

*Continuous Cursive Handwriting
at Lothersdale Primary School
- Information for Parents -*



Aim

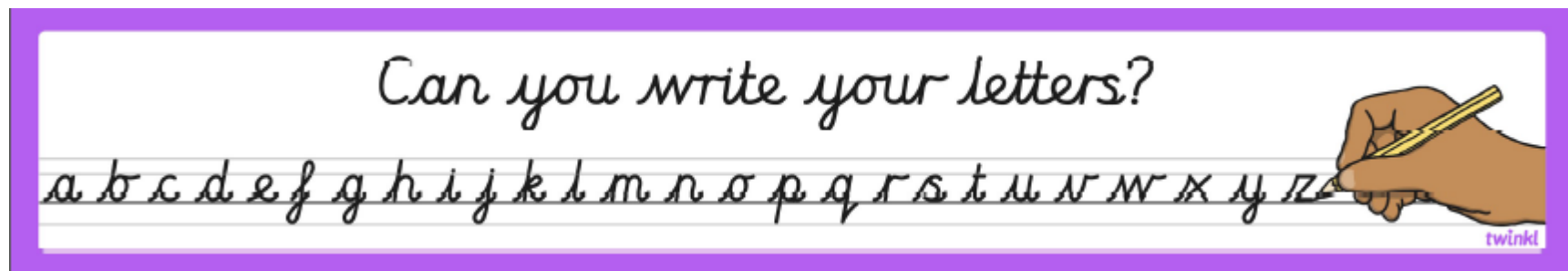
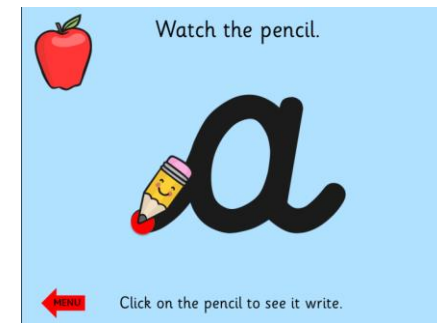
Our aim is for every pupil to develop a comfortable, fluent, legible and attractive style of handwriting.

In order to raise standards of handwriting and presentation for all pupils we are looking to develop a consistent approach to learning handwriting throughout the school.

What is cursive handwriting?

The main features are:

- Each letter starts on the line
- Pupils keep the pencil on the paper giving a very fluent style
- Pupils eventually develop the ability to produce letters without thinking
- The automatic style releases the brain to concentrate on other ideas, for example, spelling, grammar, style, content and syntax



What are the benefits of continuous cursive handwriting?

- It is beneficial to all pupils, including those with dyslexia, as the continuous motor movement means they do not have to think about the order of the letters
- As each letter begins at the same point on the line there is less opportunity for pupils to reverse their letters.
- The motor memory in a pupil's hands and fingers help him/her to learn new spellings as each word is made up of one movement
- One style is taught throughout the school
- No need to change or relearn shapes from printed to cursive style
- Natural spaces occur between words automatically
- Fluency established by early use of joined up letters helps pupils express ideas in written form more easily
- Improvement in spelling as the hand motions required to form the words encourage muscle memory. At the same time the natural flow helps the process become automatic.



What are the 'cons' of continuous cursive handwriting?

- Letters written in cursive style can look quite different from printed letters in books.
- In the early stages, writing can look messy as the movements are slightly more complex than print-style letters.

Methodology

An active multi-sensory approach is used at all stages.

Handwriting is a skill which needs to be taught explicitly. Since handwriting is essentially a movement skill, correct modelling of the style is very important.

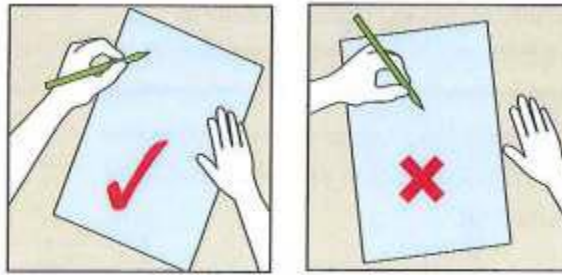
A mixture of whole class, small group and individual teaching is planned throughout the school.

Writing Position

Maintaining a good writing position is an important component to correct letter size, formation and spacing. Here are some important tips to get you started:

- Sit comfortably, but maintain good posture.
- Lean forward slightly.
- Leave feet flat on the floor.
- Have both arms resting on the table or desk while you work.
- Hold the pencil between your thumb and the first two fingers of your writing hand.
- Maintain constant pressure when holding the pencil.
- Be certain your grip is not too tight, and not too loose.
- If you are a right-handed writer, position the paper so that the top is slanting to your left.





Paper position for left-handed children

- If you are a left-handed writer, position the paper so that the top is slanting to your right.

handed writer, position the

How can parents help at home?

- Encourage your child to use a cursive script.
- Have fun practising homework spelling words.
- Praise effort.
- Try using chalk, paint or sand.

Check out these sites:

www.teachhandwriting.co.uk

www.cursivewriting.org

(We are using the continuous cursive script JoinC5).

The most important thing is to have fun and help your child feel good about their handwriting.

Quotes from parents at other schools following the introduction of cursive handwriting

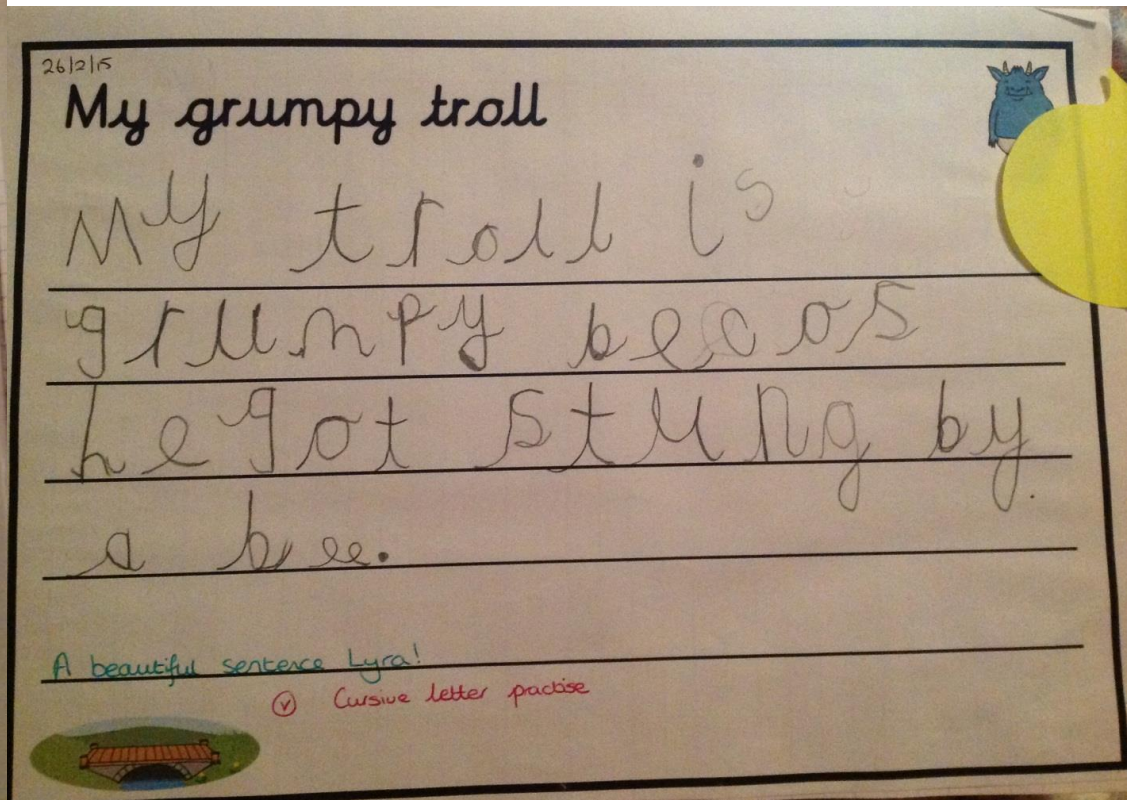
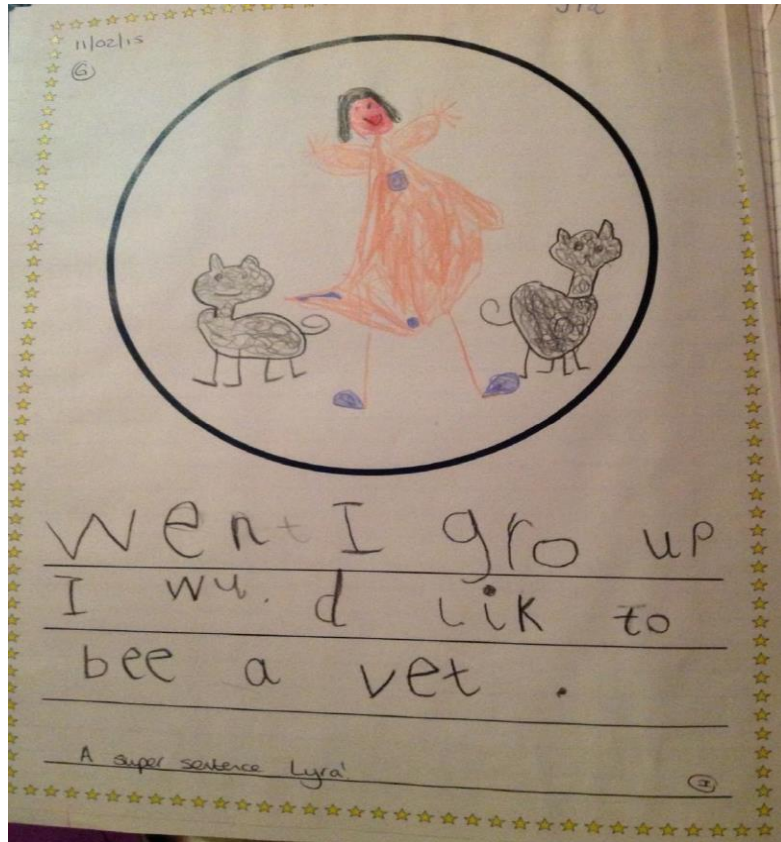
"I am so impressed with his new handwriting style, it's so grown up!" Y3 parent.

"I was concerned about joined handwriting and how my child would get on but I can honestly say it has been fantastic. One day my child wasn't joining the next she was and she enjoys it." Y5 parent.

"Fantastic, I am so pleased!" Y2 parent.

"We love practising our whoosh ins and whoosh outs at home! I'm trying to get as neat as my child but it's harder than I thought it would be!" Y1 parent.

BEFORE and AFTER RECEPTION



BEFORE and AFTER YEAR 2

Dive down deep
Let's go and take a
At all the unusual
So quickly swim, off we go!

Octopus giggles round the fish
Suddenly he spots a yummy fish
It looks like a spiky puffer fish
Then he made a giant wish

Rubbery blue whale swimming slowly through the sea
But suddenly she spotted me
Her humpy tall vent swish
Over the hungry fish

Now we're very far below,
The hungry shark isn't slow
He is always on the go
Careful now he sometimes glows!

There's an inky, clever squid
There's some seaweed in the mud
For the animals who want to hide
The scuttly crab will like it best.

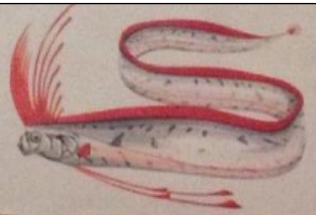
Rubbery blue whale swimming slowly through
But suddenly he spat out me

Oar-fish

Oar-fish are the longest species of bony fish with a length of 50 feet.

Appearance

Oar-fish are rarely seen because they are shy. A giant oar-fish can grow up to 11m long. An oar-fish is also known as the king of hemings. An oar-fish has no teeth.



Feeding


An oar-fish likes to eat a variety of different foods such as shrimp, jelly fish and squid. You don't normally eat an oar-fish. Giant oar-fish tastes like gelatinous goo.

Habitat

Oar-fish can live in different parts of the country such as mediterranean.

Have you ever seen an oar-fish?

Next time you go to the beach look out for an oar-fish.



BEFORE and AFTER YEAR 4

8.1.15 Lo: I can write a letter

Dear Mr Sheep

I saw something amazing today! In fact I saw a tiny ant kill an giant monster. Shall I tell you how?

Well first Jessie told David that he needed to see his brothers in the army. The next day David went to see his older brothers in the army but to his astonishment he saw the monster called Goliath. David said that he wanted to challenge Goliath but he kept on saying were and David kept on saying here in till Goliath said that David was too small. A second later Goliath came charging at David. David picked up his sling shot and fired a stone at Goliath. Goliath was dead!

Yours Sincerely
Sheep

using all the features on the checklist.

It was Christmas morning (the 25 of December). I was in my bed and my family was snoring away!

Once I got up I quickly opened my stockings and some of my presents. In my stockings I found lots of chocolates!

I leave one line for a new paragraph.
Secondly, I went out to see the rethels and my family walked very slowly. Some of the rethels were interesting but some of the rethels were boring.

When I got back I

SAMPLES OF YEAR 6 WRITING

Giuseppe Arcimboldo was a famous portraitist renowned for his unusual style of paintings. He was well known for the portraits he painted of disguised faces made up of everyday objects and figures of nature. He has inspired many artists today and his own works of art can be visited in museums around the world. // Excellent video still

Early life

Arcimboldo was born in Milan, Italy, in 1526 or 1527. records of his the exact date ^{are} unclear. He was firstly inspired by his father, who was also an artist, and in his early thirties Arcimboldo designed stained glass and painted frescoes of religious imagery.

Time as a portraitist

In 1562 Arcimboldo was made the portraitist of Ferdinand I and served ~~in~~ at Habsburg court in Vienna. (He also served for the Holy Roman Emperor, Maximilian II. When he painted a series called the four Four Elements (1563-1573). Arcimboldo ~~also~~ ^{later} was also made the portraitist of Rudolf II in the court of Prague. Edit the repetition

Artwork

Arcimboldo liked to paint disguised faces made up of everyday objects and figures of nature. ~~one of~~ One of his most famous series was called The Four Seasons (1563-1573) where Arcimboldo painted a painting for each season of a disguised face made up of objects that symbolise that specific time of year. He painted a picture for each season: Spring (1563), Summer (1572), Autumn (1573) and Winter (1573). Arcimboldo also painted ^{more abstract} normal portraits such as The Jurist (1566) and The Librarian (1570).

↑ Are they normal? Take a look!

Ghost number one

Eve, who was a selfish old woman, lay in her bed with a nice warm fire going. Just as she was about to sleep ~~go~~ it went cold and dark! Eve went to turn the fire up, she had a gas fire, but it was still going! This wasn't normal. It was scary. It was frightening. It was torture. All of a sudden a long, thin, transparent thing dived from out of fire! It had big sad eyes with big dark bags under them. "I am the ghost of Christmas past," the ghost said hauntingly. "New S-S-stay away ~~you~~ y-y-you beastly figure," ^{speaker, new line.} "Don't be scared," said the ghost. "How am I meant to be nice and calm when suddenly a ghostly thing of Christmas stuff comes into my room," she screamed. "go on then then tell, # tell me!" she continued. Without taking slight interest in her the ghost said "Eve, don't think you can fool me. I know you were once a better person," he said. "Oh yeah, sure, you definitely have evidence about you," Eve said sarcastically. "Yes I do," and with that ~~the~~ she and the ghost where whisked back into the day of Christmas, when she was a child. As you know it was Christmas day and Eve had scurried downstairs to help her mum with breakfast. Once they had ate there feast her ~~and~~ her brother raced upstairs to get their stockings but all Eve found was coal. She trudged downstairs. When she went into the living room she found all the presents where unwrapped! Her mum and dad didn't love her anymore! She was whisked back to the future and a tear fell. I think you can find a better word!

.....recommend that children learn the continuous cursive style.

Typically, when first learning to write, children 'print' their letters. They then move on to 'joined up' writing at a later stage. For children with dyslexia, learning two styles of handwriting can add an extra layer of difficulty and cause confusion. It is, therefore, much more helpful if a young child can learn to use a single system of handwriting right from the start.

The most widely recommended handwriting style is called continuous cursive. Its most important feature is that each letter is formed without taking the pencil off the paper - and consequently, each word is formed in one, flowing movement.

The key advantages to this system are:

By making each letter in one movement, children's hands develop a 'physical memory' of it, making it easier to produce the correct shape;

Because letters and words flow from left to right, children are less likely to reverse letters which are typically difficult (like b/d or p/q);

There is a clearer distinction between capital letters and lower case;

The continuous flow of writing ultimately improves speed and spelling.

