

Handwriting Lesson Resources (free)

Teaching Handwriting: targeted lesson plan slideset to accelerate learning (MoE)

Teaching handwriting

- Example lessons for focus groups to accelerate learning.
- Easy to follow and could be used by a teacher, learning assistant or parent help.
 - Scroll down the webpage and select

Teaching handwriting
to access the slides.



WEEK 2: Targeted lesson plan

What to do

Can you find your card with the letter 'i'?

1. I can do it.

2. I can do it.

3. I can do it.

4. I can do it.

5. I can do it.

6. I can do it.

7. I can do it.

8. I can do it.

9. I can do it.

10. I can do it.

Targeted lesson plan:

Practicing handwriting with mixed letter combinations

What to notice

Remember of accuracy over speed - time and feedback are key. Don't worry about making the line too long.

Are letters formed correctly, sized, spaced, on the line?

Can students identify 'i' and 'l' as the same size?

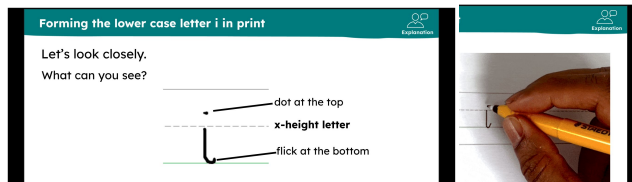


Oak Academy (UK) free content

The slidesets have a video showing how to form each letter on a loop that you could play while students are practising

Slide deck

Download slide deck



Teaching Handwriting: handwriting book pdf, published by the MoE in 2008



NZC
English
YO-6



Writing



Transcription
Skills



Handwriting

NZC English Y0-6: Teaching sequence

Writing: transcription skills - handwriting and keyboarding

Teaching sequence							
<i>Informed by prior learning, teach students to:</i>	During the first 6 months	During the first year	During the second year	During the third year	During year 4	During year 5	During year 6
Handwriting	form most lower-case letters and numerals correctly and legibly, with each letter or numeral on the line	form most lower- and upper-case letters and numerals correctly and legibly, with each letter or numeral on the line, and attending to size and spacing	form all letters and numerals correctly and legibly, attending to size, placement, and spacing	print all letters and numerals correctly and legibly, attending to size, placement, spacing, and slope with ease and automaticity	handwrite with increasing stamina and fluency while maintaining legibility when writing multi-paragraph texts	handwrite with ease and automaticity when writing longer texts consistently maintain a comfortable writing posture	handwrite with ease and automaticity when writing for multiple purposes throughout the school day consistently maintain a comfortable writing posture when handwriting and using a keyboard
Keyboarding	-	-	-	-	-	-	use efficient keyboarding to develop speed and accuracy

NZC English Y0-6: Teaching Guidance

Writing: transcription skills - handwriting and keyboarding

Phase 1

Explicitly teach handwriting every day for at least 10 minutes using a consistent, school-wide approach.

As you introduce new graphemes in the phonics scope and sequence, teach students lower-case and upper-case letter formations.

During handwriting instruction, teach and provide practice with groups of letters that are formed with similar motor patterns:

rounded 'c' shape: c, a, d, g, q, o, e

curve start: s, f

straight down start: l, t, i, j, r, n, m, p, h, b, k, y, u

slants: v, w, x, z.

Teach the correct starting points, stroke direction, pencil lifts, stopping points, shape, size, and slope. Use consistent verbal instructions for how to form each letter and numeral.

Model letter and numeral formation and watch closely as students practise. If you see an error or confusion developing, re-model for the student and support them to practise correctly.

Support students with their handwriting during writing time also, to avoid errors and confusions being practised.

Phase 2

Using a consistent, school-wide approach, teach handwriting explicitly, every day.

In phase 2, it is expected that most students will be forming letters correctly. Focus now on automaticity and building increased handwriting stamina.

Support students with their handwriting during writing time, and encourage them to practise their best handwriting every time they write.

If handwriting difficulties persist after an extended period of appropriate instruction, consider using assistive technologies to support composition.

Ensure students are explicitly shown how to use a keyboard, including the use of the shift key to access capital letters and additional punctuation.