

Section 2:

Scheme Of Work Formation and the Order of Teaching Letters

School Handwriting =

Upper Case Letters (for formation see following sheets)

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

Numbers - 0 1 2 3 4

5 6 7 8 9

Lower Case Letters (for formation please see following sheets)

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 Letters needing entrance and exit strokes,

h o p w v s

At a glance ~ Letter and Number
Formation.

Aa

Bb

Cc

Dd

Ee

Ff

Gg

Hh

Ii

Jj

Kk

Ll

Mm

Nn

Oo

Pp

Qq

Rr

Ss

Tt

Uu

Vv

Ww

Xx

Yy

Zz

0

1

2

3

4

5

6

7

8

9

Note: x = start
→ = direction

Handwriting Teaching Order

Section A

i . l . e . t

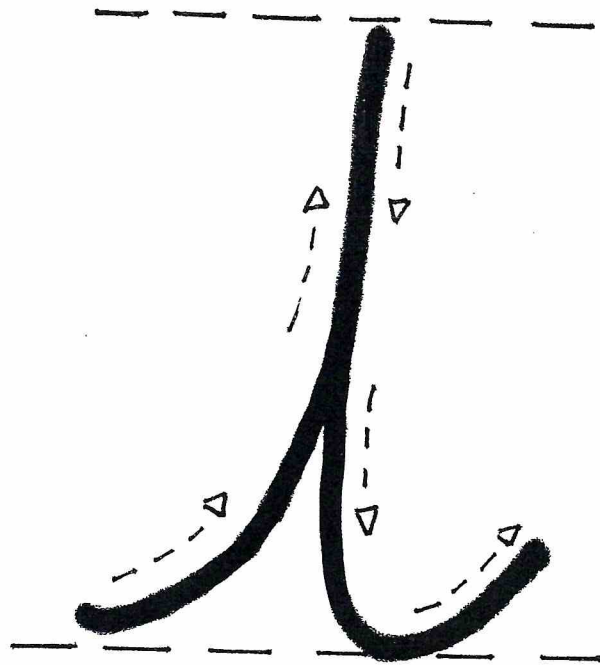
The aim of this section is to give children experience joining letters, by using letters which are the easiest form.

The pupil should be asked to repeat the same movement a number of times, to encourage an easy flowing movement.

Points to Watch

1. All letters start from the line.
 - Be sure that all letters rest on the line.
 - One difficulty may be that the pupil produces 'splayed' i's and l's. the upward stroke should be vertical, and should be retraced on the downward stroke.
2. Differentiation between the 'x' height and the 'tall' letters.
 - Handwriting paper with lines on should help you.
 - Do not let the child start letters from the top, as they will have difficulty in joining the letters.
 - Dot i's and t's after completing the word.
3. The pupils should specifically aim for a smooth, flowing movement.
 - They may also be encouraged to speed up as they get more confident.
 - If a child has great problems, they must be helped by the teacher/TA by 'ghost writing' the word a few times and letting the child trace over the adult's writing.

Later letter formation will rest on the movement patterns which are established here.



i i i i

i

u u u u

u

n n

n

m m

m

um

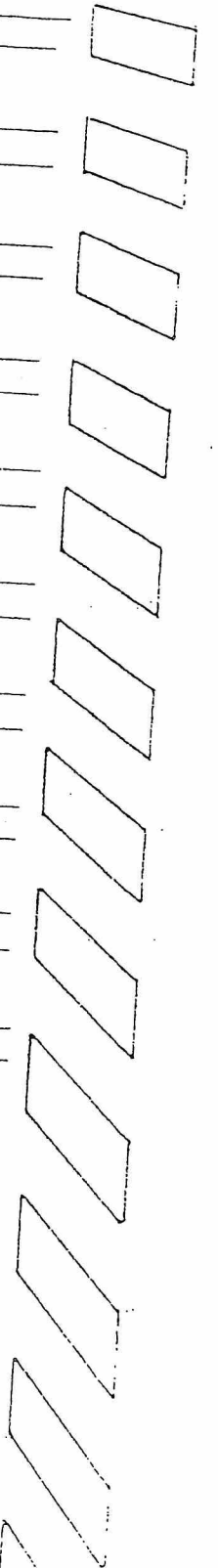
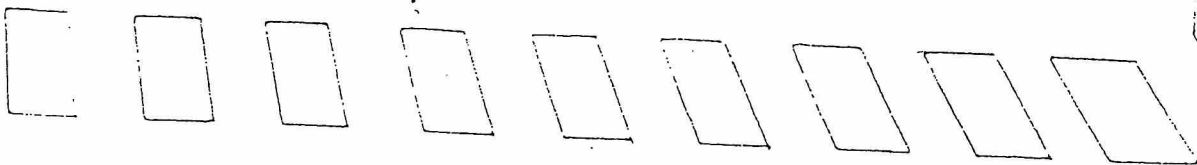
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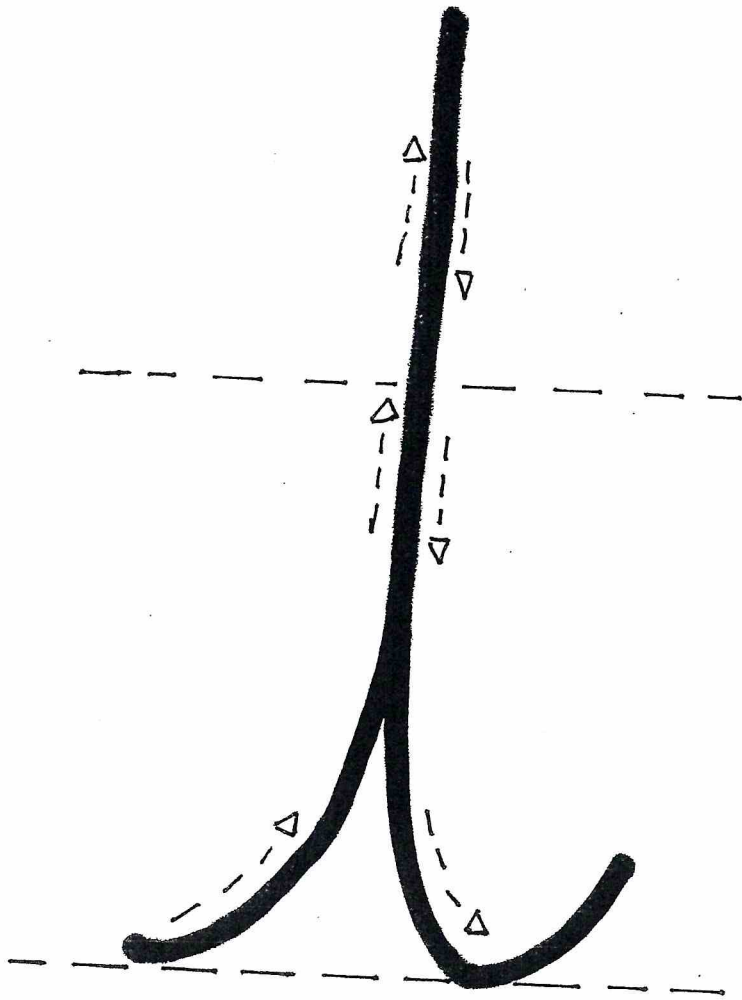
un

um

um

i i i i





l l l l

l

llllll

lll

ill ill

ill

lit lit

lit

tell tell

tell

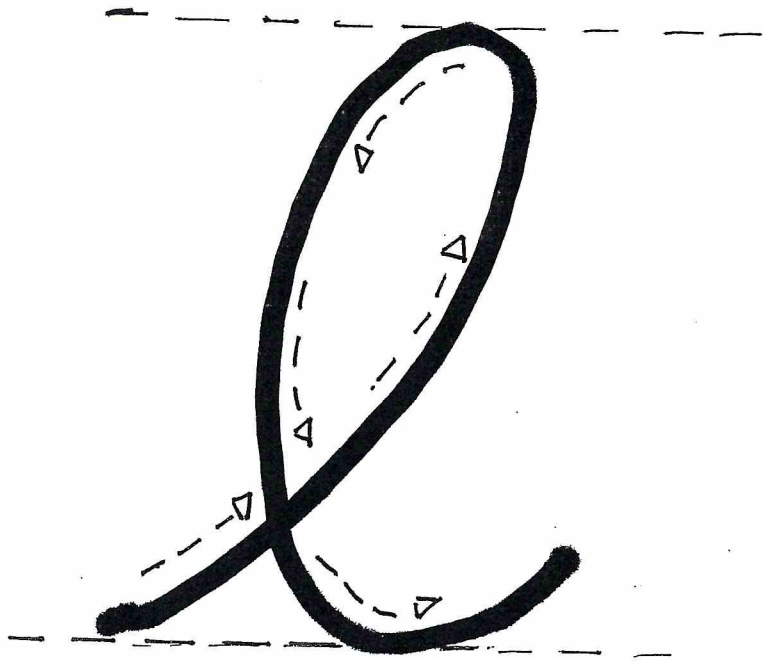
let let

let

lily lily

lily

l l l l



e e e e

e

eee eee

eee eee

ie ie

ie

let let

let

tell tell

tell

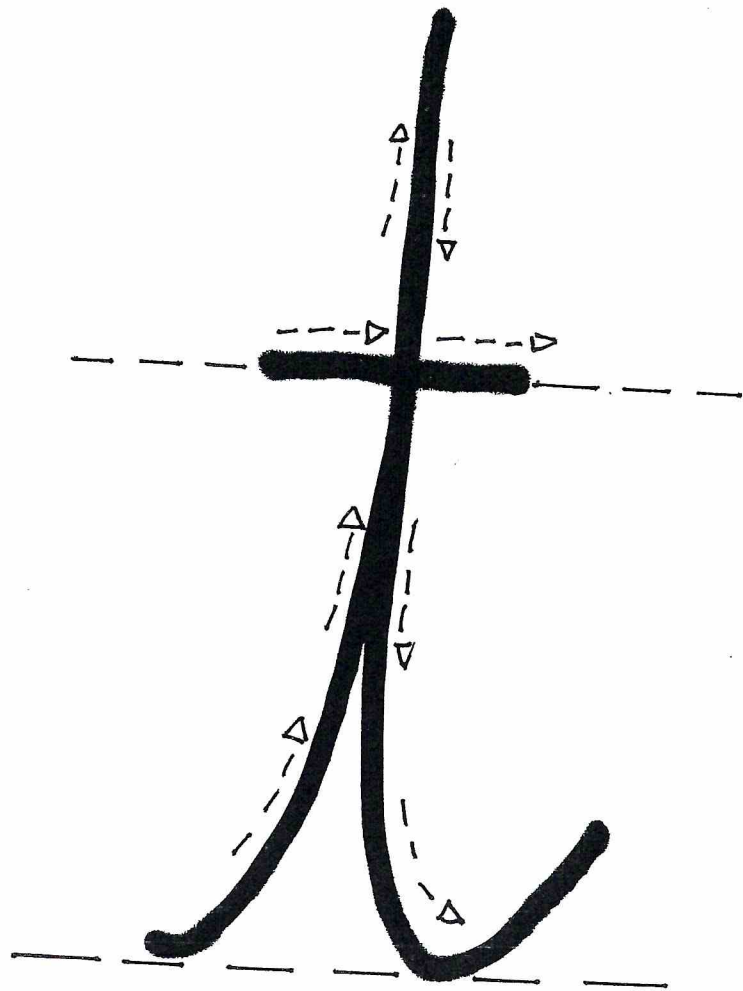
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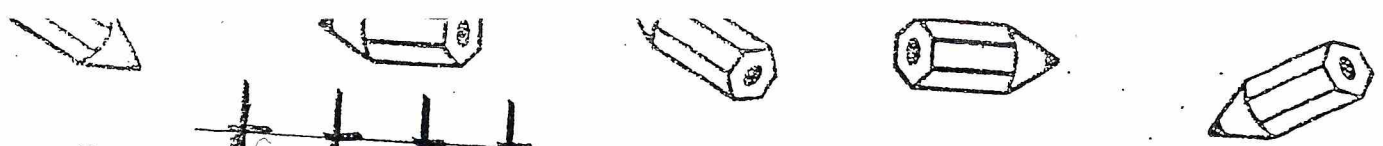
heel heel

heel

e e e

eee





t t t t

t

tttttttt

ttt

it it

it

lit lit

lit

titt titt

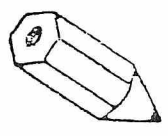
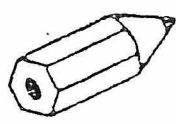
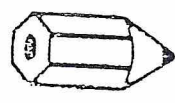
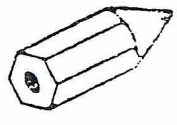
titt

tie tie

tie

little

little



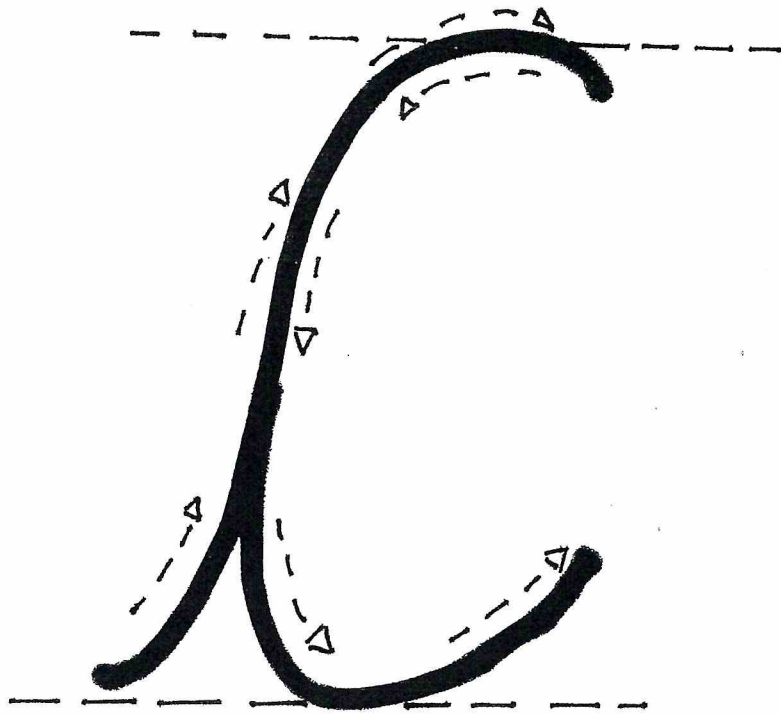
Section B

c . a . d . g . q

The main teaching point of this section is that these letters all start from a well rounded 'c' shape, formed anti-clockwise.

Points to Watch

1. Children with unconventional habits of formation, in particular those with 'b' 'd' reversal, may have some difficulty in correcting this.
 - Encourage and help them to persevere.
2. The 'q' may cause some difficulty.
 - Be sure to follow the tail through to the next letter.
3. The 'g' is presented with a lower loop to aid speed and fluency.
 - It should be explained to the children that this is there for convenience and should not be exaggerated.
 - The loop should exit under the head of the 'g' at an appropriate place for joining.



c c c c

c

cccc

cc

cu cu

cut cut

cut

ca ca

cat cat

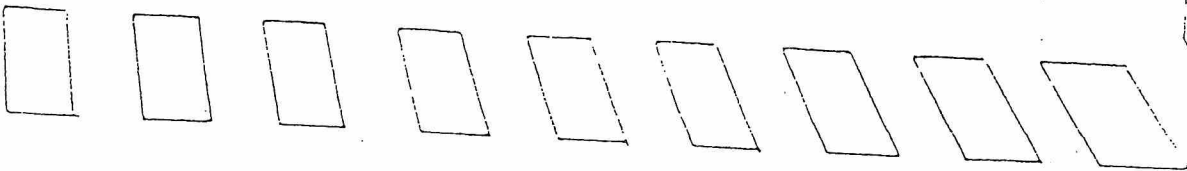
cat

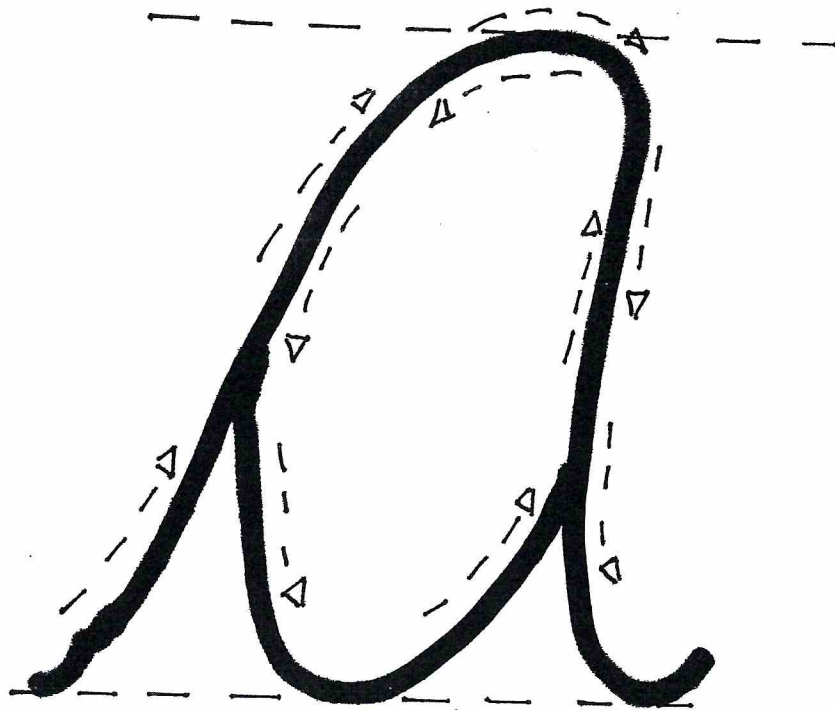
can can

can

c c c

cccc





a a a a

a

aaaa

aa

ac ac

act act

act

can can

can can

am am

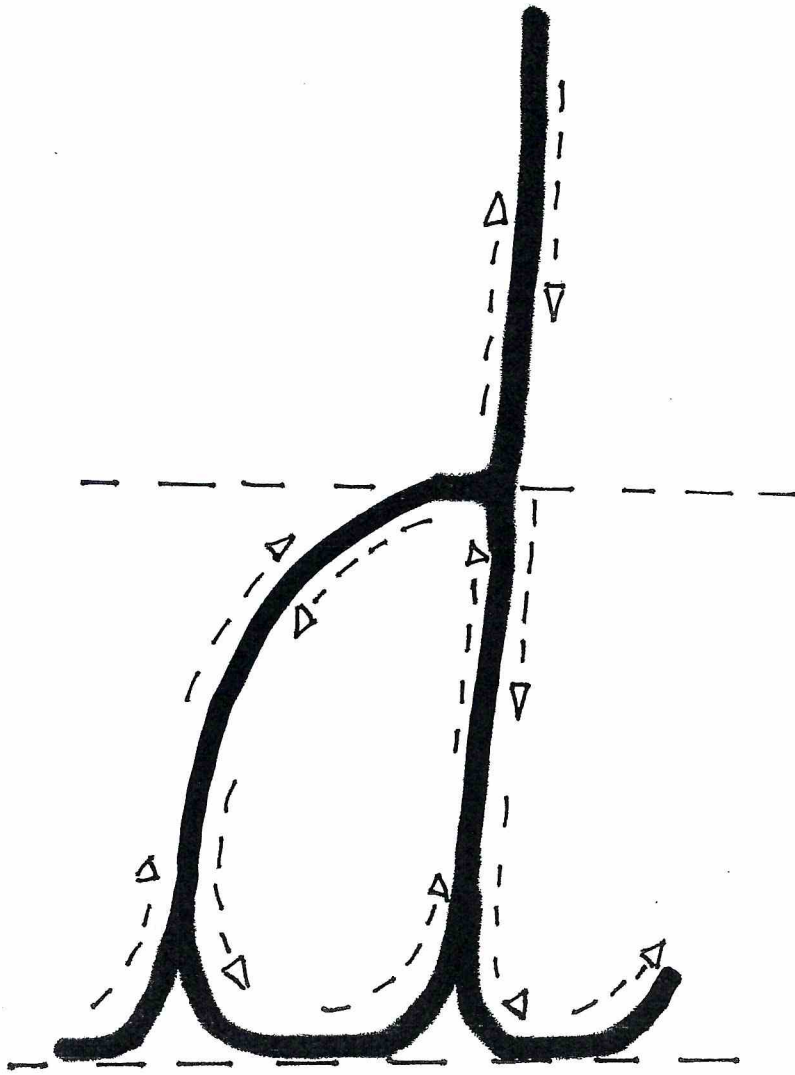
am

an an

an

dad

dad





d d d d

d

ddd

dd

da da

dad dad

dad

did did

did

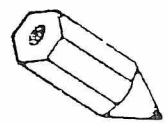
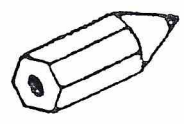
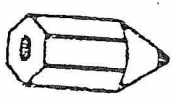
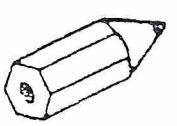
lad lad

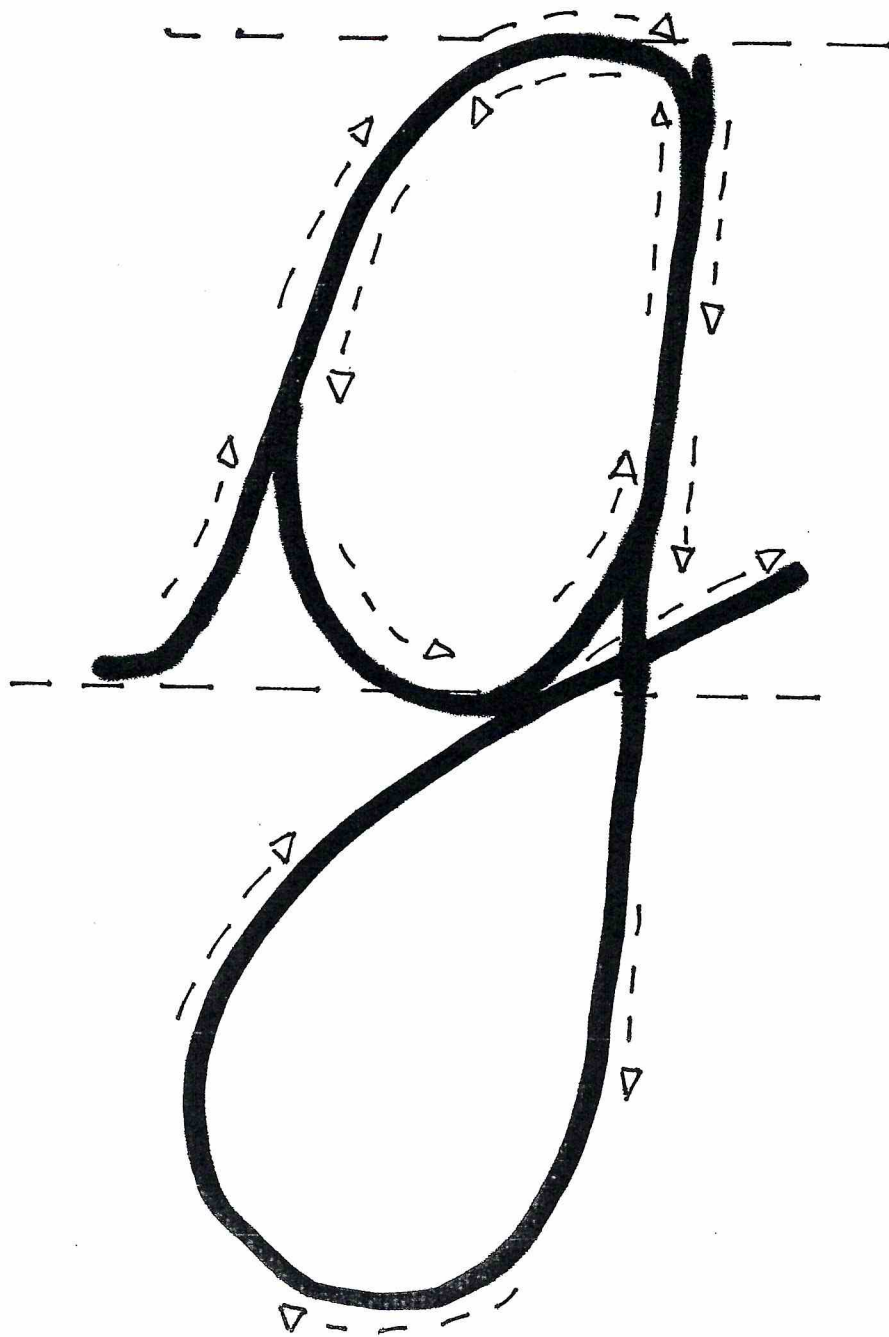
lad

lid lid

lid

d d





g g g g

g

ggg

ggg

ga ga

ga

go go

go

got got

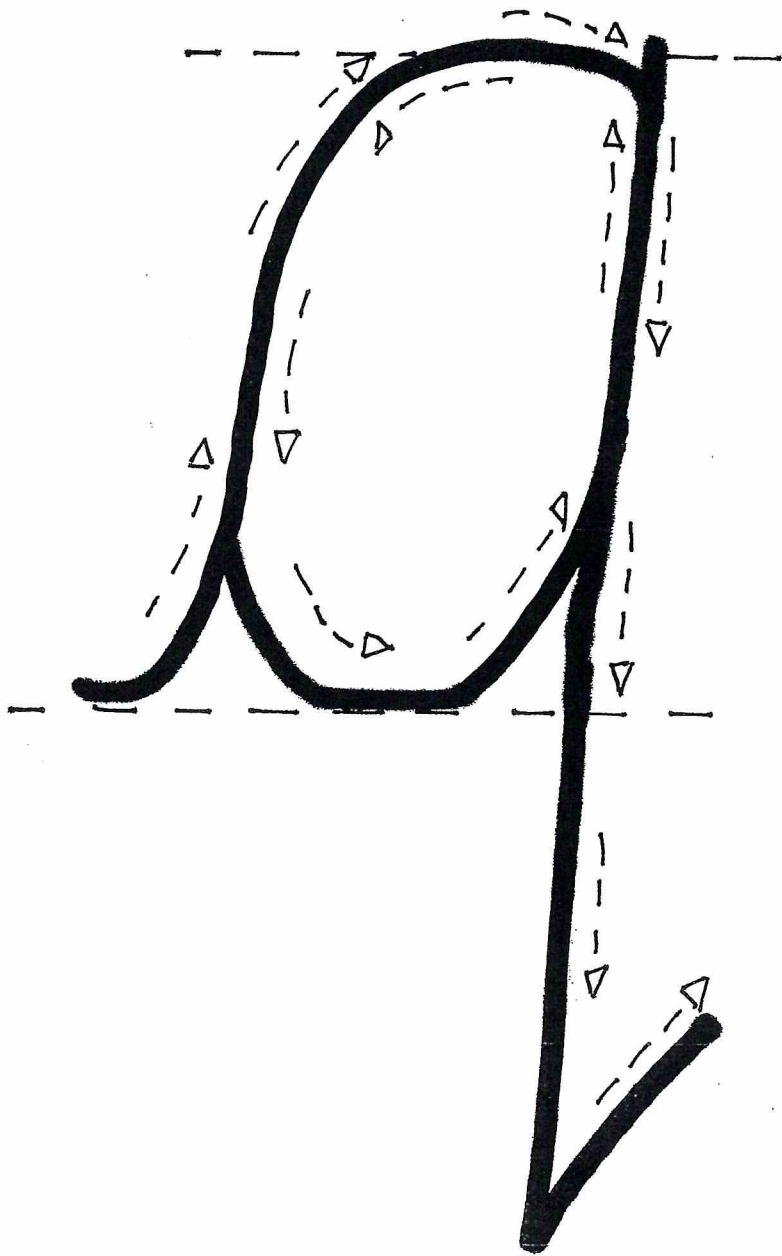
got

good good

good

g g

ggg



q q q q

q

qu qu qu

qu qu

qu

ququ ququ

ququ

quit quit

quit

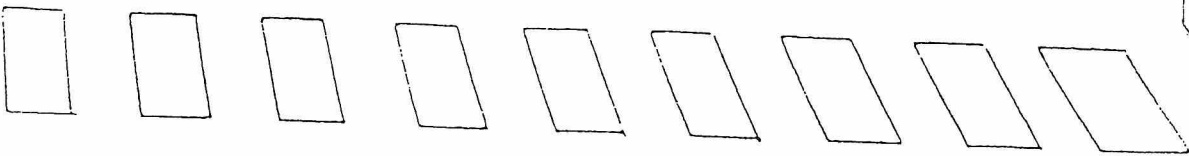
quiet quiet

quiet

q q

qu qu

quququ



Section C

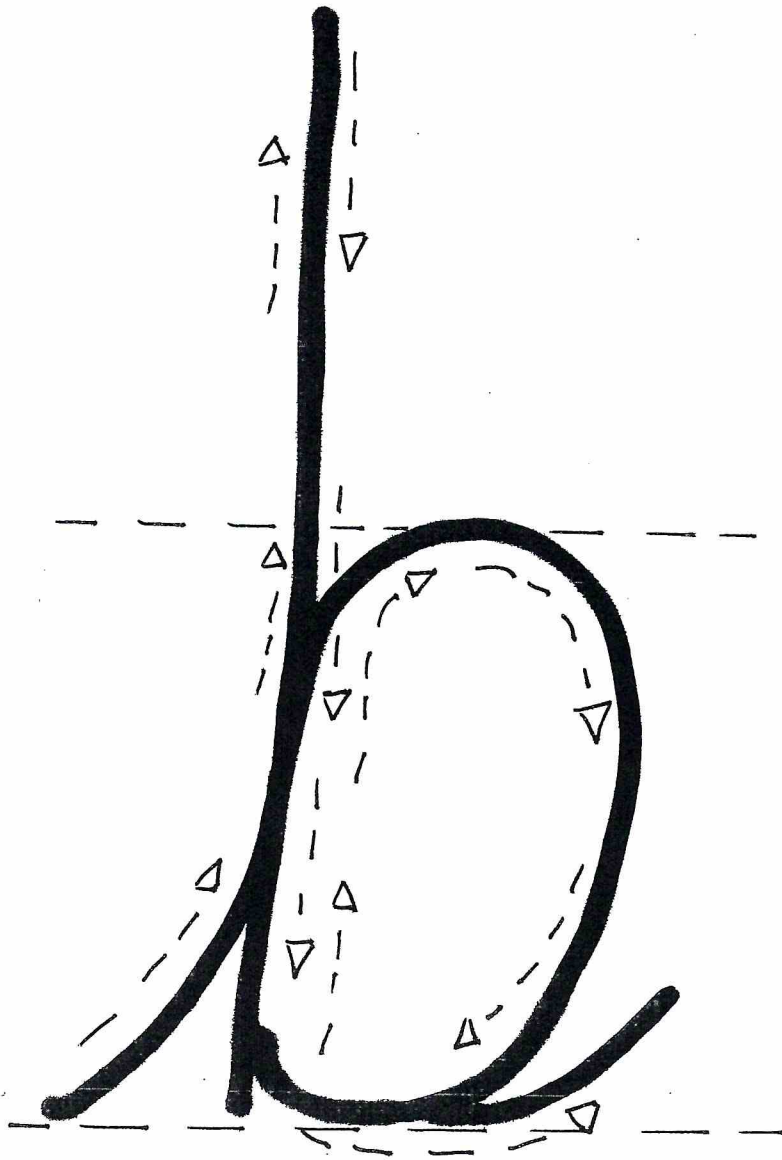
b . h . p . k .

These letters start from the line and move on to a downward stroke.

Points to Watch

1. This may prove difficult for some pupils. If the 'loop and leg' are not well established, the 'k' will resemble a capital 'R'.
2. The closed forms of 'b' and 'd' have been chosen, as the open style of these letters can easily look like 'u' or 'n' if they are not formed well.

The pupil should be asked to repeat the same movement a number of times to encourage an easy flowing movement and well formed letters.



to to to to

to

to to to to

to to to

to at to at

to at

to ill to ill

to ill

to in to in

to in

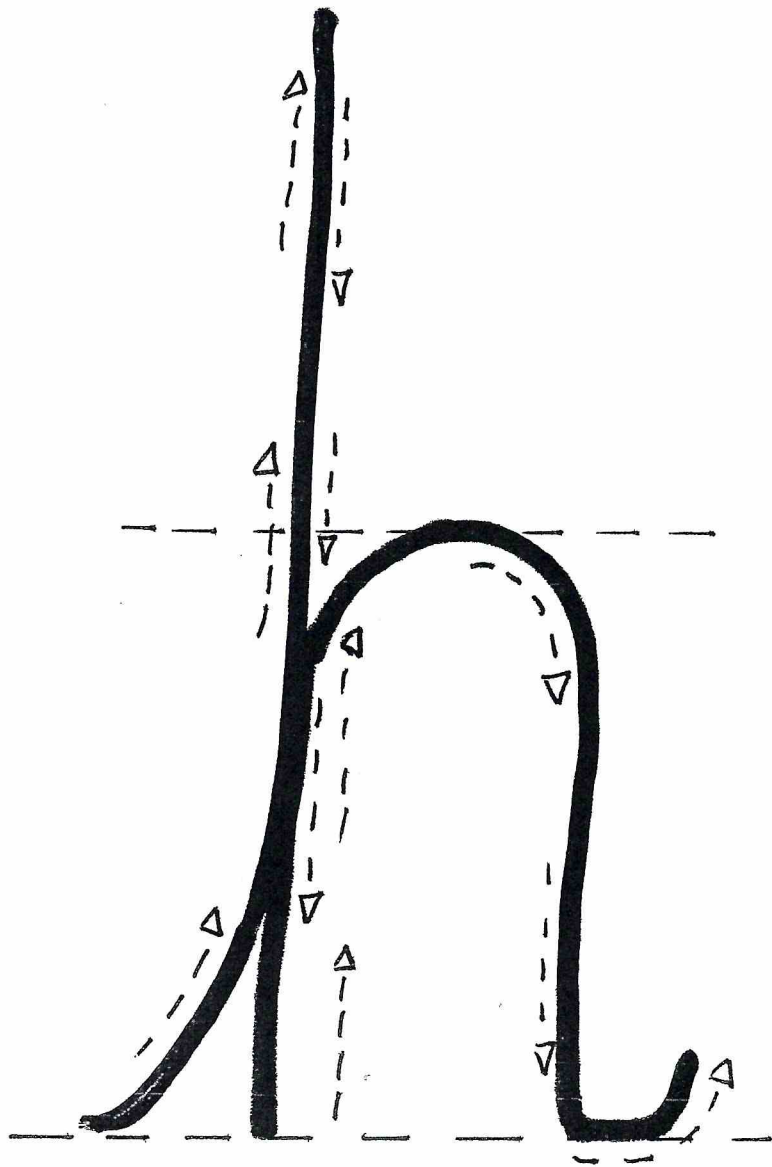
to et to et

to et

to to

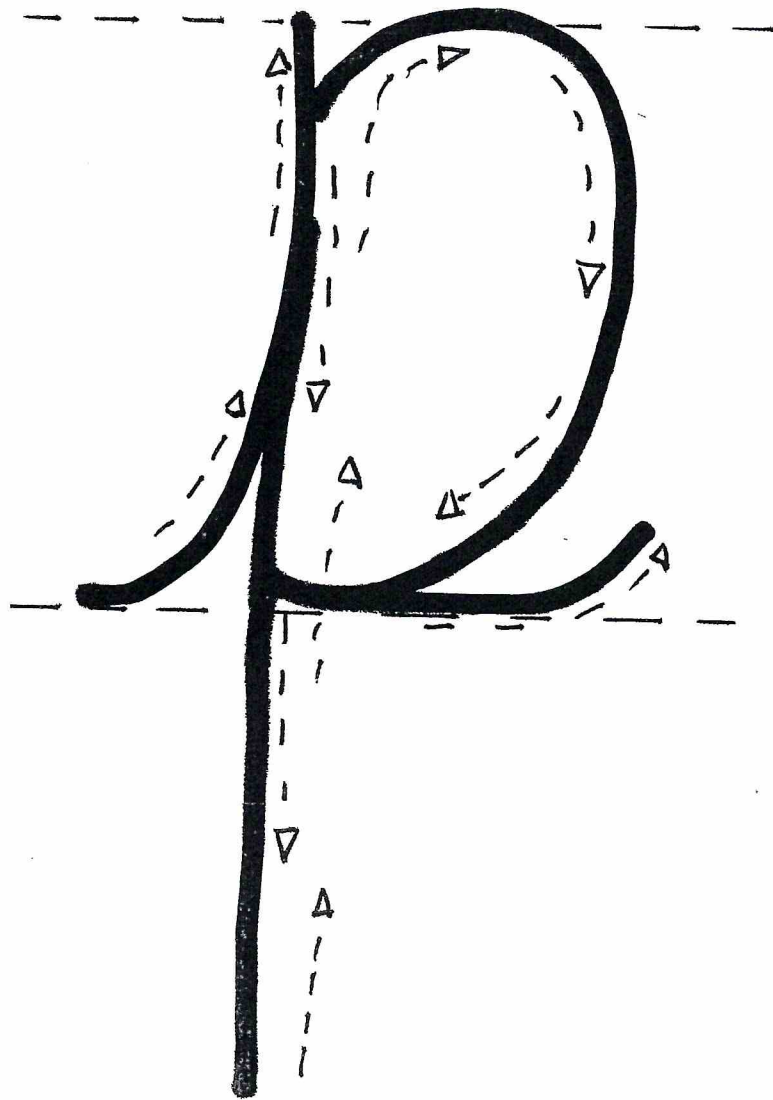
to

to to to



h h h h
h
h h h h
h h h h
hat hat
hat
hit hit
hit
the the
the
hint hint
hint
h h
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p p p p

p

pppp

ppp

pa pa

pa

pi pi

pi

pan pan

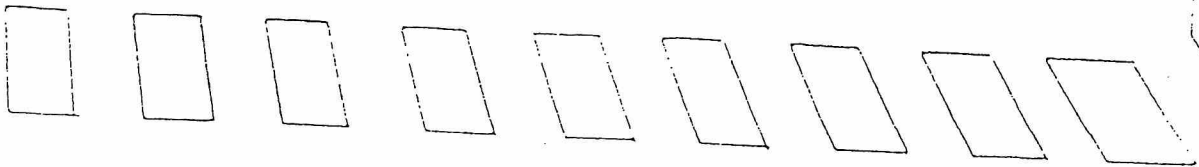
pan

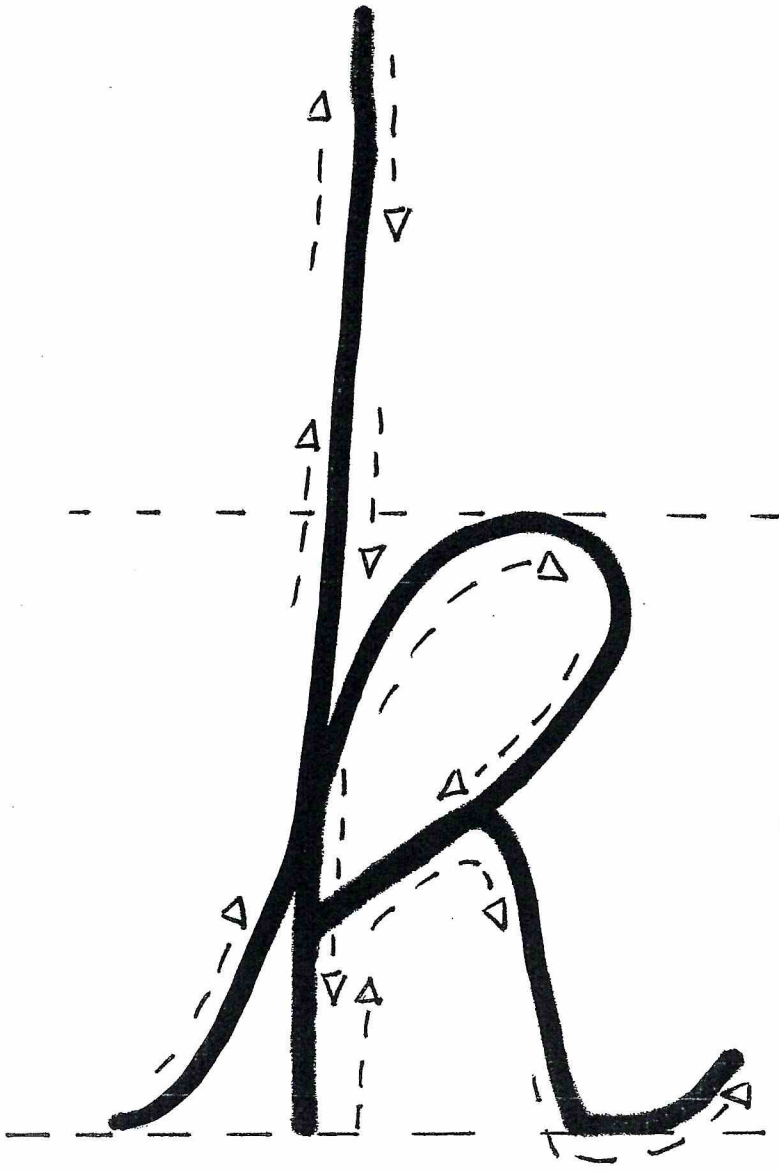
pit pit

pit

pipe pipe

pipe





k k k k

k

k k k k

k k

ki ki

ki

ka ka

ka

ck ck

ck

kite

kite

back

back

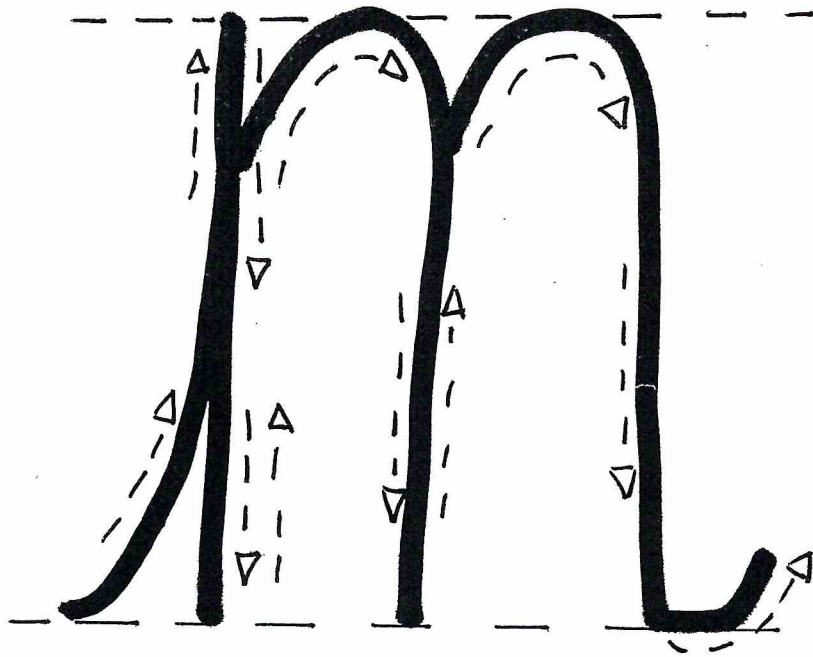
k k

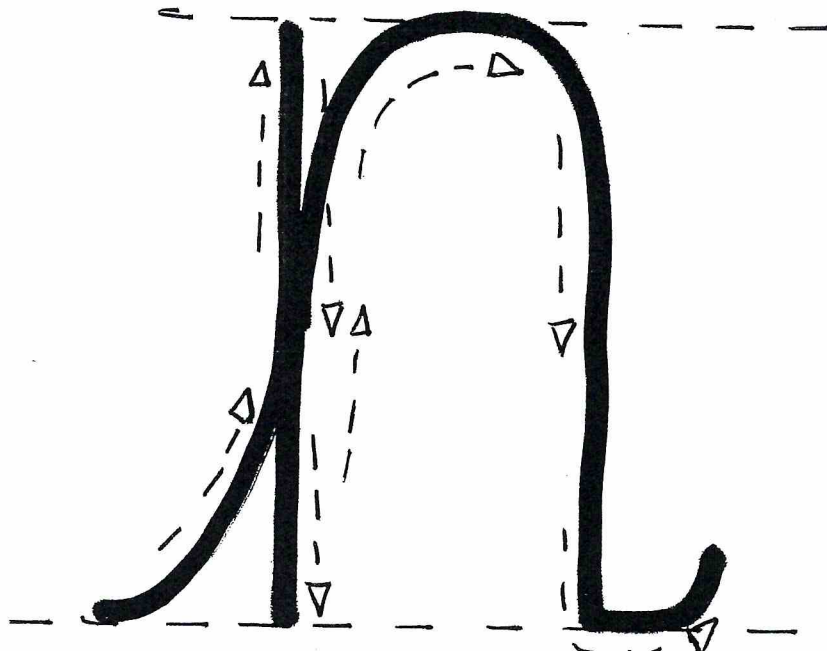
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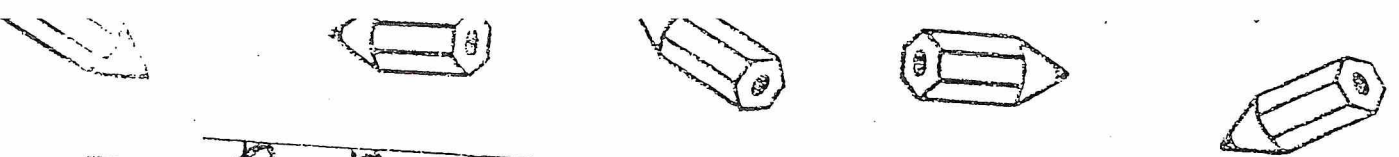
m . n

Points to Watch

1. Both letters start from the line, leading to a downward stroke.
2. The mid stroke of the 'm' should reach the base line.







n n n n

n

nnnn

nnn

no no

no

net net

net

an an

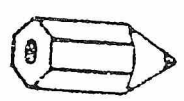
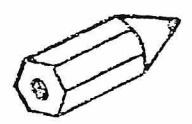
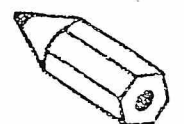
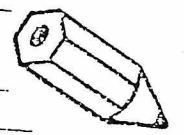
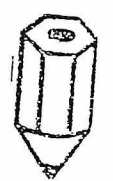
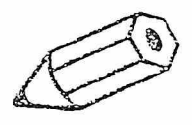
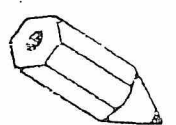
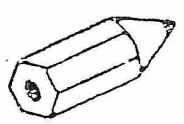
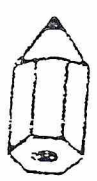
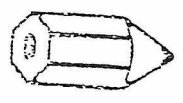
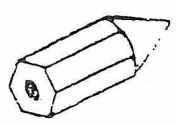
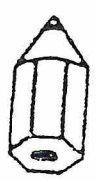
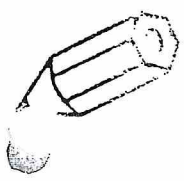
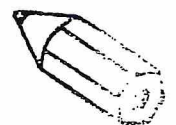
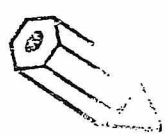
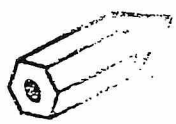
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n n

nnn



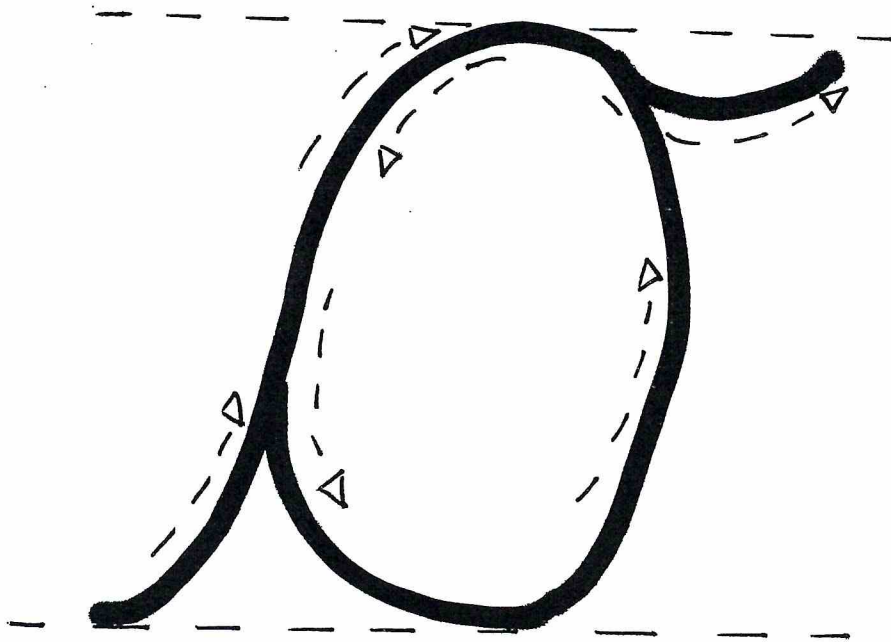
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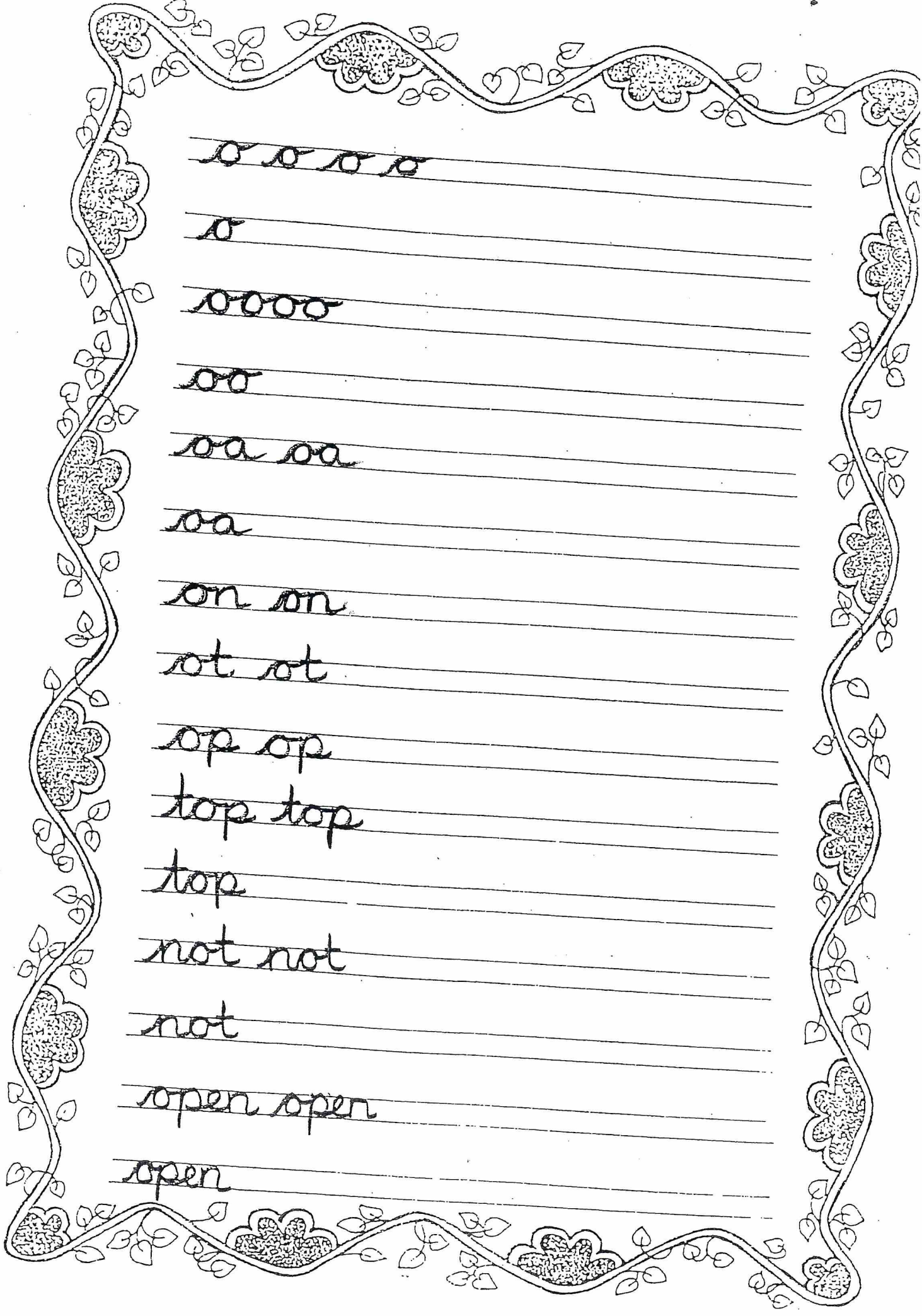
o . r . s

These letters are rather more complicated. The 'o' and 'r' do not join to other letters from the base line.

Points to Watch

1. Be sure that the children do not let their 's' go too high up and produce a letter that looks like a capital.
 - They should be helped to follow two distant changes in direction in order to fit the letter into a smaller space and ensure that it is 'x' height.
2. It is important to ensure that all children write the 'o' in an anti-clockwise movement and end at the top of the letter.
3. Some pupils may be tempted to finish the 'r' too close to the base line, discourage this. Practice with common words such as : are, were, here, etc. may help to correct this.



A decorative border with a wavy, vine-like pattern, featuring heart-shaped leaves and circular floral motifs with a stippled texture.

o o o o

o

o o o o

oo

oa oa

oa

on on

ot ot

op op

top top

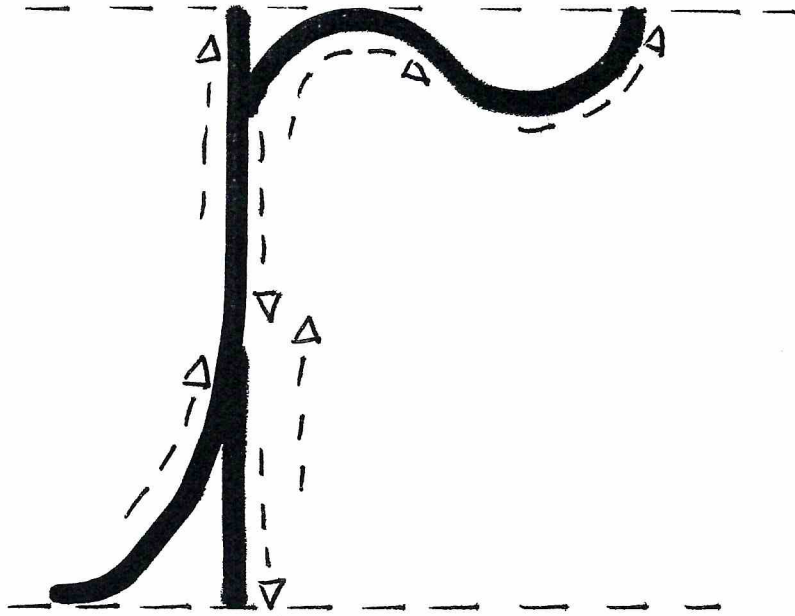
top

not not

not

open open

open



r r r r

r

rrr rrr

rrr

ra ra

ra

rap rap

rap

rot rot

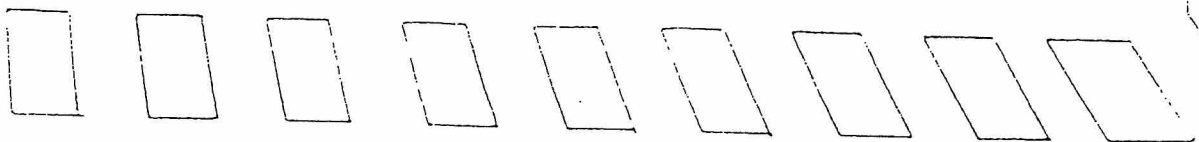
rot

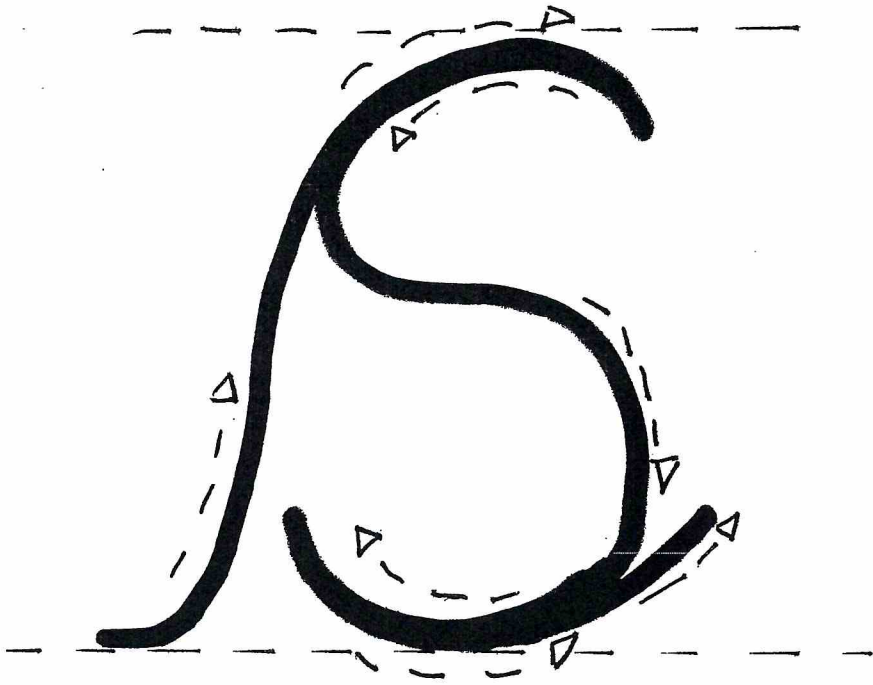
er er

berry

berry

r r





S S S S

S

S S S S S S S

S S S

S O S O

S O

O S O S

O S

sit sit

sit

spin spin

spin

sit

S S

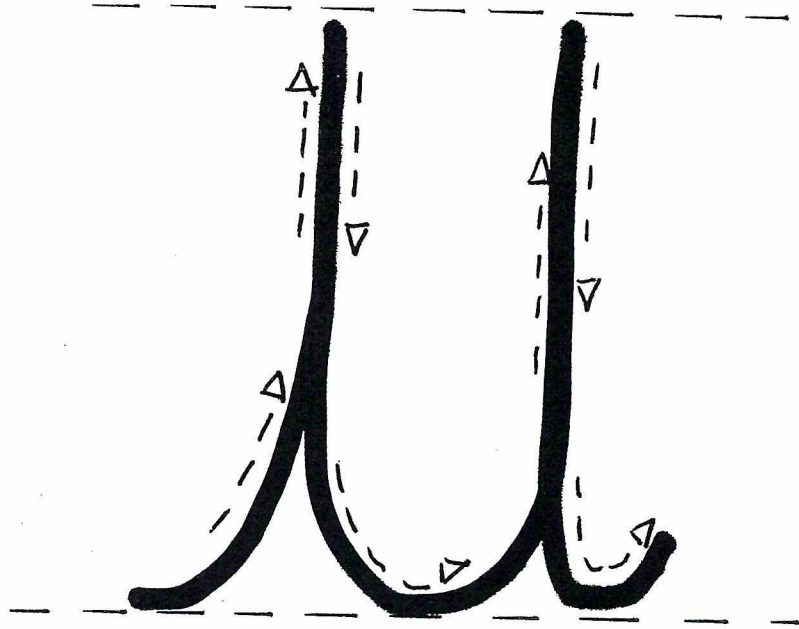
S S S

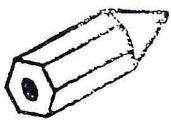
Section F

u . v . w . y . j . f

Points to Watch

1. The 'v' and 'w' are pointed, not curved.
 - Some pupils might have difficulty in joining from the 'v' and 'w' to the following letter, especially 'e' and 'l'. they should be shown to leave a small 'peak' or 'tail' to indicate where the 'v' and 'w' end.
 - The 'w' and 'v' should not join from the base.
2. The 'f' was chosen because it is fully joined and does not interfere with flow.





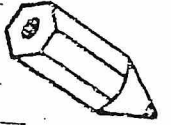
u u u u



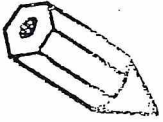
u



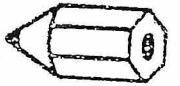
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uu



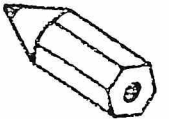
up up



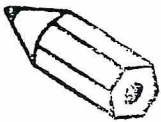
up



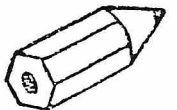
sun sun



sun



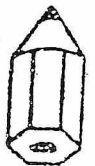
unit unit



unit



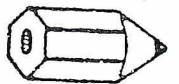
luck luck



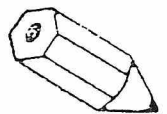
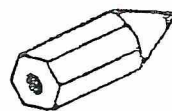
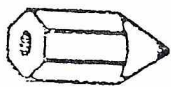
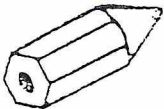
luck

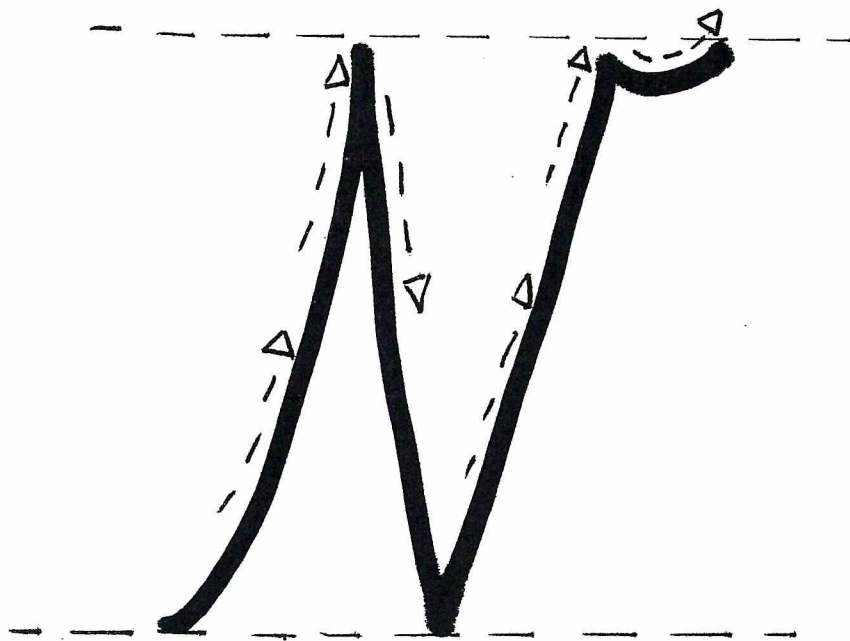


u u



uuuu





A decorative border with a repeating floral and leaf pattern surrounds the central text area.

n n n n

n

nnnn

nnn

na na

na

ne ne

ne

nan nan

nan

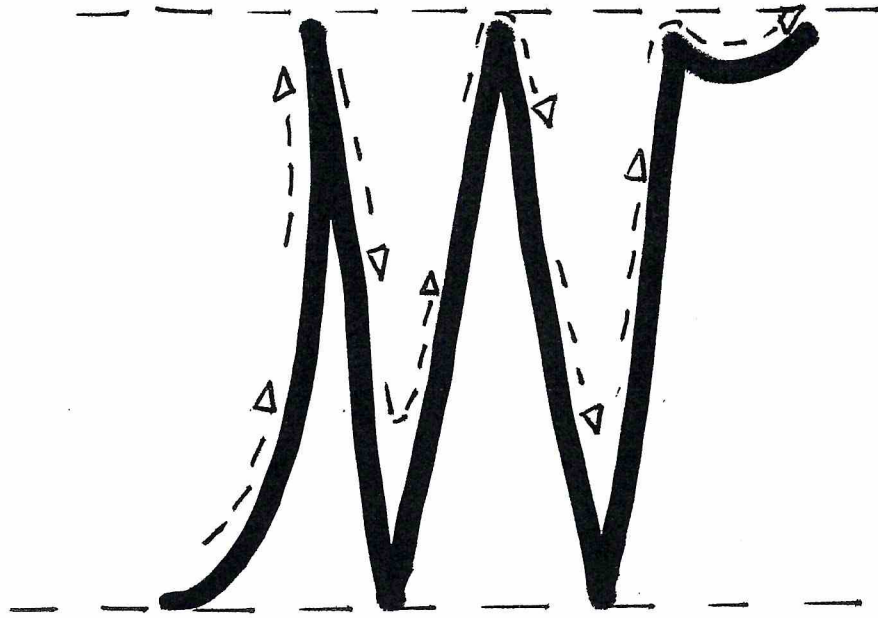
love love

love

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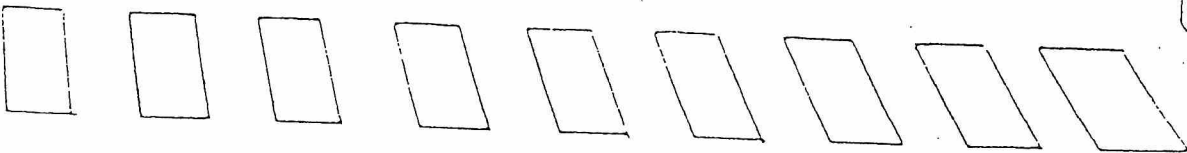
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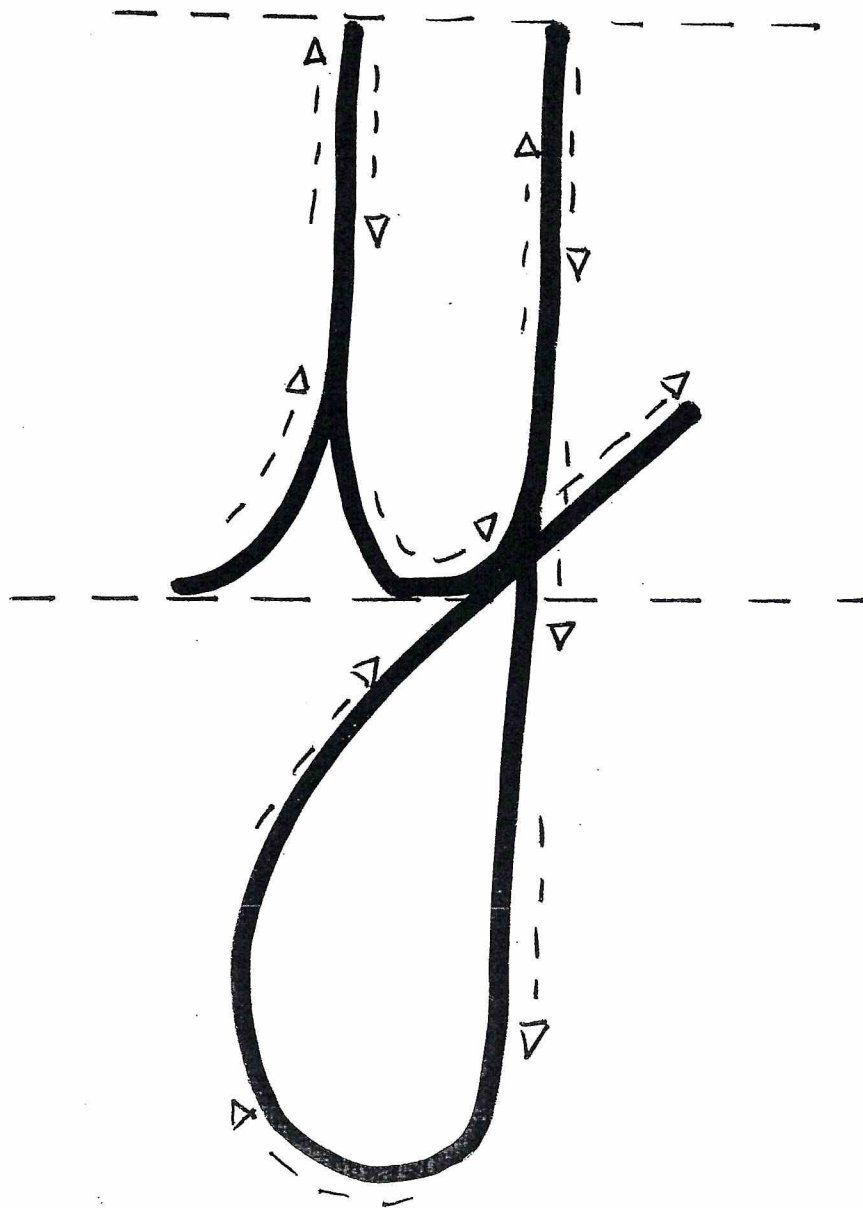
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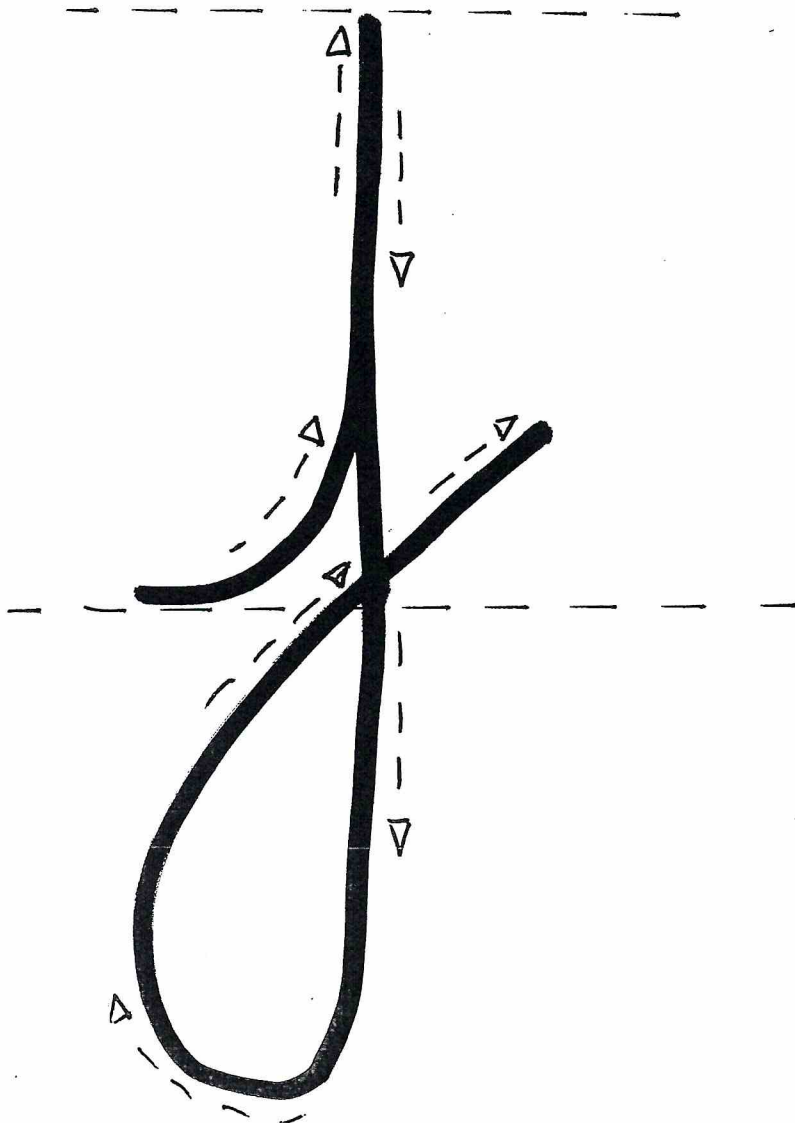
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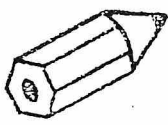
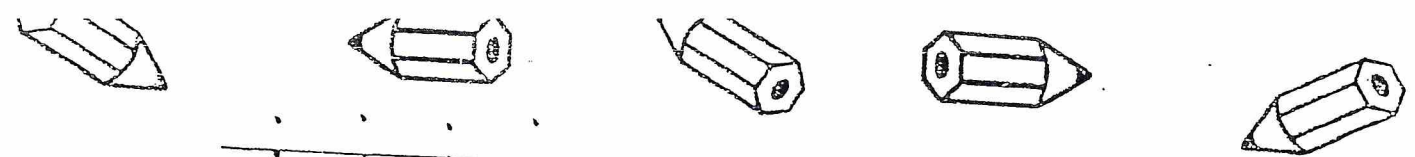
try

shy shy

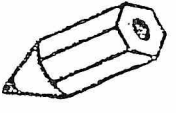
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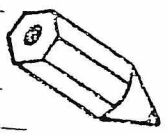
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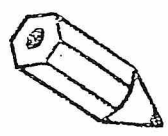
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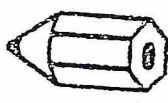
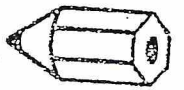


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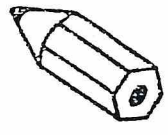
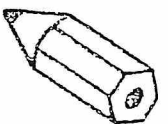
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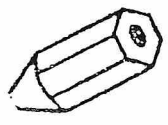
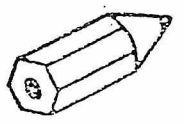
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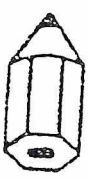
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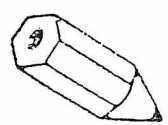
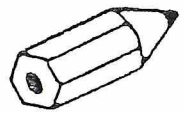
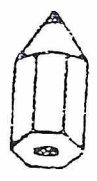
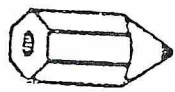
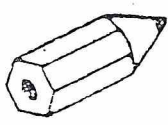
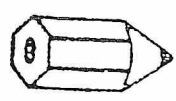
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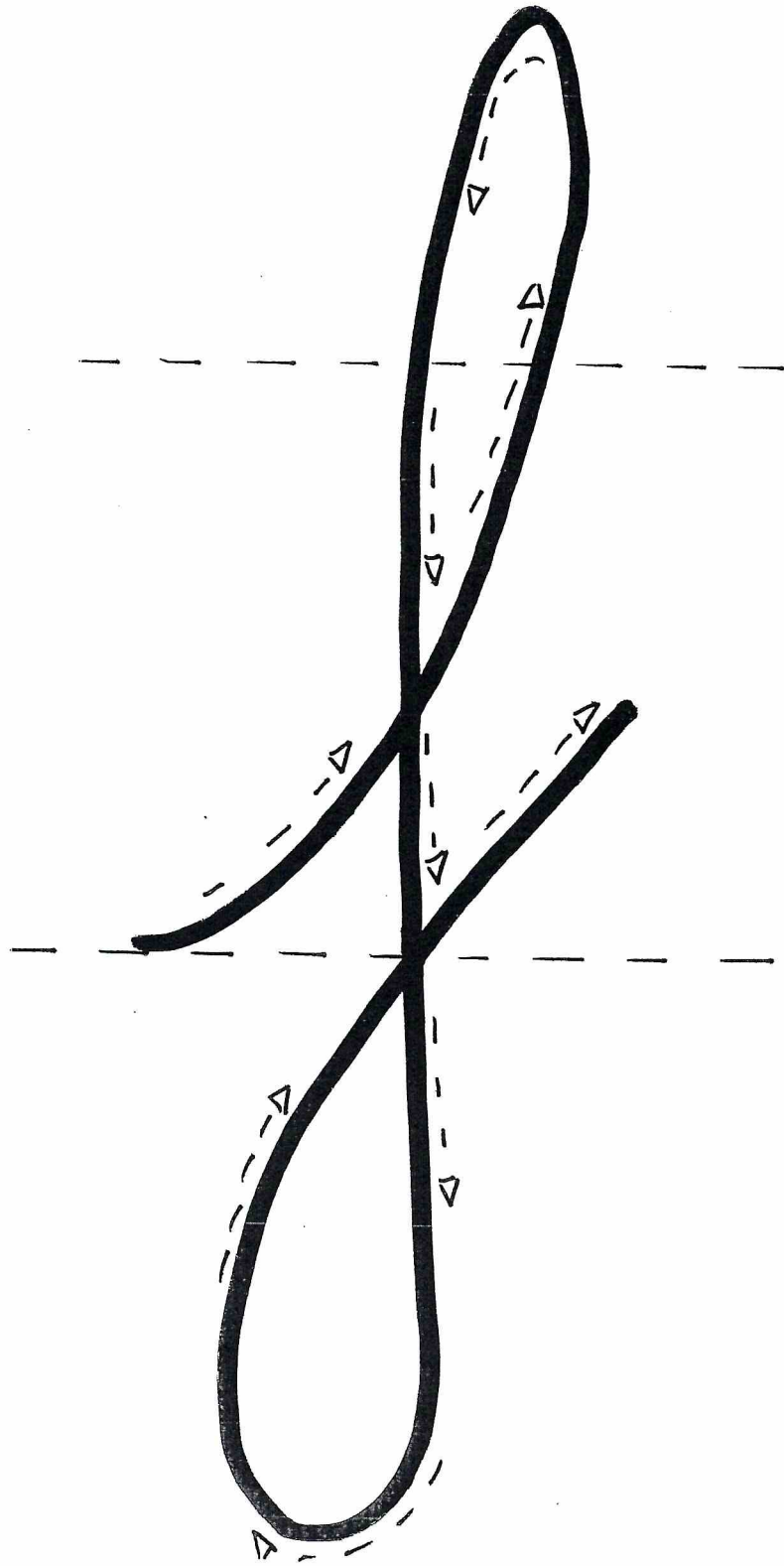
fog



jump jump

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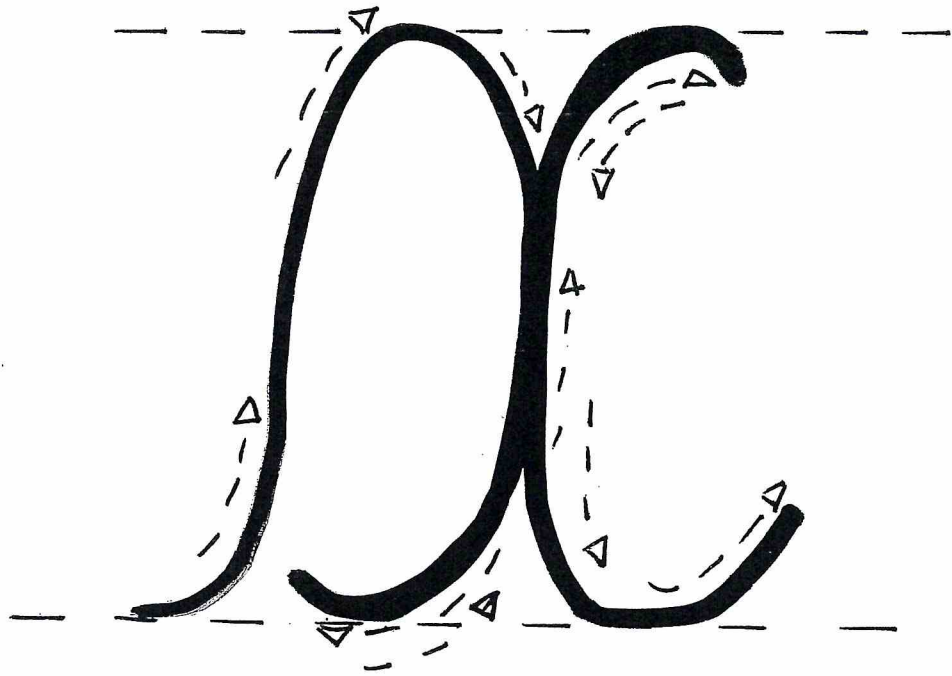
f f

Section G

x . z

Points to Watch

1. the 'x' is fully cursive and the pen should not leave the paper. The pupil should retrace the lower half of the first curve to complete the next.



sc sc sc sc

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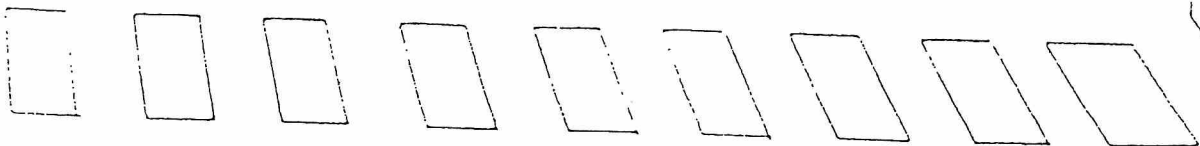
scsc

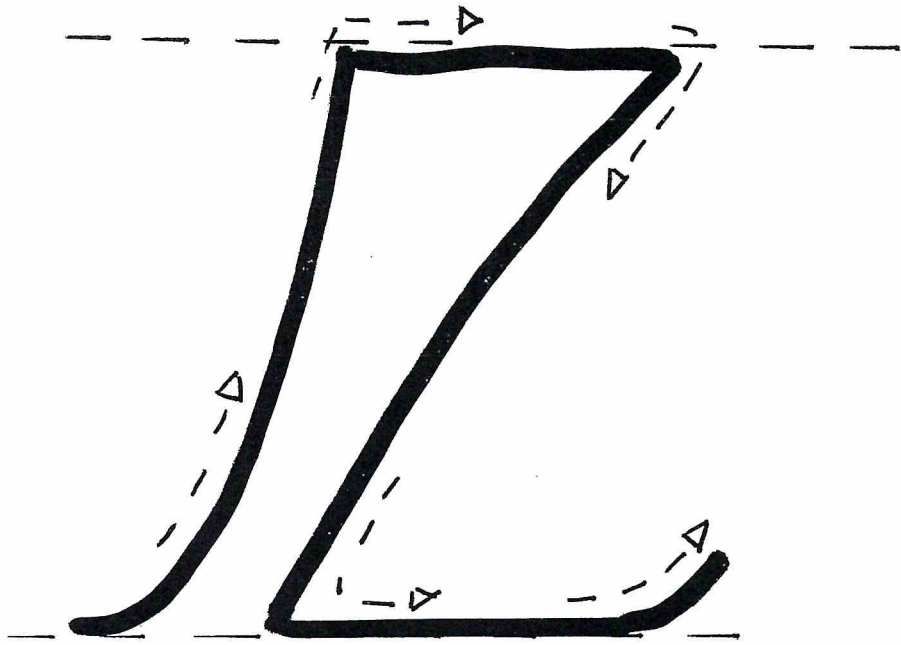
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