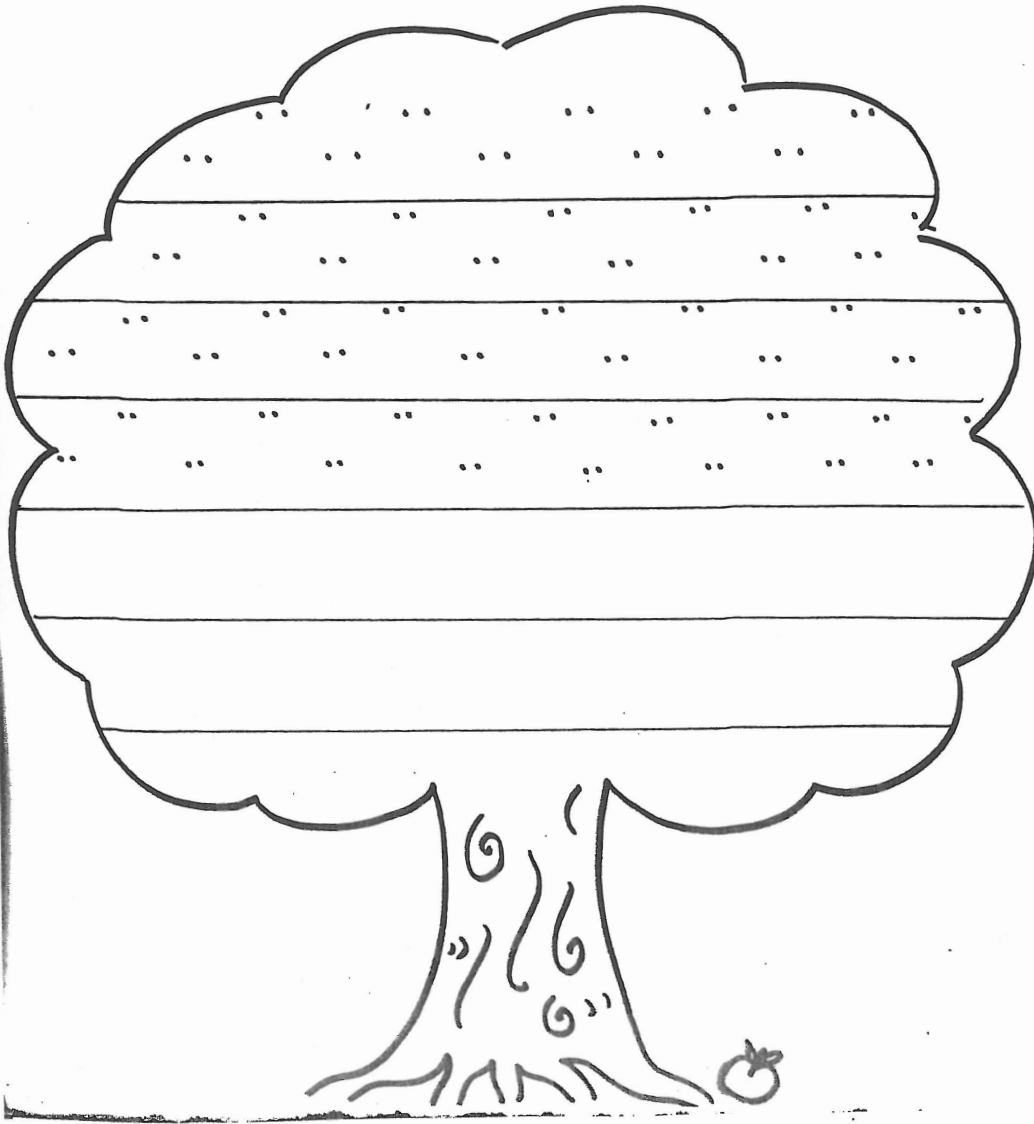
Trace this pattern



Copy it here



Now put this pattern on the tree



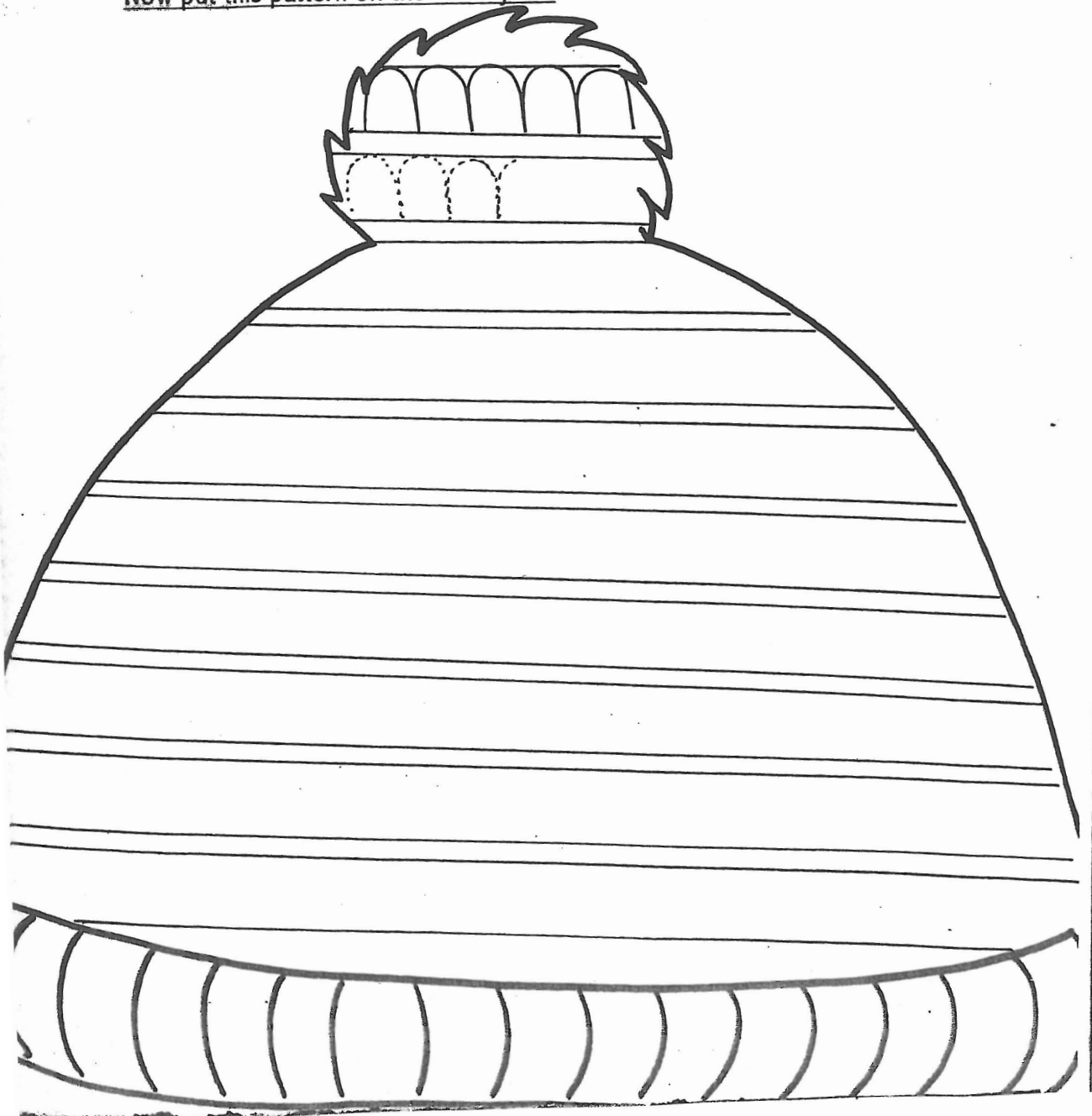
Trace this pattern



Copy it here



Now put this pattern on the woolly hat



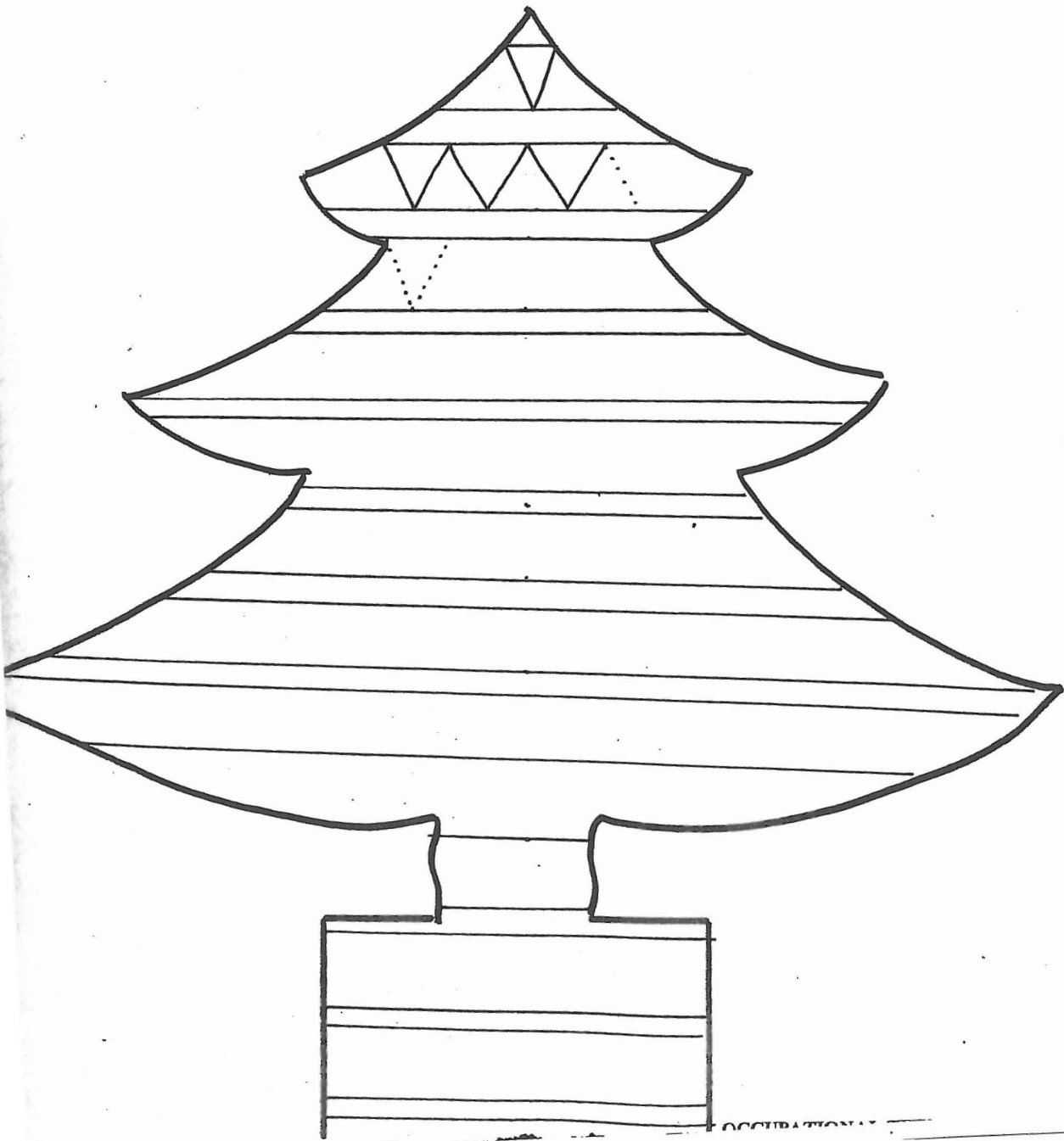
Trace this pattern



Copy it here



Now put this pattern on the Christmas tree



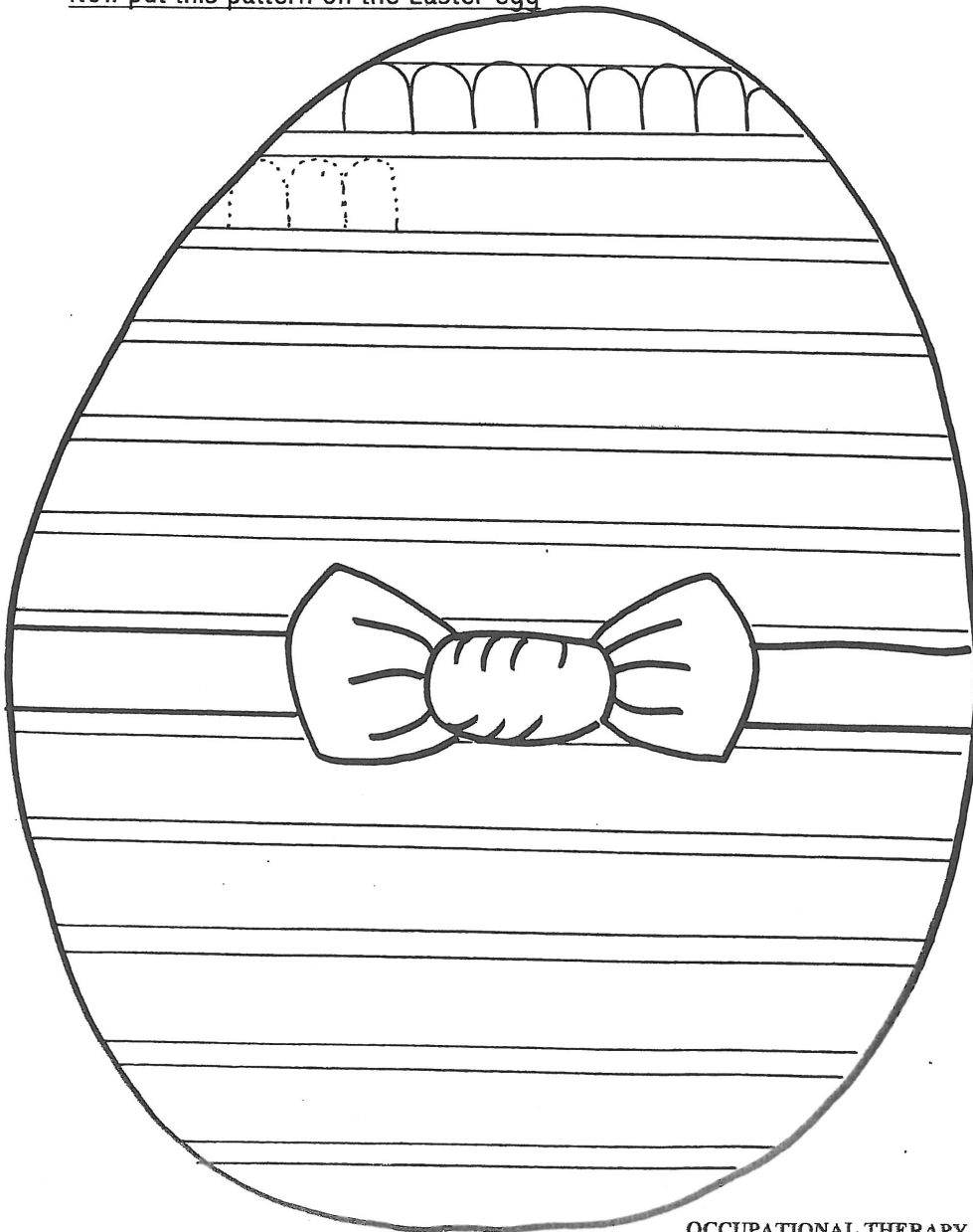
Trace this pattern



Copy it here



Now put this pattern on the Easter egg



OCCUPATIONAL THERAPY I.O.M 2002

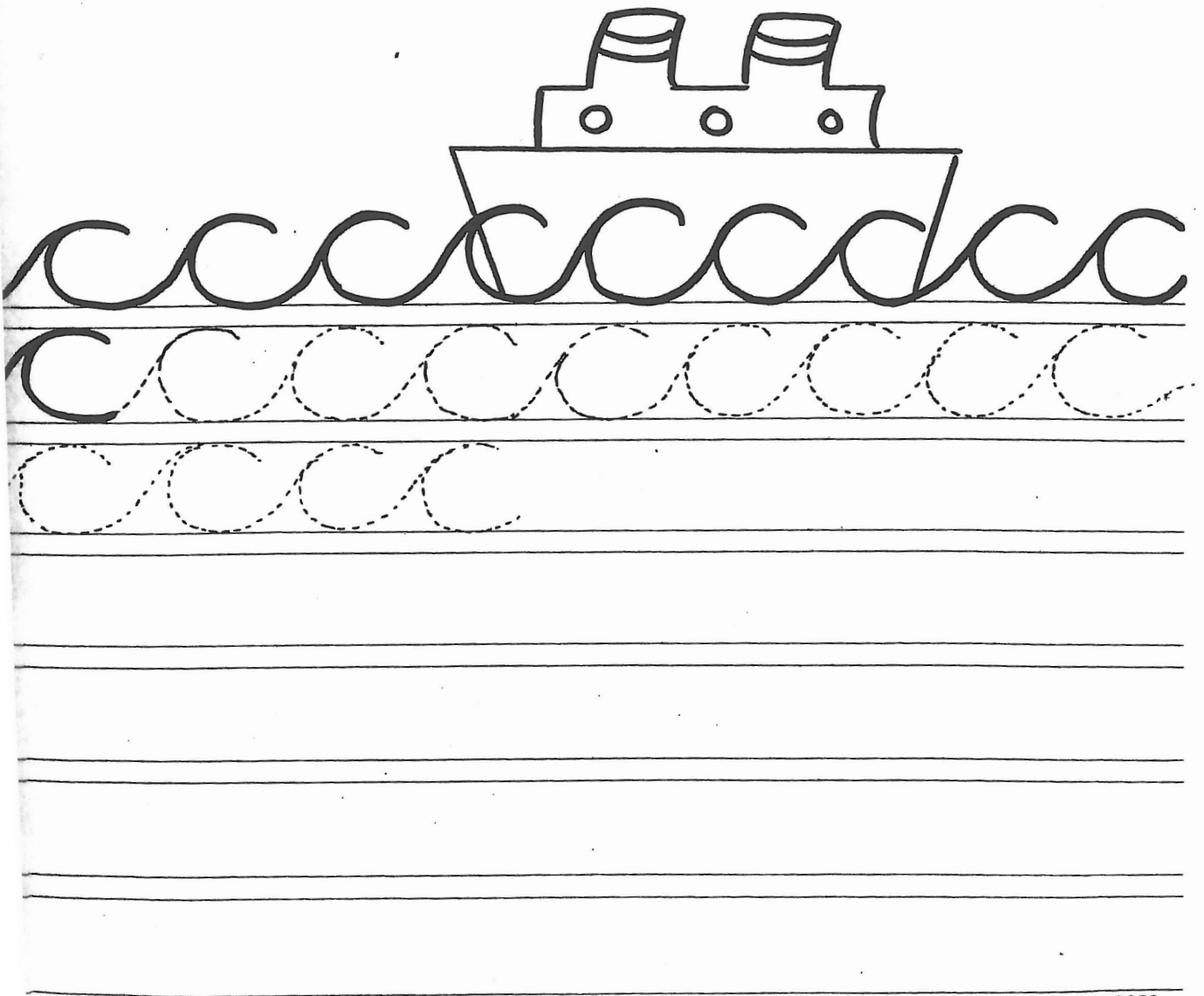
Trace this pattern



Copy it here



Now put this pattern as the waves of the sea



OCCUPATIONAL THERAPY 2002

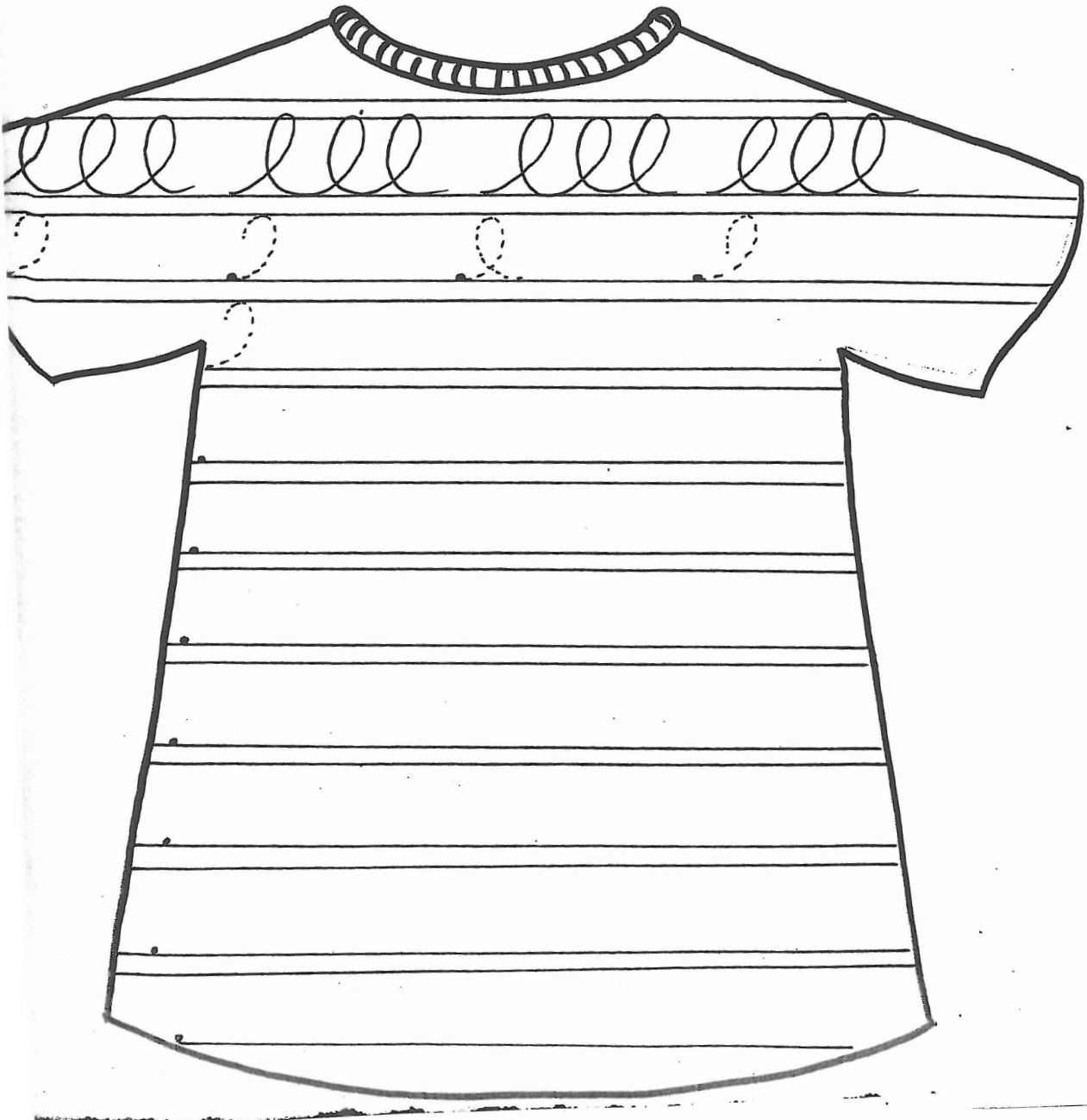
Trace this pattern



Copy it here



Now put this pattern on the tee shirt



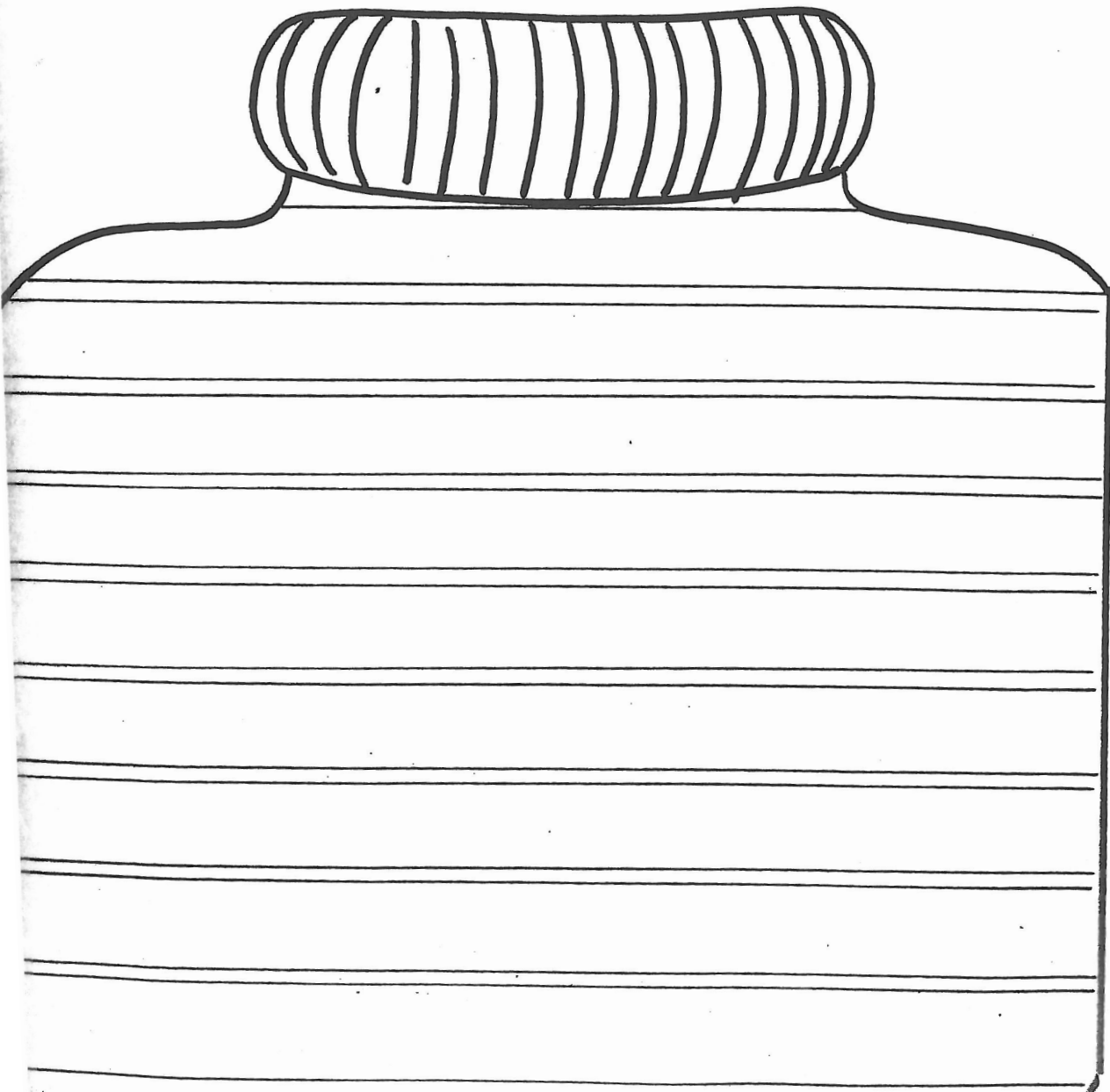
Trace this pattern



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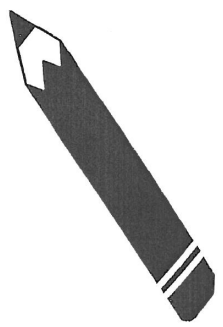


Now put sweets in the jar



B
Basic Letter
Formation

Write on Scribble

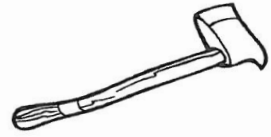


Cursive Handwriting

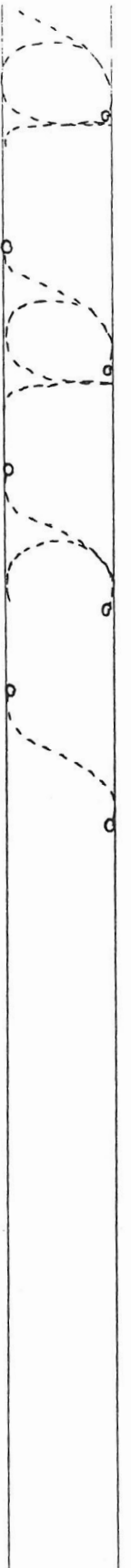
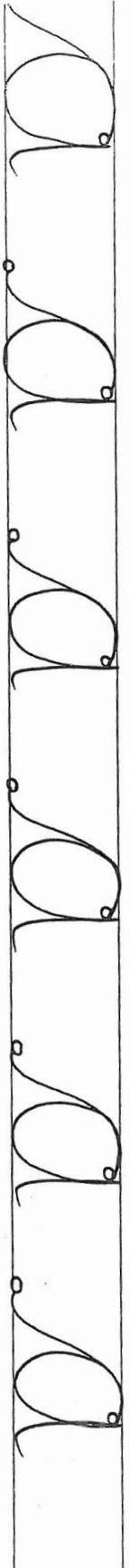
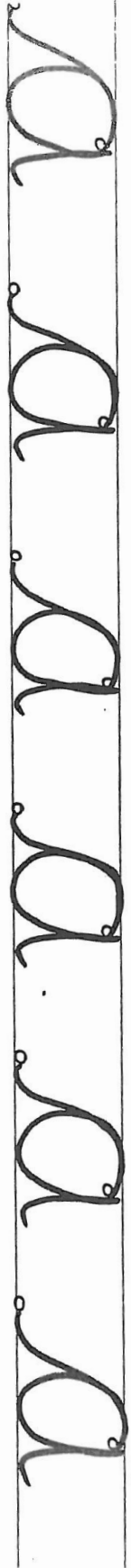
*A structured fast and effective way to teach handwriting
Towards cursive writing for children*



Based on the work of Suzanne Thurman, Integrated Support Services, Margate Learning Resource Centre
Hilderstone Adult Education Centre, Hawley Square, Margate 1993

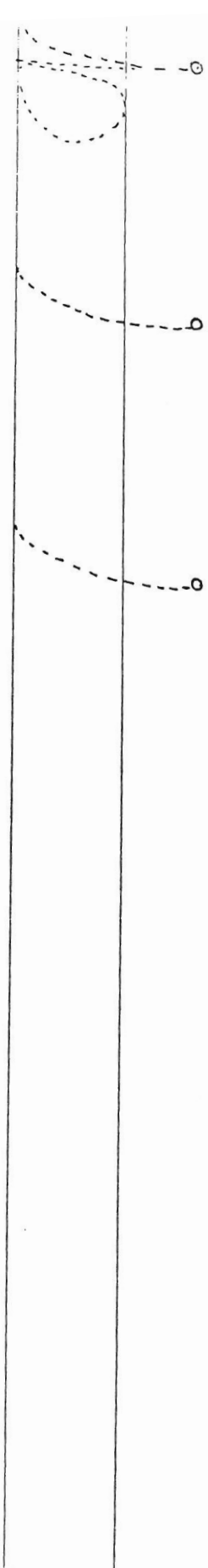
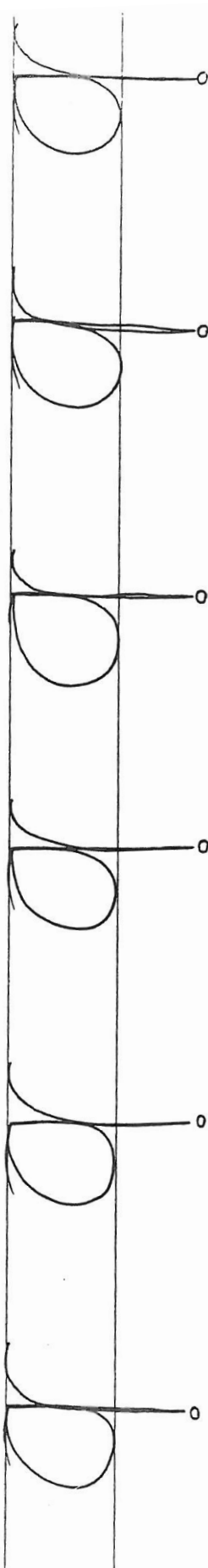
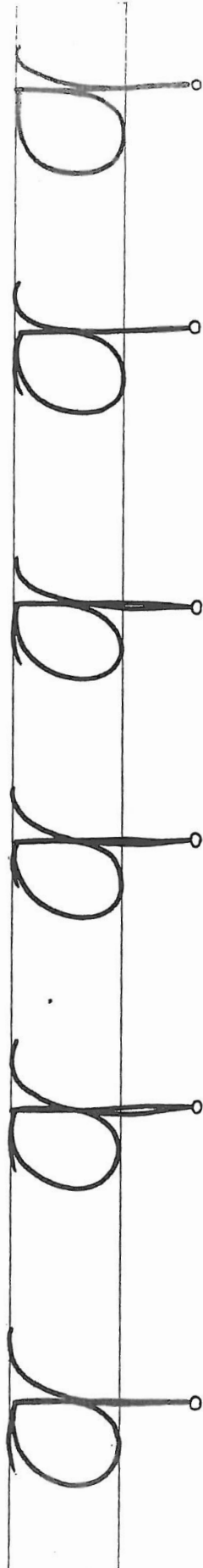


Make a big round cave and put
the door on
All in one movement
OCCUPATIONAL THERAPY I.O.M 2002

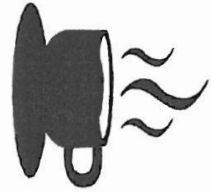




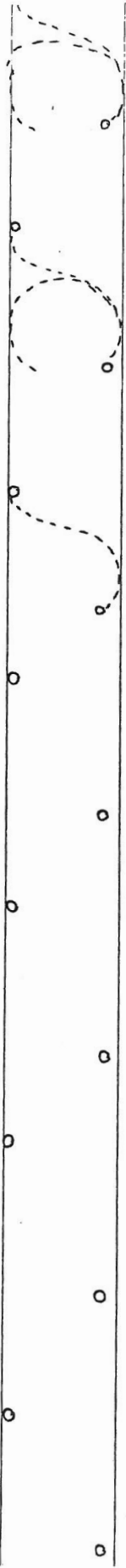
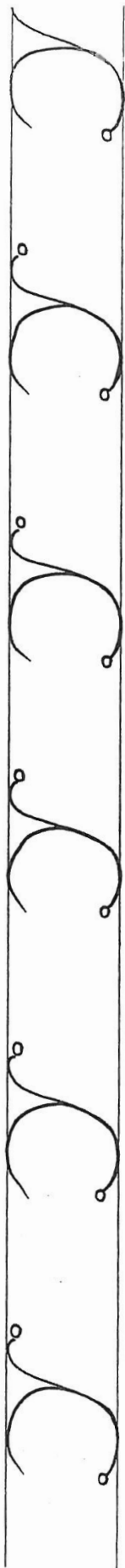
Up and down the bat and round the ball
(all in one movement)
OCCUPATIONAL THERAPY I.O.M 2002



Trace and copy



Make a big round C not a banana shape
OCCUPATIONAL THERAPY I.O.M 2002





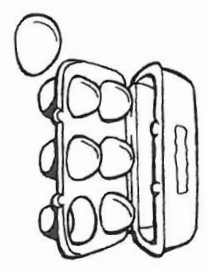
Make a big fat dog, then up and
down his tail
All in one movement
OCCUPATIONAL THERAPY I.O.M 2002

Handwriting practice row 1: A series of connected loops on a four-line grid. Each loop starts with a small circle on the top line, goes down to the bottom line, curves back up to the top line, and then down to the bottom line again. The loops are connected by a vertical line on the top line.

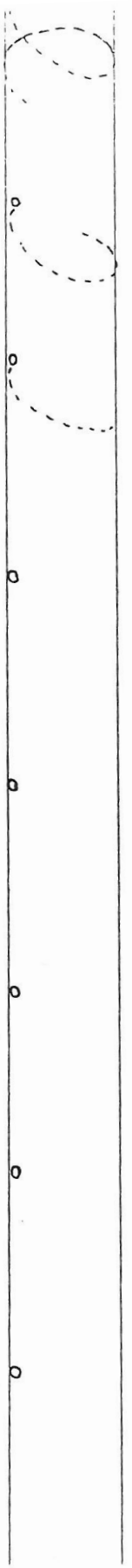
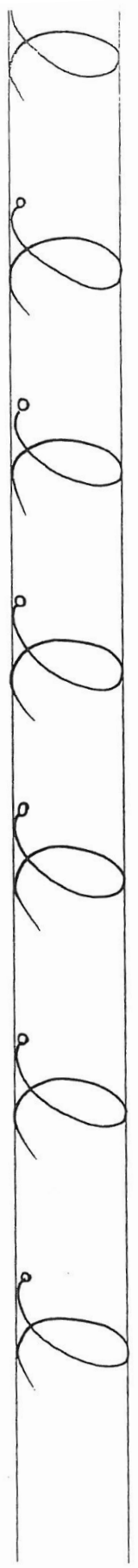
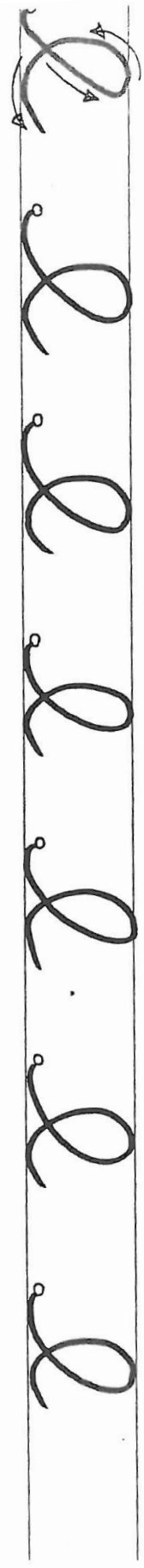
Handwriting practice row 2: A series of connected loops on a four-line grid, identical to row 1 but with a dashed line for the first loop to indicate the starting point and direction.

Handwriting practice row 3: A series of connected loops on a four-line grid, identical to row 2 but with a dashed line for the first loop to indicate the starting point and direction.

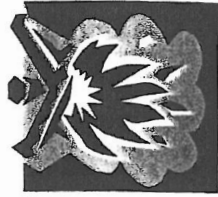
Trace and copy



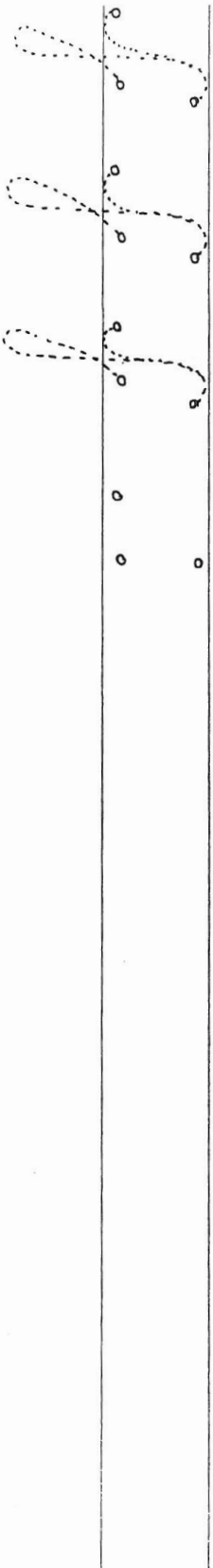
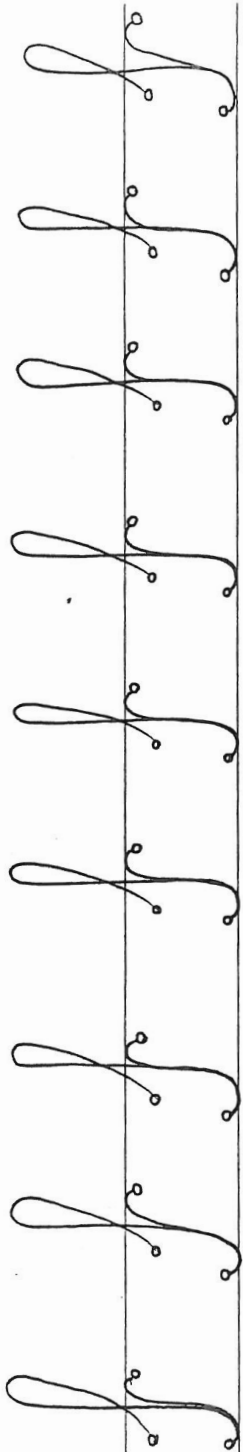
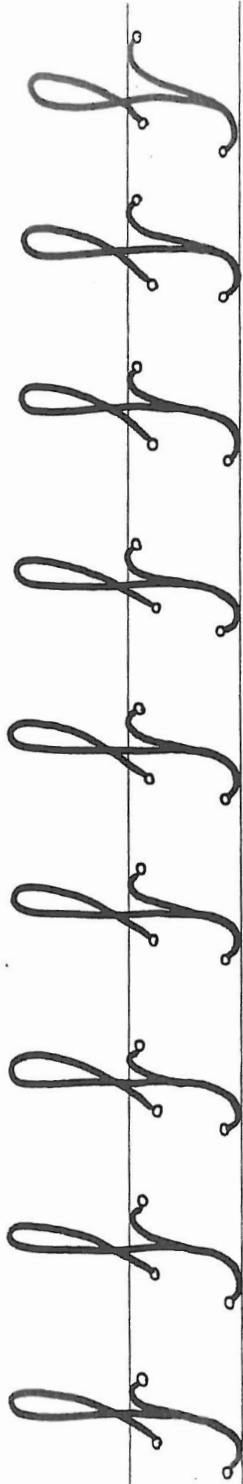
Starts at the line go up and
back and all the way back
down. Follow the arrow
All in one movement
OCCUPATIONAL THERAPY I.O.M 2002



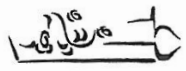
Trace and copy



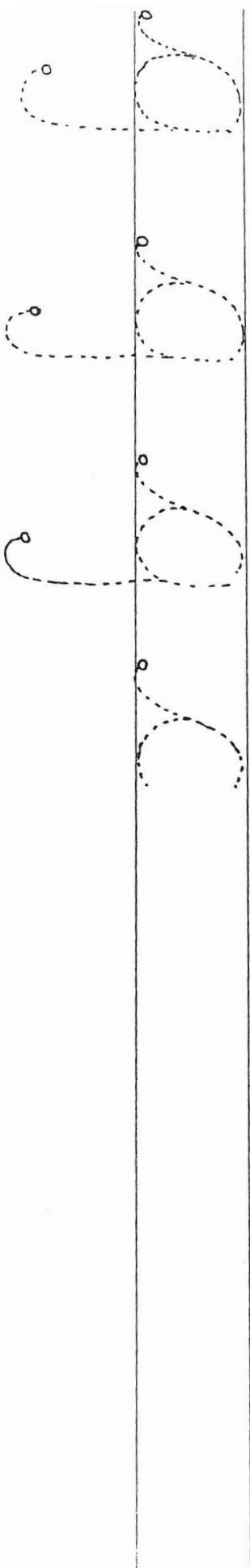
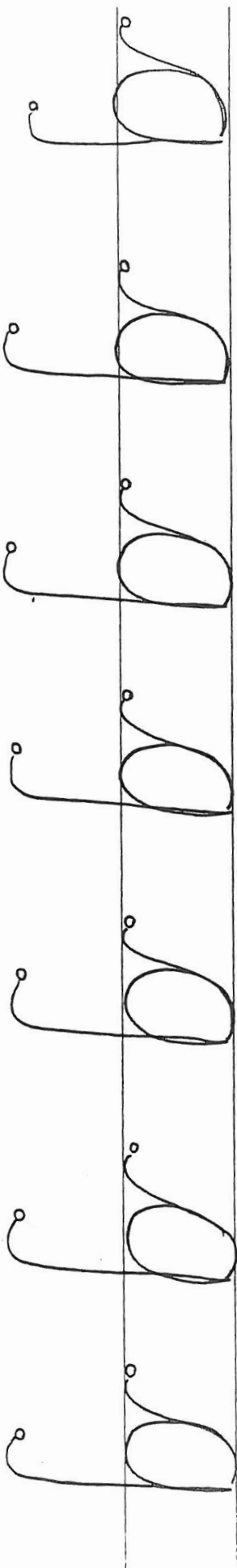
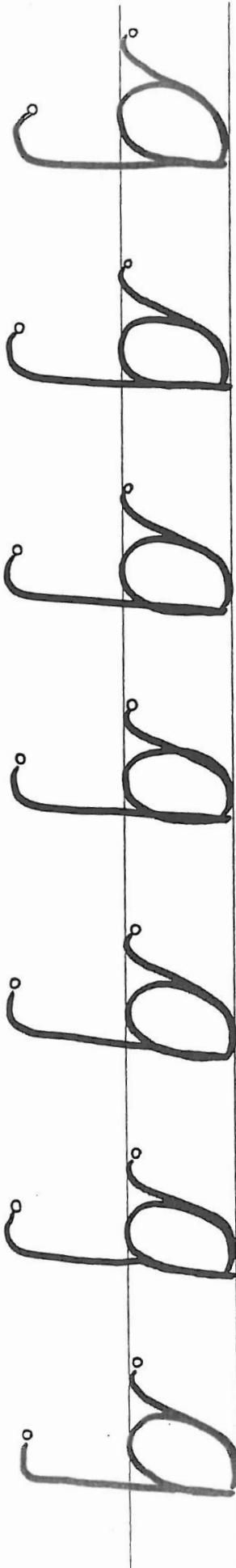
Start at the line, go up and
come down, long and graceful.
Not an S with a cross bar
All in one movement
OCCUPATIONAL THERAPY I.O.M 2002



Trace and copy



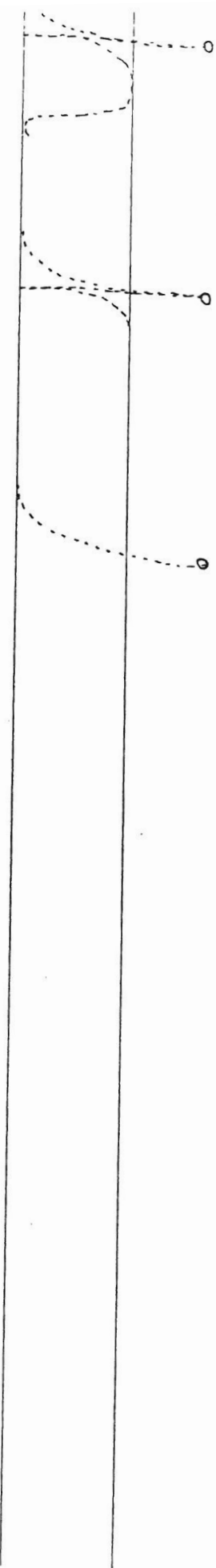
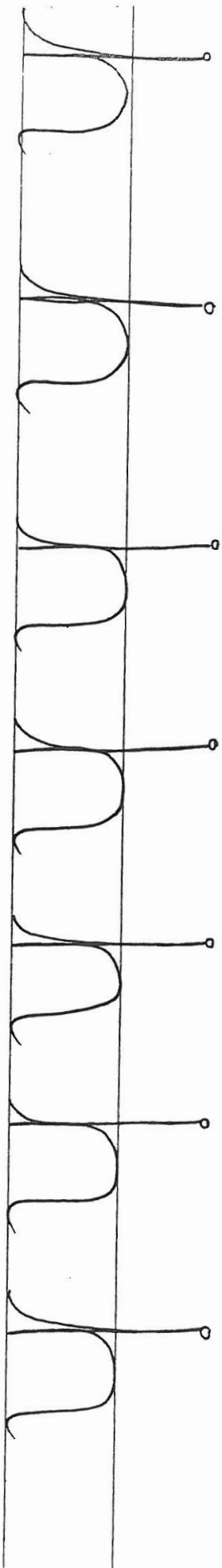
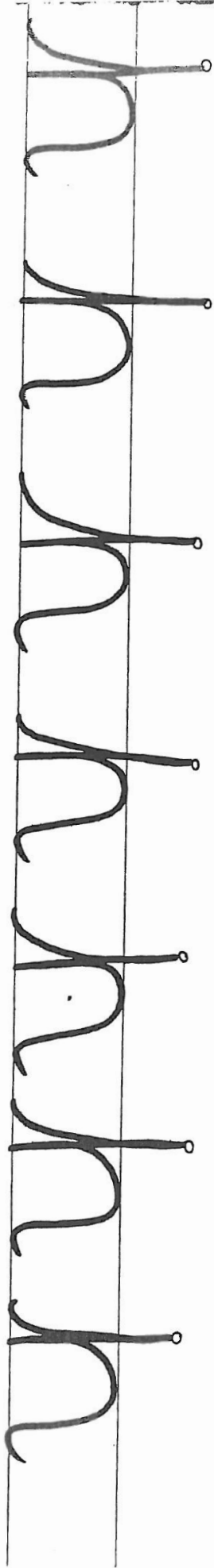
Draw a round tummy and down
the tail
All in one movement
OCCUPATIONAL THERAPY I.O.M 2002



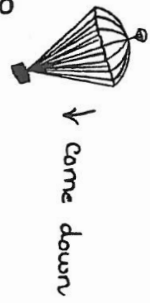
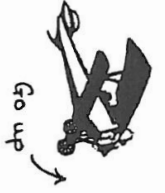
Trace and copy



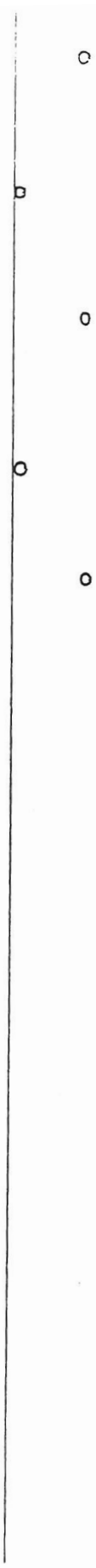
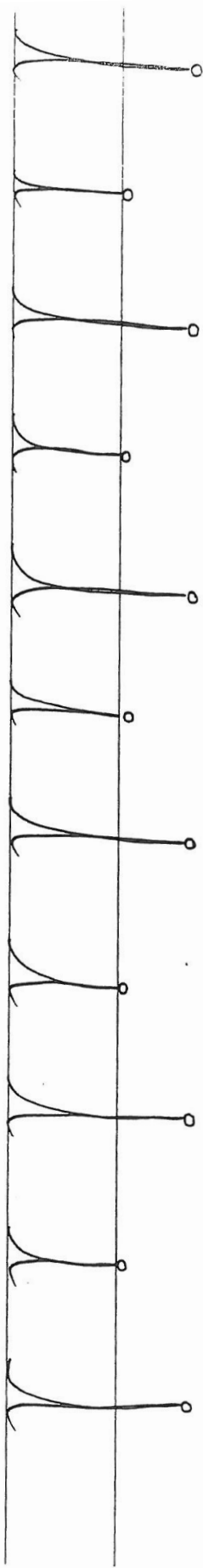
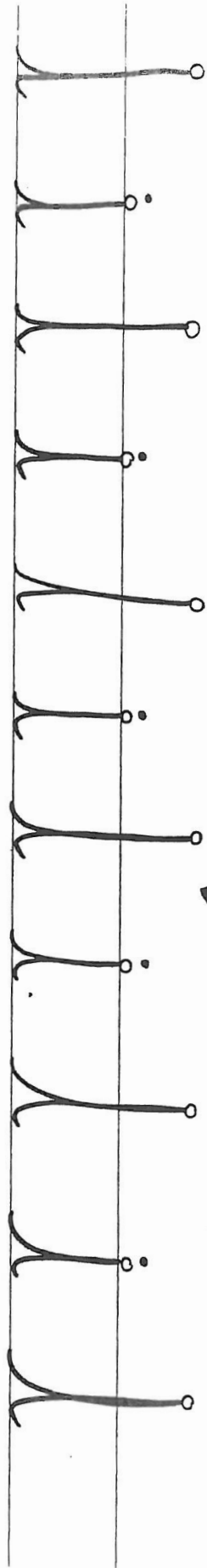
Up and down the stick and over the bridge
(all in one movement)
OCCUPATIONAL THERAPY I.O.M 2002



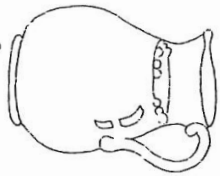
Trace and copy



Up and down the stick



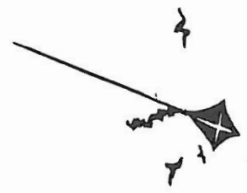
l trace and copy



Start at the line, go up and come down, remember that the tail turns left.
All in one movement

Handwriting practice row 1: A series of ten cursive lowercase 'l' characters on a four-line grid. Each character starts with a dot on the top line, goes up to the top line, then down to the bottom line, and finally curves left to the middle line. The first character is solid black, and the remaining nine are dashed for tracing.

Handwriting practice row 2: A series of ten cursive lowercase 'l' characters on a four-line grid. Each character starts with a dot on the top line, goes up to the top line, then down to the bottom line, and finally curves left to the middle line. All characters are dashed for tracing.



Up and down the stick, half way round again, round the loop and put on a leg (all in one movement)

OCCUPATIONAL THERAPY I.O.M 2002

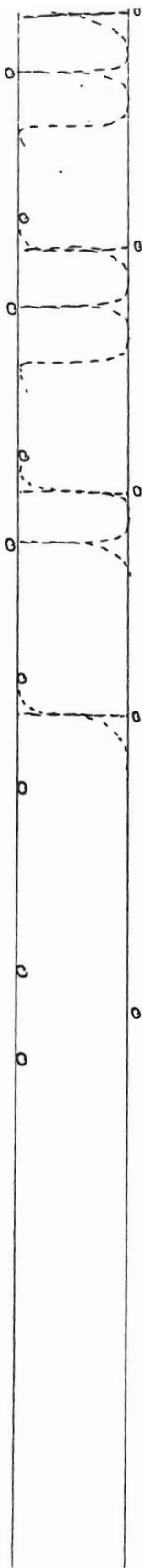
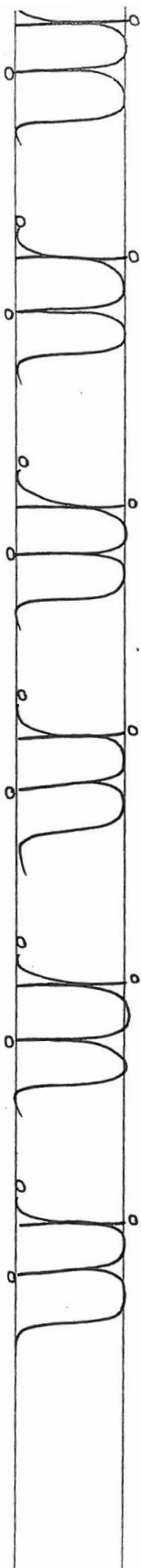
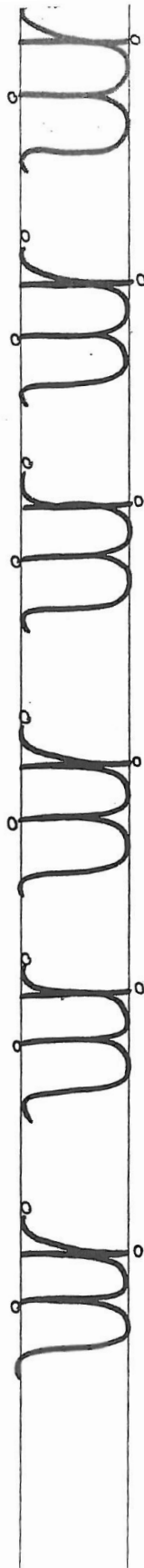
Handwriting practice row 1: A series of cursive 'R' characters on a four-line grid. Each 'R' starts with a vertical stem from the top line to the middle line, followed by a loop that goes up to the top line and down to the bottom line, ending with a tail that goes down to the bottom line. The first 'R' is solid, and the following ones are dashed for tracing.

Handwriting practice row 2: A series of cursive 'R' characters on a four-line grid. Each 'R' starts with a vertical stem from the top line to the middle line, followed by a loop that goes up to the top line and down to the bottom line, ending with a tail that goes down to the bottom line. The first 'R' is solid, and the following ones are dashed for tracing.

Handwriting practice row 3: A series of cursive 'R' characters on a four-line grid. Each 'R' starts with a vertical stem from the top line to the middle line, followed by a loop that goes up to the top line and down to the bottom line, ending with a tail that goes down to the bottom line. The first 'R' is solid, and the following ones are dashed for tracing.



**Throw the ball up, let it fall and
bounce three times.**
All in one movement
OCCUPATIONAL THERAPY I.O.M 2002



Trace and copy



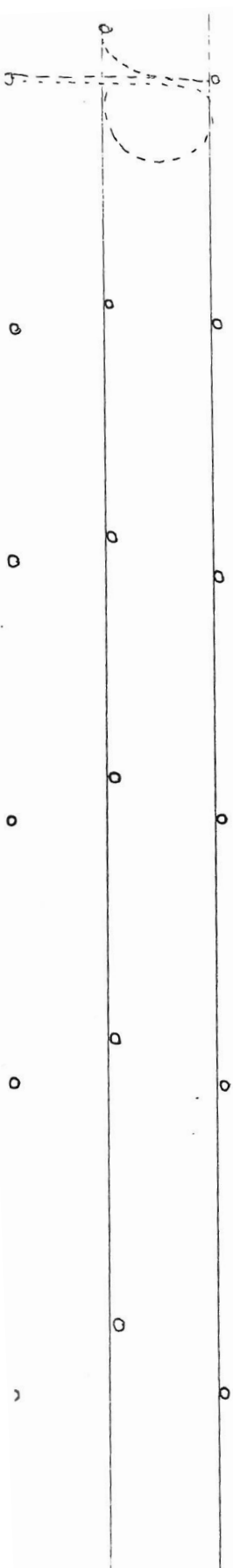
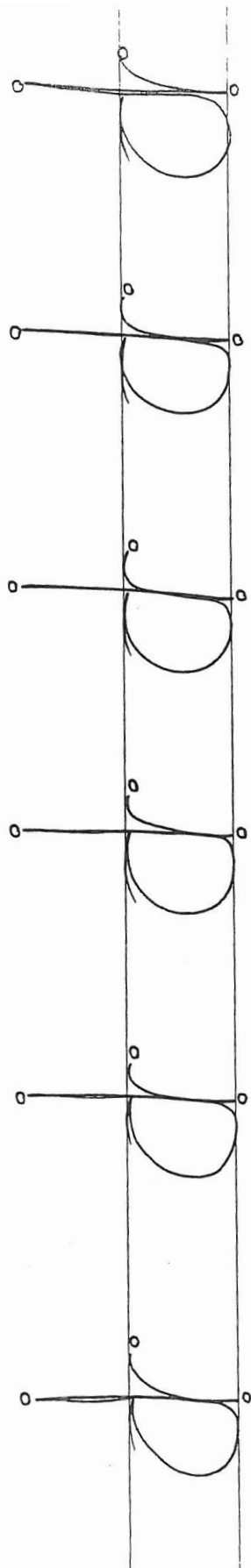
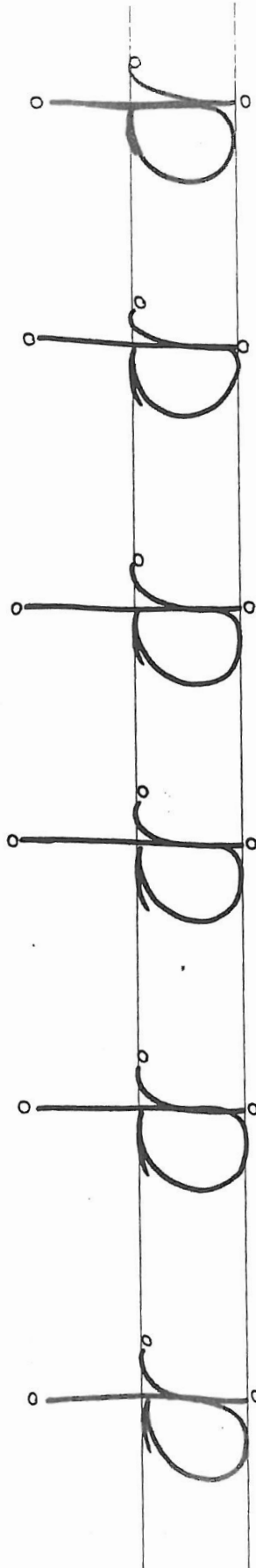
Throw the ball up, let it fall and
bounce once
All in one movement
OCCUPATIONAL THERAPY I.O.M 2002

n n n n n n n n n n n n n n n n

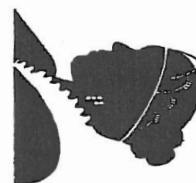
n n n n n n n n n n n n n n n n

n n n n n n n n n n n n n n n n

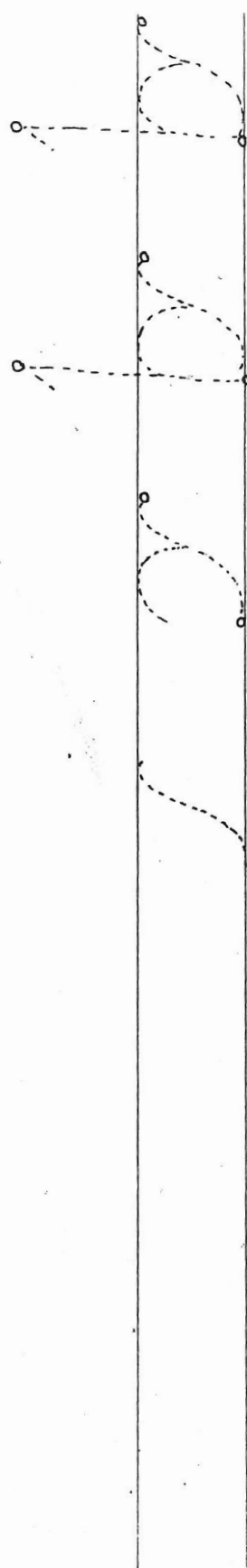
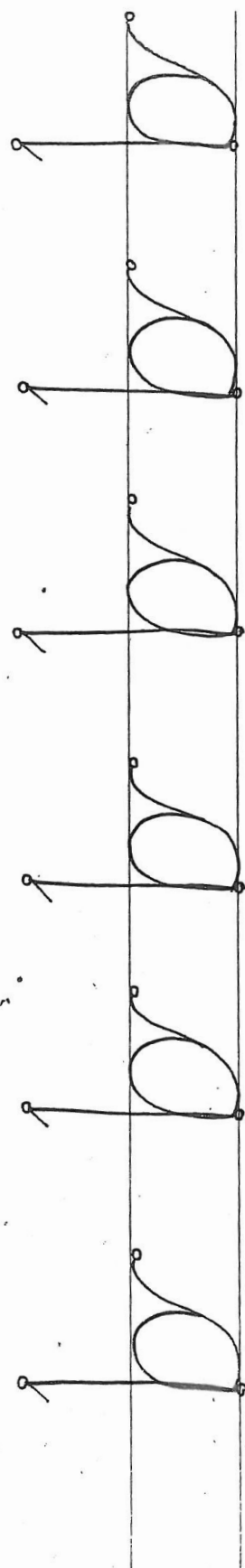
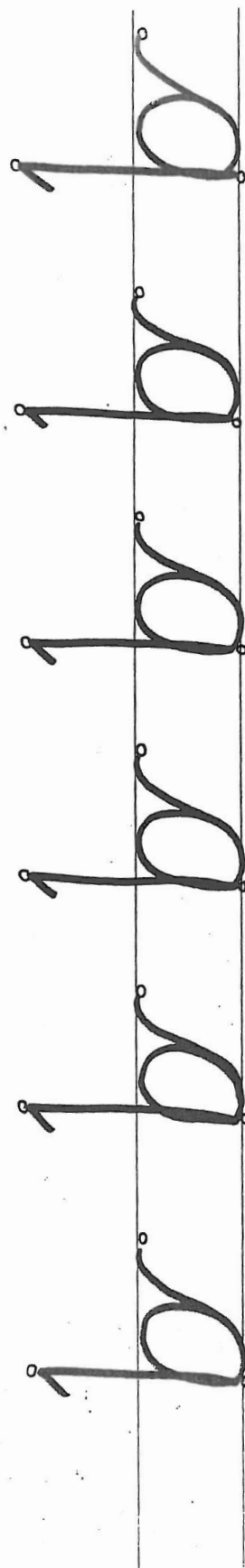
Up and down the root and round the pea
(all in one movement)
OCCUPATIONAL THERAPY I.O.M 2002



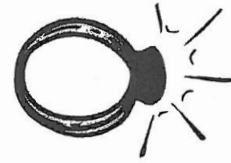
Trace and copy



Draw a round the queen's face,
down her hair and flick up
All in one movement
OCCUPATIONAL THERAPY I.O.M 2002

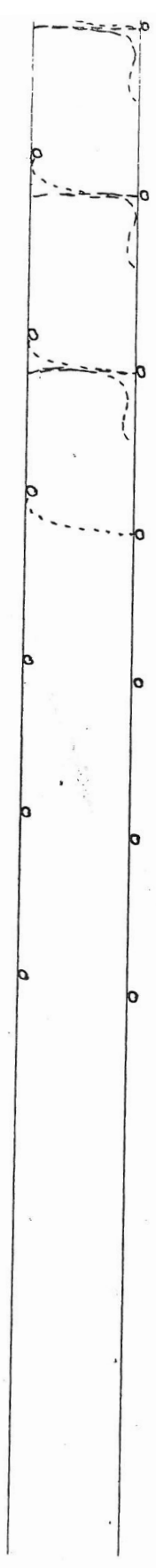
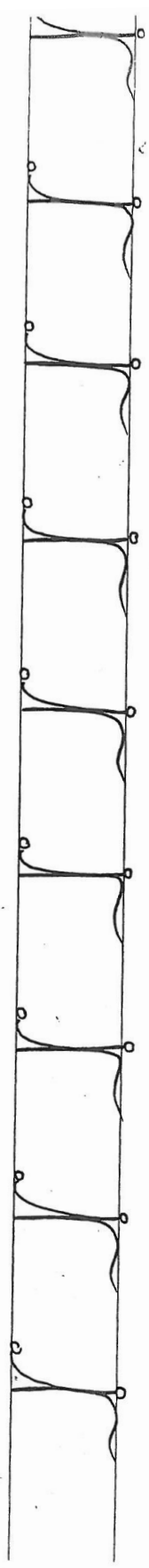
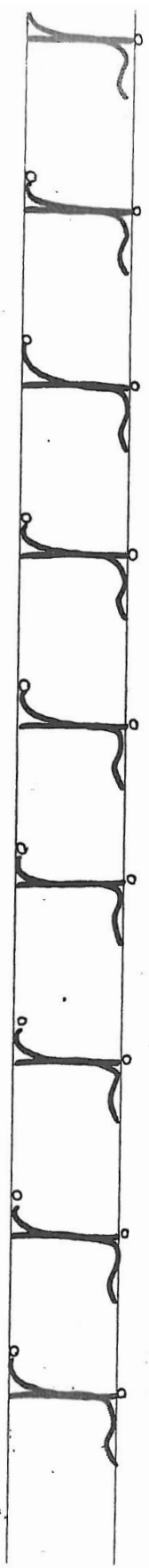


Trace and copy



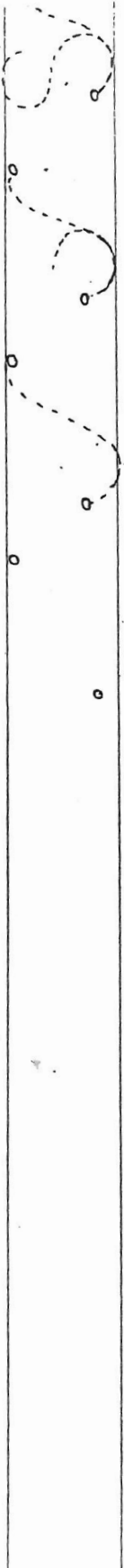
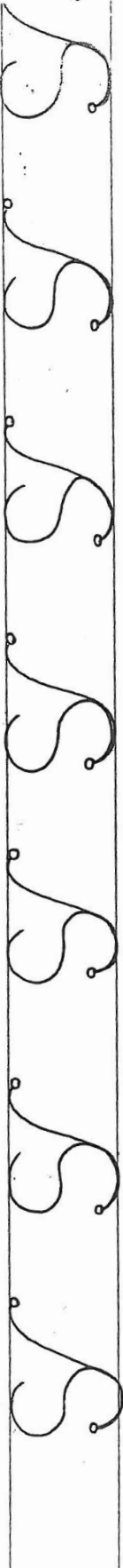
Start at the line, go up and come down, when you go up again give a little flick when you reach the top.

All in one movement
OCCUPATIONAL THERAPY I.O.M 2002

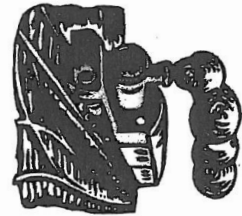
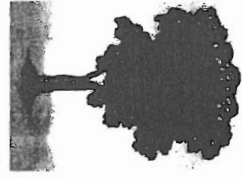




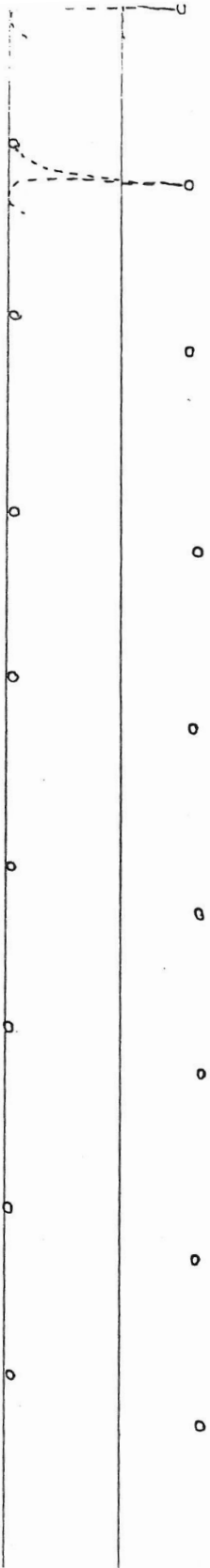
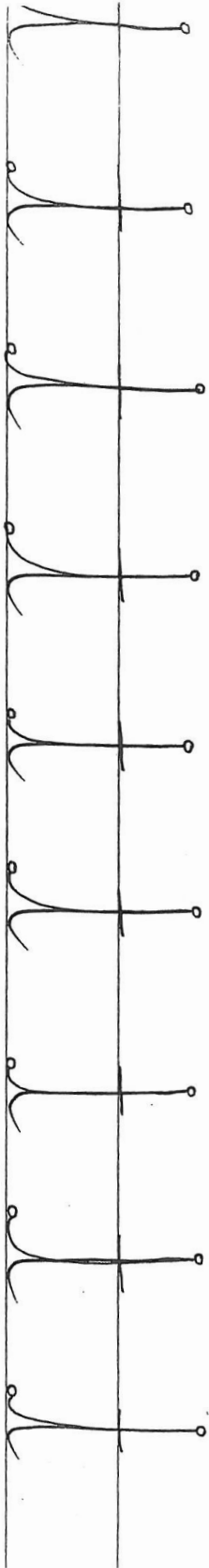
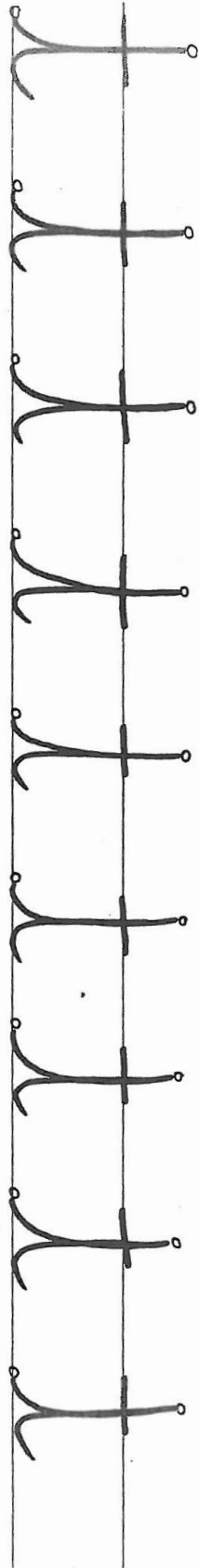
Start at the line. S must keep his head below the line. Don't make every S into a capital.
OCCUPATIONAL THERAPY L.O.M 2002



Trace and copy



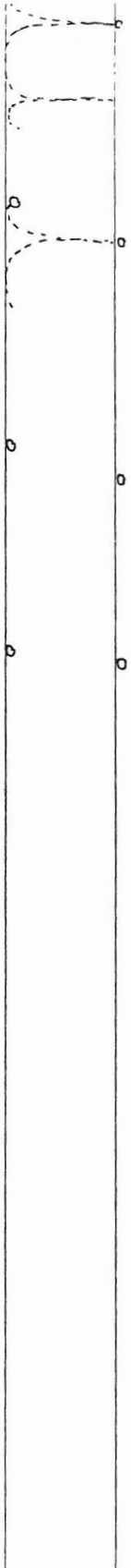
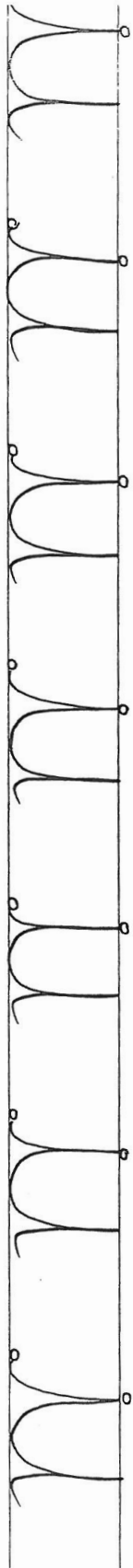
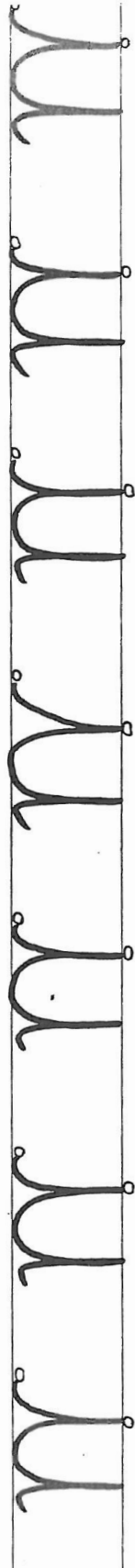
Start at the line, go up above the line and come down to a small kick. Then go to the middle and draw in the cross bar.
All in one movement
OCCUPATIONAL THERAPY I.O.M 2002

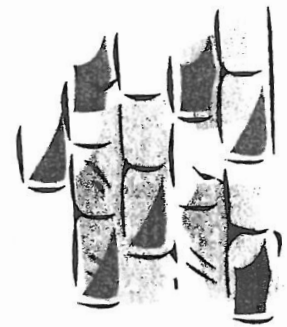
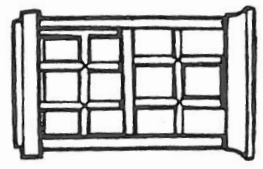


Trace and copy



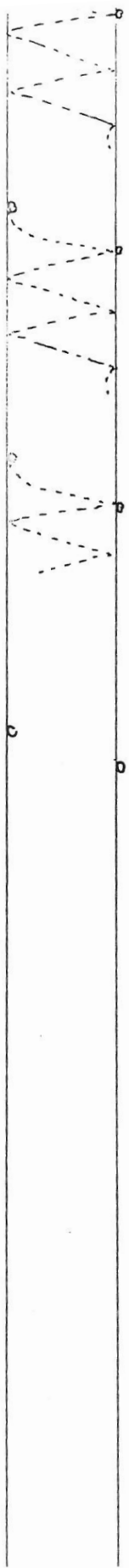
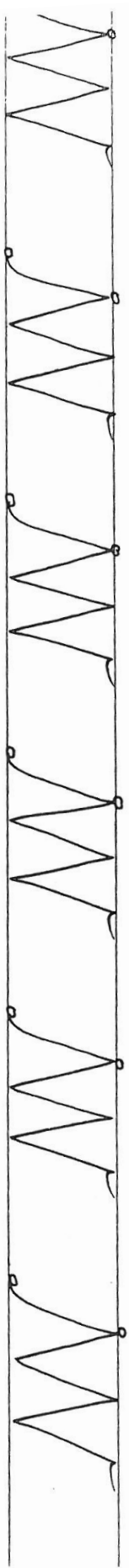
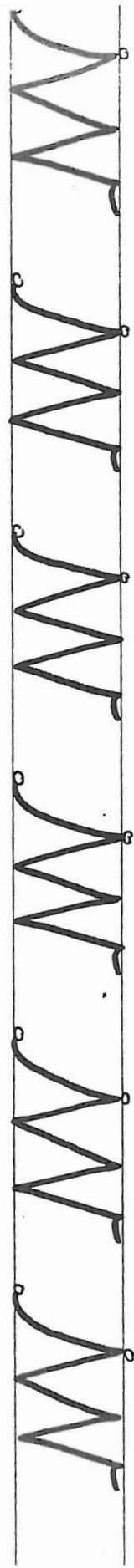
Starts at the line, go up to draw
a cup and stand it up.
All in one movement
OCCUPATIONAL THERAPY I.O.M 2002



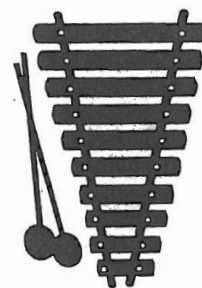


Start at the line, go up and come down, then when you go up again only go half way, come down, to go up once more.
All in one movement.

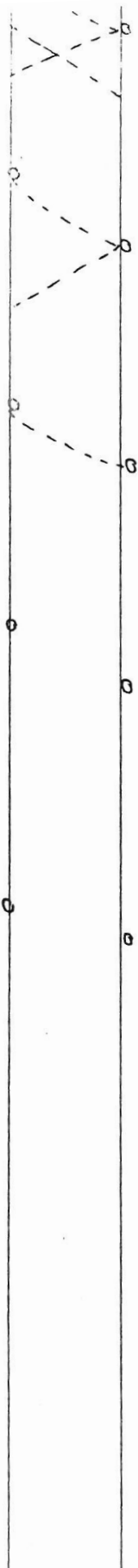
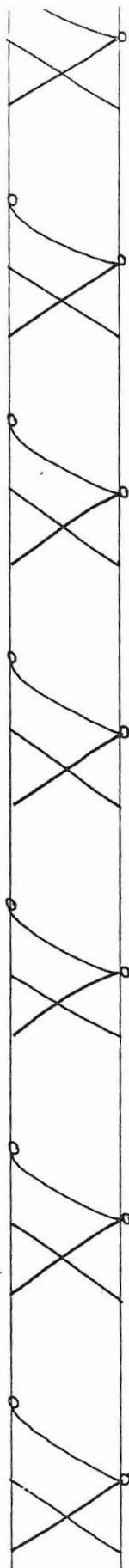
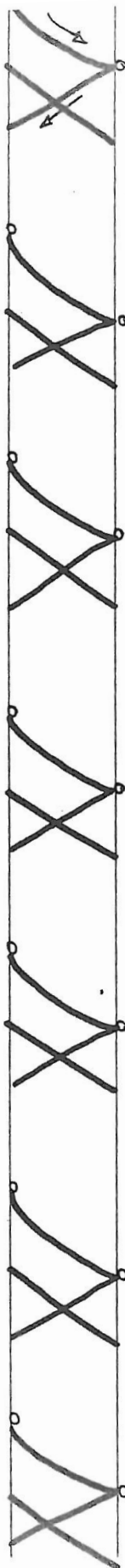
OCCUPATIONAL THERAPY I.O.M 2002



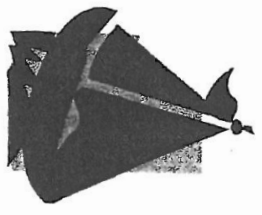
Trace and copy



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Starts at the line, go up to draw a cup and put a tail on it. Follow the arrow.
All in one movement
OCCUPATIONAL THERAPY I.O.M 2002



Handwriting practice row 1: A series of cursive 'y' characters written on a set of three horizontal lines. Each 'y' starts at the bottom line, goes up to the top line to form a cup, and then has a tail that goes down to the bottom line. Small circles are placed at the top of each cup and at the bottom of each tail to indicate starting and ending points.

Handwriting practice row 2: A second series of cursive 'y' characters on a set of three horizontal lines, identical in style to the first row, with starting and ending points marked by small circles.

Handwriting practice row 3: A third series of cursive 'y' characters on a set of three horizontal lines, identical in style to the previous rows, with starting and ending points marked by small circles.

