



The Government of the Republic of Trinidad and Tobago

**MINISTRY OF EDUCATION**

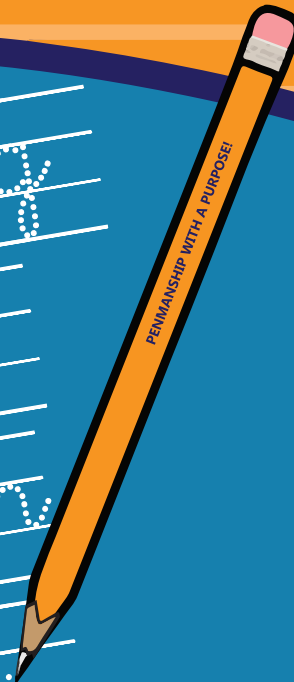
**DEVELOPING THE SKILL**

# of HANDWRITING in TRINIDAD & TOBAGO

**PENMANSHIP**

**WITH A PURPOSE!**

Handwriting  
matters!  
Write from  
the start



**REVISED**

## *Acknowledgements*

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**Penmanship from our history**

ular  
ago.

Government House  
Barbados 5 Sep: 1863.

Sir,

I have the honor to  
transmit to Your Excellency  
a copy of a circular despatch  
from the Secretary of State  
inclosing an order from  
the Lords Commissioners of  
the Admiralty by which  
a reduction is made in  
the rate payable to Officers  
in command of H.M.S.  
Ships

Aug: 1863

His Excellency  
Lieut: Governor Dunsdale?  
Tobago.

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## ***Foreword***

I am pleased to introduce Developing the Skill of Handwriting in Trinidad and Tobago – a manual for Primary School Teachers in Trinidad and Tobago. This booklet contains best practices for implementation and is designed to guide and enhance your teaching experience as you undertake the mission to improve handwriting in our nation's schools.

Good handwriting or penmanship is linked to student's cognitive development and overall achievement. It fosters literacy, promotes reading and comprehension, enhances recall, supports critical thinking, facilitates conceptual development and encourages creativity.

The Curriculum Division of the Ministry of Education has field-tested the information contained in this booklet at select schools across each of the Education Districts. Teachers' feedback has been positive thus far and we look forward to your comments as we continue to monitor and evaluate the success of the programme with a view to making improvements as necessary.

I thank you for your support and I am confident in your success as you help our students to improve their handwriting.

The Honourable Anthony Garcia  
Minister of Education

## ***Rationale***

*P*enmanship is the art or skill of handwriting. Handwriting is a style of writing particular to an individual using any writing material or instrument. In this document the term handwriting instruction includes both manuscript and cursive and is used synonymously with the term penmanship. The patterns included in this guide are designed for the students of Trinidad and Tobago to practice the art of Penmanship and improve the quality and style of their handwriting.

The revised edition of 'Rules of Handwriting 1987-1992' seeks to provide clarity and consistency in handwriting instruction from Infant One to Standard Five in Trinidad and Tobago and to encourage students to practice the art of writing by hand.

In primary schools the goal of handwriting instruction is to teach each child to write legibly, fluently, and with sufficient speed for all practical purposes. This supplement to the curriculum aims to help teachers to provide consistent handwriting instruction in a complex task that encompasses students' attitudes, physical and cognitive skills. Moreover, this booklet informs teachers' instructional methodology and pedagogy, since they are required to equip all students - regardless of individual differences to write efficiently and legibly.

## ***Purpose***

Using this guide, teachers will achieve the following student outcomes;

1. Develop and use legible handwriting to communicate effectively.
2. Develop facility, speed, and ease of handwriting across content areas.
3. Use handwriting skills as an integral part of the writing process.
4. Write legibly for different audiences and purposes.

## ***Goals for Students***

1. Print and write letters legibly and efficiently, so that writing becomes fluent and automatic.
2. Develop a sense of pride for their handwriting.

## *Penmanship in the 21st Century*

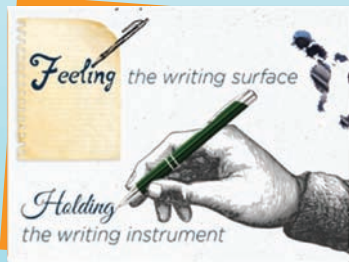
In spite of rapid technological change, the ability to write legibly and quickly continues to be a basic skill in our society. Currently, much of a student's school day is concentrated on using a pencil and paper to record content, solve problems, reflect and create. Penmanship and the skill of exemplary handwriting continues to be crucial to 21st century teaching and learning.

P E N M A N S H I P

*in the 21<sup>st</sup> Century*



Writing is linked to improved creativity, critical thinking and problem solving skills. It is a complex cognitive process involving neuro-sensory experiences and fine motor skills.



K E Y B O A R D has its uses but not to the exclusion of handwriting. Encourage students to be multi-modal.

Keyboarding is handwriting's complement for 21st century environments, and it is a practice that will become increasingly important for students' writing success. Children access all types of technology at home—even before they attend school—and schools can provide the developmentally appropriate instruction to bolster their fluency and efficiency in using keyboard - input devices to make them truly “bilingual by hand” (Berninger, 2012).

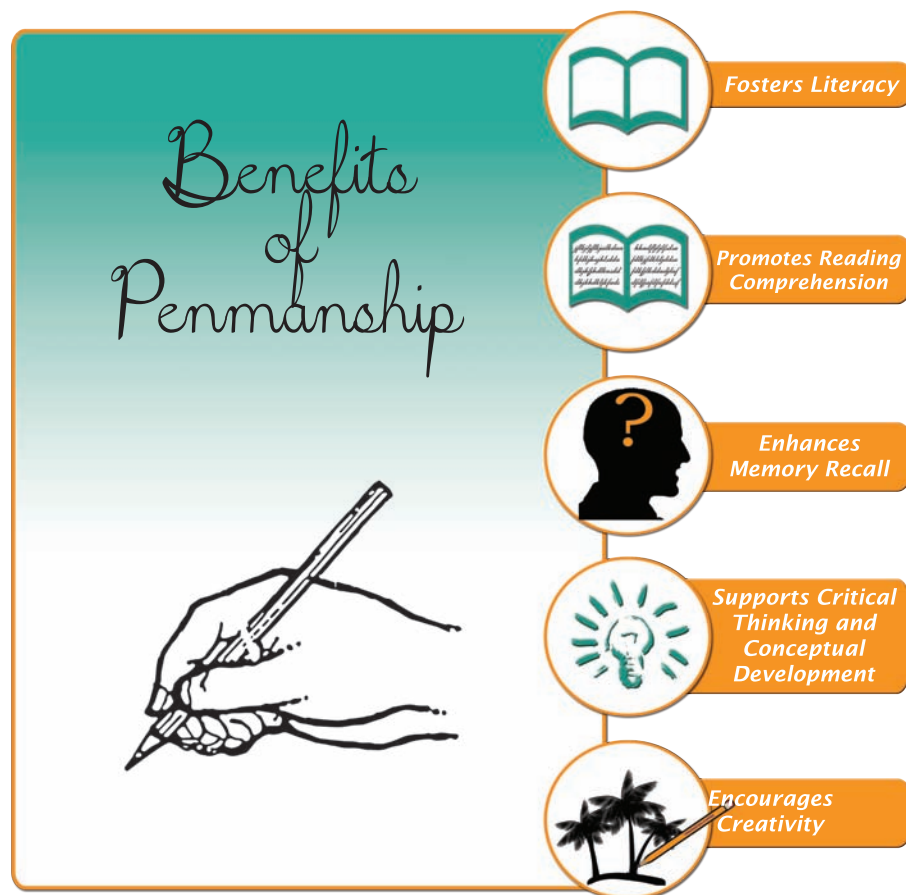
## *Why teach Handwriting?*

Berninger (2012) defines handwriting as “...the use of the hand to produce units of written language — single letters, written words, sentences, and text—to express ideas and thinking (p. 7).” Furthermore, Berninger (2012); Fountas and Pinnell (2011) define handwriting as a written language skill which requires multiple non-motor processes such as:

1. Finding and accessing letter forms in ordered alphabet series stored in long-term memory.
2. Planning the ordered sequence of strokes to form the letter.
3. Executing the plan so that the formed letters create legible representations of words that are recognizable by others, in an automatic way requiring minimal working memory resources.

Research presented at an educational summit on handwriting indicates that handwriting supports students’ cognitive development and overall achievement (Handwriting in the 21st Century?: An Educational Summit, 2012). Furthermore, Abbot and Berninger’s (1993) assertion that handwriting is “fundamentally a linguistic act—producing alphabet symbols on the motor channel” adds value to the benefits of teaching handwriting.

Handwriting remains a necessary skill in our society, and the development of an efficient, individual style depends on the mastery of basic skills. This can be achieved only by competent teaching and regular practice.



## ***Reading and Writing: A Reciprocal Process***

Reading and writing are strongly reciprocal, not only in their development but also the manner in which the two processes are used. Many curriculum tasks will require students to use their reading and writing together. Particularly, there is a strong relationship between the way students develop their vocabulary in their reading and in their writing.

### ***Oracy***

Students develop their vocabulary through exposure to and the use of oral language. They hear and learn the meanings of large numbers of words, storing them in memory and recalling their meanings when they hear them again. Oracy is an often overlooked component to the reciprocal process-but it should be included. Our Trinidad vernacular should be an integral part of the transition and use of Trinidad Standard English by our students. (Refer to Curriculum Guide, English Language Arts).

### ***Balanced Literacy Approach to Handwriting Instruction***

Handwriting instruction should be part of balanced literacy: an approach designed to help individual students learn how to process a variety of increasingly challenging texts with understanding and fluency (Fountas & Pinnell, 2001). Handwriting instruction is an essential element of a complete literacy curriculum. Handwriting is one of the necessary skills of written expression; without its integration as part of the overall literacy curriculum, learners lose an important link to the world of learning and communication.





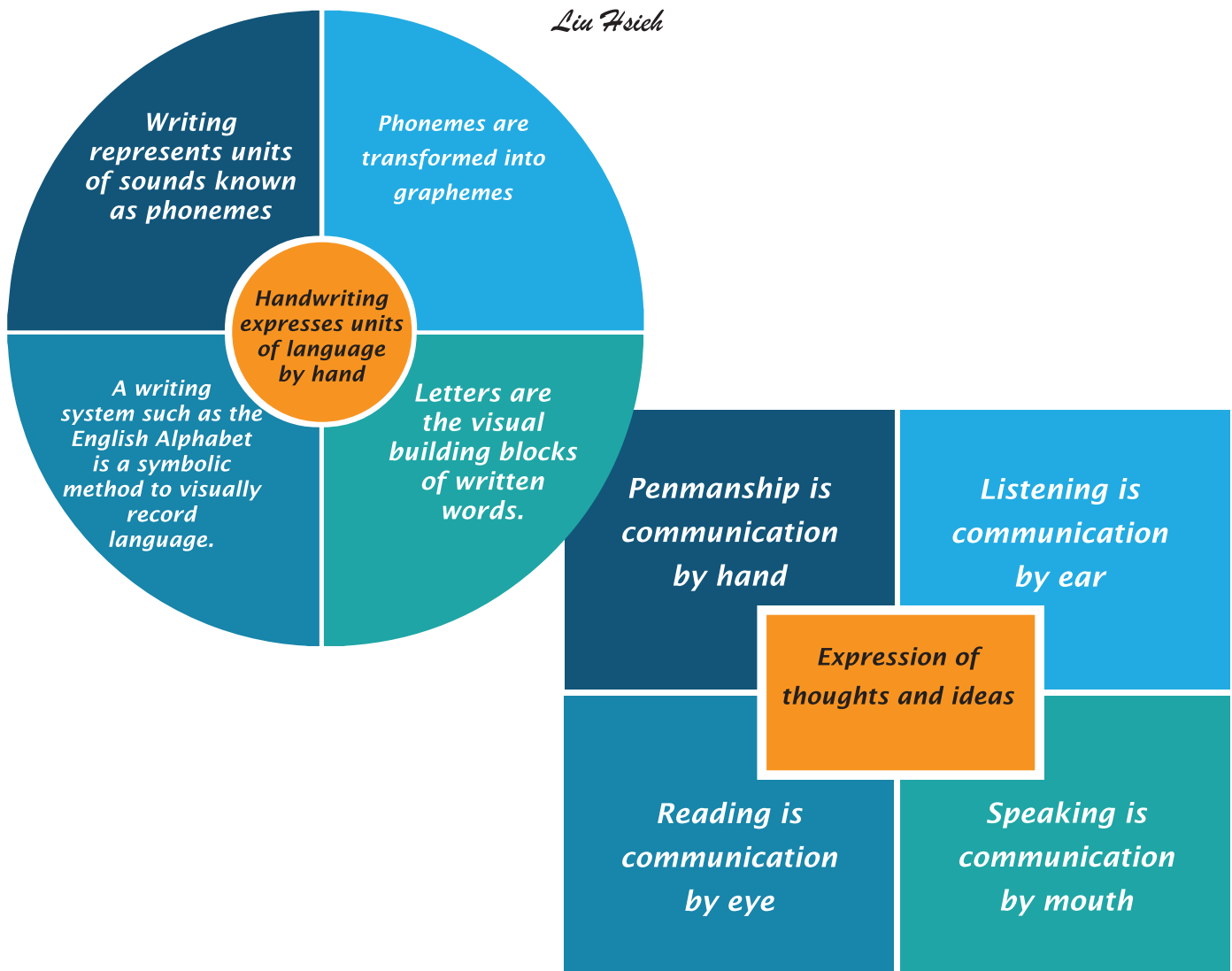
## ***The Link Between Language and Writing***

According to linguist Henry Rogers, “Writing is systematic in two ways: it has a systematic relationship to language, and it has a systematic internal organization of its own” (Writing Systems, 2005). Language is a human system of communication that uses arbitrary signals, such as voice sounds, gestures, and/or written symbols.

From a theoretical perspective, writing and reading are reciprocal processes. Literacy learners need to learn the code of written language. This learning includes phonological awareness, knowledge of the alphabetic principle and of phoneme–grapheme relationships, knowledge of how words work, and automatic recognition or spelling of familiar words (automaticity).

*“When the mind is at work, speech is uttered.  
When speech is uttered, writing is produced.”*

*Liu Hsieh*



The English Language Arts writing strand of the Curriculum Guide (2013) describe the knowledge, skills, and attitudes that students draw on when they create texts; since the role of writing is as an interactive tool across the curriculum, there is a specific focus on purpose in writing tasks.

### ***Spelling and Writing***

Students use their writing to think about, record, and communicate experiences, ideas, and information. In Infants One and Two, there should be a focus on students getting their ideas and experiences down on paper. To do so, students need to begin encoding or spelling words.

Encoding and spelling both describe a writer's recording of the words they want to use in their writing; students draw on the same set of knowledge and skills for both reading and writing as they learn to use the code of written language. Students develop their spelling through using their knowledge of phoneme-grapheme relationships, of how words work (morphology), and of common and reliable spelling rules and conventions. Furthermore, they develop their automaticity in spelling as they increase the number of words in their visual memory that they can spell without stopping to think.

### ***A Cross-curricular Approach to Penmanship***

The words students learn are those that they want and need to write often. Therefore, it is important that they learn them in authentic and purposeful contexts. As with decoding, once students can encode fluently, they can use more of their cognitive resources to convey meaning. The texts that they create will become more complex as the content (the subject matter they are writing about) becomes more specialised.

Handwriting instruction should be part of a Cross-Curricular Approach, since Handwriting occurs across all subject and content areas.

Use Formative Assessments such as Checklists and Observation Records to support Handwriting instruction across content areas. Such assessments can assist to identify areas of students' weakness. Teachers can then Differentiate Instruction. Some questions to consider are:

1. How are students forming their letters?
2. Are they joining letters correctly?
3. How are they positioning their paper?
4. Are they holding their writing tools appropriately?
5. Are they able to form letters using memory or visual cues?

## *Strategies for using Penmanship in*

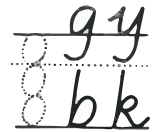
# MUSIC

CATEGORY	ACTIVITY	MUSIC OBJECTIVE	PENMANSHIP OBJECTIVE
Symbols	Writing of symbols used in Music e.g. Treble/Bass clefs, notes with and without the staff	Write Music symbols with proper and neat formation e.g. Pitch – demonstrate understanding of the concept that pitches must be located on a staff	Develop writing skills of holding writing instruments properly; height and size of symbols, fluency in writing
	Notating music using graphic representations	Notate and play rhythms including silences, using invented graphic notation	Develop writing skills of holding writing instruments properly; height and size of symbols; fluency in writing
Letters and Words	Writing lyrics of songs	Composition e.g. Individual presentation of own composition from a written score	Neat and legible handwriting. Proper formation of letters
	Add new words or phrases to simple familiar nursery rhymes or songs	Composition	Neat and legible handwriting. Proper formation of letters
	Composing of songs and writing of lyrics.	Compose and document short pieces of music	Neat and legible handwriting. Proper formation of letters
	Project of researching and documenting	Historical and cultural awareness: Research the music of some popular Caribbean artistes and discuss and document their findings using varied media	Neat and legible handwriting. Proper formation of letters
	Journaling	Journal process of projects	Neat and legible handwriting. Proper formation of letters
	Written analysis and critique of music	Use appropriate terminology to describe dynamic changes	Neat and legible handwriting. Proper formation of letters

## ***Guidelines for teaching Handwriting***

Choose your writing instrument wisely. A tripod pencil is best suited for emergent writers, and a pencil in the HB-B Range is recommended for beginning and competent writers.

Allow enough space between lines of writing to clear the 'arms' and 'legs' or 'grass' and 'ground'. Three spaces as shown in the diagram are a useful measure.



Keep an eye on your word spacing. One letter space is ideal.



Hold your writing tool very lightly and keep your fingers about 2cms from the point.



Right handers: Place your paper in the position as shown in the picture.



Left handers: Place your paper in the position as shown in the picture. Teachers, kindly remember the position of other students in relation to the left handed student.



## ***What is Handwriting Instruction?***

Handwriting instruction explicitly teaches connections between letters as well as formation of single letters. This is achieved through a systematic and sequenced approach to the teaching of letter movements, shapes and patterns.

Unlike manuscript or print writing, cursive writing involves making connections between letters within a word.

### ***How do I teach Handwriting?***

Handwriting should be taught:

- explicitly
- using a systematic and sequenced approach
- through teacher modelling
- using consistent patterns
- using movement

To learn fluent movement, students' need rhythmic experience at the gross and fine levels at all levels. Handwriting instruction must include the explicit demonstration of different types of movements (push, pull, vertical, horizontal, curved) which are crucial for students to develop their handwriting.

Handwriting is best developed using direct explicit teaching and interesting cross-curricular activities.

The purpose of using the same system within and throughout schools is to produce continuity and consistency in the teaching and learning of handwriting. This does not deny freedom for individual differences and growth, nor does it ignore the fact that handwriting is highly individualistic. Educators should be mindful of students' individual differences and accept resulting modifications of letter forms.

Teachers should ensure that students are not only exposed to copying model shapes in handwriting instruction. Students must be explicitly taught line movements and directions in letter formation as outlined in this guide through teacher modelling. Instruction needs to be informed and consistent, providing a base on which students' individual handwriting may progressively develop.

### ***General Considerations and Teaching Practices***

Individuality in students' writing practice- Recognise and accept that in handwriting, as in any other physical skill, there is a wide range in the quality of performance by children of similar ages.

The Teacher's Style- The teacher's task is to demonstrate how the movements are made since Handwriting is a system of movements. The teacher's task is to show how the movements are made through modelling and guided practice.



Copying from Samples- It is easier for a child to copy immediately below a model on the same page than to refer to a model on a page alongside that page.

Feedback and Practice- Ideally, children should be individually supervised and given immediate feedback when practising handwriting to ensure that they are not practising errors, but this is seldom possible in the classroom unless the teacher is working with a small group. Teachers can help by copying common errors on the blackboard or whiteboard for discussion by the group.

## *Teaching the Left Handed Child*



The most important considerations when teaching a left-handed student are:

1. Students push the pen or pencil rather than pull it and their left-hand tends to obscure their writing as it moves across the page.
2. Left handed students should on no account be forced to use their right hands.

Teach left-handed children to remember three things as they learn to write:

### 1. Correct Grip:

- Grip the pencil ~ 2.5 cm (1 inch) to 3.8 cm (1.5 inches) from the point, so that you can keep an eye on the tip/point to see what is being done. Just as with writing with the right hand, the pencil is held in a tripod grip.

### 2. Angling the paper:

- Slant the paper so that the right corner points towards your body.
- Tilt paper so that your arm is at right-angle to bottom edge of paper / slate (and the top right corner of page is toward writer). This enables the writer to see what the tip of the pencil is doing.
- Move your paper to the writing shoulder (towards the left shoulder). This should be angled a bit left of the body and angled down.
- Use your right hand to move and steady your paper up as you are writing down the page.

### 3. Correct Hand Position:

- Write with the hand below the writing line and keep the wrist straight. This allows for smooth movements.

# Handwriting Instruction

## Pre Writing Activities (Getting Ready for Writing)

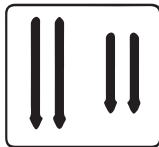
*Children develop concepts, dispositions and skills in relation to handwriting.*

**Six basic patterns form the basis of all alphabet letters.**

The patterns below combine to make letters.



Sideways,  
sideways,  
left to right



Tall lines  
and  
short lines



Zig zags



Circles, drawn  
forwards and  
backwards

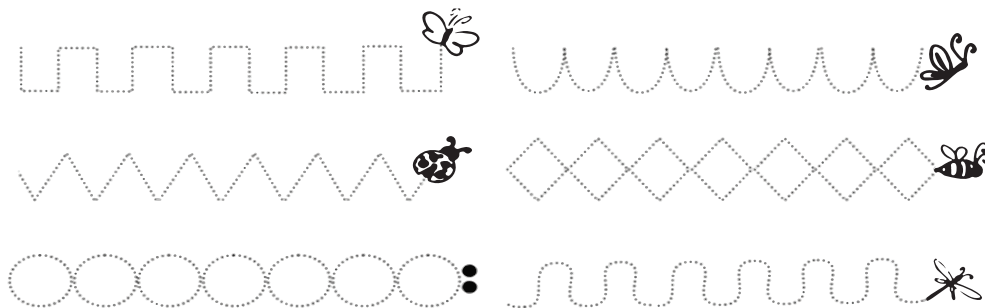


Up and overs



Down and  
unders/Down,  
back and unders

*Patterning is a useful handwriting practice that, once taught, can be continued by children in those occasional free minutes in a school day.*



## Pre-writing patterns

In conjunction with the above motor activities, introducing pre-writing patterns aids the smooth transition to writing alphabet letters.

## Patterns and Handwriting

Patterns are effective teaching tools and can be useful at each stage of teaching handwriting.

Patterns help students to learn essential skills for writing in an enjoyable way. When making patterns, children repeat movements that are similar to those needed for letters without the anxiety of completing a letter correctly.

## Patterns Supporting Letter Formation

Children who have experienced early pattern-making can be introduced to specific patterns that mimic the movements needed for writing letters.

Making patterns the same size as a child's expected writing will be helpful. Some suggestions for patterns connected to letter formation are provided below.

- **Arches or bridges** made with points at the base mimic the springing movement used in the letters **r, b, n, m, h, k, p**.
- **Loops or garlands** made with points at the top are good preparation for writing the letters **l, t, u, y**.
- **Circles** made in an anti-clockwise direction are good preparation for making the letters **c, a, d, g, q, s**.

*Remember to ensure children keep a balance between control and fluency as they progress.*



Tall lines and short lines



Down and unders/Down, back and unders



Zig zags



Circles, drawn forwards and backwards



Up and overs

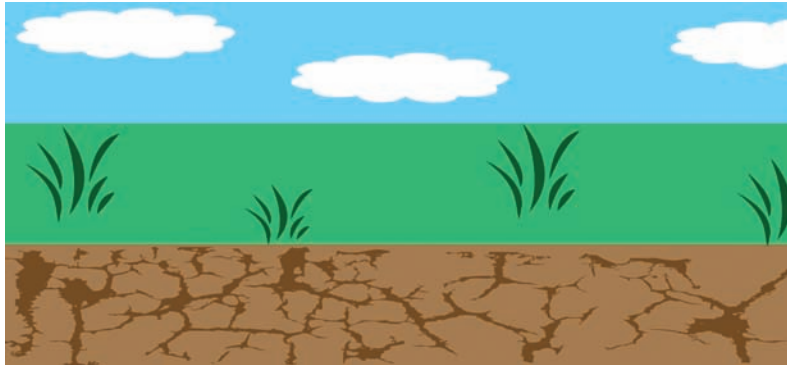


Sideways, sideways, left to right



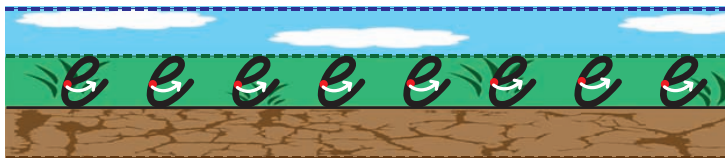
# Positioning Letters

Tall letters stretch to the sky, short letters stay in the grass, and some letters dig underground!

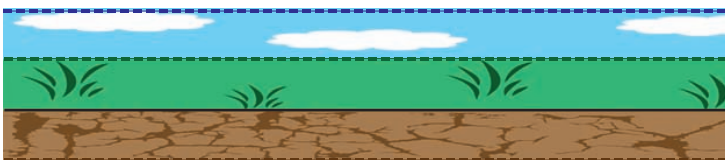


Create rhymes to reinforce letter beginnings!

Start in the middle of the grass.....  
Back over the top.....  
Around, slant to the left and then stop.



Sky  
Grass  
Ground



*Ascender Line, the line that ascenders go up to  
e.g. b, d, f, h and all Capital Letters*



*Midline, the height of all letters that are not descenders  
and ascenders e.g. a, c, e, m, n, o, r, s, u, v, w, x, z*



*Baseline, the line on which most letters rest*



*Descender Line, the line that descenders go down  
to. e.g. g, j, p, q, y*

## *Assessing Writing Readiness*

### *Infants One and Two*

New entrants will include some children who can draw a recognisable picture, some who can draw objects other than houses and people, and a few who can copy or even write their own names. At the other extreme, some may have never used a pencil.

Those who are very immature, and lack preparation for school tasks such as writing, will need many opportunities to engage in manipulative activities to develop the co-ordination of hand and eye before handwriting instruction begins.

### *Sequence of Instruction*

Manuscript or print writing in the context of this guide means to use letters that are not joined.

1. Teach good starting points
2. The direction of movement
3. Where the letter stops
4. Demonstrate to students the correct positioning of the letter.
5. Use sandpaper letters or sand letters that students can trace with their fingers.
6. Write letters together using guided practice before students write independently; focus on form and letter size at this point.

There are many options for the order in which students are introduced to the formation of letters. Instructional decisions should always be based on the letters or groups of letters that students know and what they need to know.

Suggested Methods:

Introduce letters with a similar formation or features in a group.

Once students learn the formation or features of one letter, the other letters with similar formation or features will be easier to learn.

Letters starting by pulling back (counter clockwise)	a, c, d, g, q
Letters you start by pulling down	i, j, k, l, t
Letters you pull down, then go up and over	b, h, m, n, r
Straight lines	E, F, H, I, L, T
Lines and curves	B, D, J, P, R, U



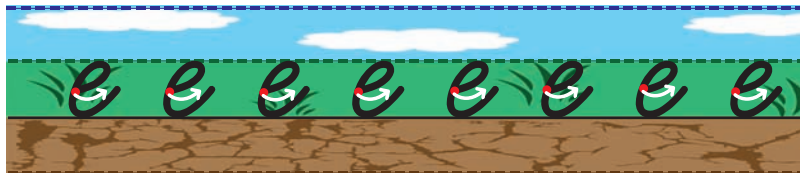
## *Handwriting Instruction: Infants One and Two*

### 1. Concentrate on teaching lowercase letters:

- Help students learn the starting point, stroke sequence and stop points used for letters
- Show students how the individual strokes of small letters follow left-to-right sequences in rhythmic beats
- Use a descriptive language of movement

Create rhymes to reinforce letter beginnings!

Start in the middle of the grass.....  
Back over the top.....  
Around and then stop.



### 2. Demonstrate First (Illustrate and Say):

- Touch your finger to the start point
- Say the action words aloud as you trace the words with your finger
- Repeat

### 3. Verbal Patterns (Voice to Movement):

- Air writing with action words

### 4. Finger Tracing:

- Direct the finger-trace activity by repeating and chanting the created rhyme or song aloud while students trace with their fingers on the page

### 5. Write and say

- Have students write the word using rhythm and movements for letter formation.

## ***Avoiding Confusion***

Groups of letters should be arranged according to common movements, but children can discriminate most easily between letters which are obviously different. Some children find certain letters confusing because of their similarities. The b, d, p, q group is a notable example, each letter having a straight stroke and a circular or oval component.

Confusion will be reduced to a minimum if teachers emphasise the distinctive features of letters and provide contrasts. Letters may be distinguished by their ascending or descending strokes, by “bridges” (as in n and m), and by under-curves (as in u and y) refer to pre-writing patterns.

## ***Capital Letters***

Teaching of the capital letters is usually left until children are able to write most of the lower case letters from memory with reasonable accuracy. However, most children will use capital letters for written work before meeting them in handwriting lessons. Models should be provided as required.

## ***Lesson Format***

A typical handwriting lesson for Infants One and Two include exercises to practise handwriting movements, instruction in and practice of specific letters, and application of the letters taught.

### **Exercises**

Children’s ability to control pen or pencil develops gradually and can be assisted through simple exercises which practise the movements for letters, especially in the early stages.

The four main purposes of exercises are to help children to:


- develop manipulative skill and control;
- learn to copy simple shapes;
- practise movements on which letters are based;
- develop visual discrimination.

## ***Instructional Time***


It is advised that students in Infant One and Two be given sufficient instructional time based on students’ needs. At the upper levels, fifteen minutes of explicit instructional time is recommended daily until fluency and automaticity are achieved.

**Help!** My students have difficulties writing letters!


If your students have difficulties:




writing  
b, h, m, n, p, l  
practise push patterns



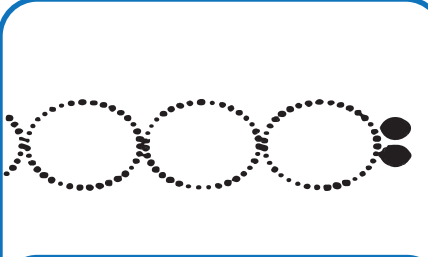
writing  
l, t, u, y practice  
pull patterns



writing  
a, b, f, h, i, k, l, m, r, t, u  
practise vertical  
patterns



writing  
k, v, w, x, z  
practise diagonal  
patterns



writing  
a, c, d, g, o, s, f, e  
practise circle  
patterns

Students may have difficulties writing letters. Remember that writing is developmental and each child will not be at the same place as his or her peers.

Encourage students right from the start!

### *Activities which support handwriting instruction*

- Demonstrate to students the correct positioning of the letter.
- Use sandpaper letters that students can trace with their fingers.
- They may form the same letters in a tray of sand, rice, play dough, water or any other suitable material.
- Write letters together using guided practice before students write independently, focus on form and later size at this point.



## ***Handwriting Patterns***

There is a wide variety of handwriting patterns that teachers may access. According to Graham and Weintraub (1996), the most important factors in choosing a pattern are consistency and explicit instruction; furthermore, handwriting patterns are bridges to fluency for whole language application. The most important consideration is not related to choosing between print and cursive handwriting patterns; as educators, we are aware that both have a place. We know from vast experience, that good physical process instruction will allow success with both patterns if fluency is included as a goal. Fluency is the most important link between handwriting instruction and development of proficient written language skills.

Consider the following scientific and developmental reasons for handwriting patterns:

1. Using looped letters encourages letter rhythm patterns as they are needed for fluent word processing. This approach allows students to learn how to coordinate internal and external visual feedback while establishing links between the auditory phoneme and the grapheme movement sequence.
2. Movement and rhythmic sequences help students to see the letter as a pattern of movements rather than a picture to be duplicated.
3. Flowing movements of letters increases fluency and legibility.
4. This pattern ensures students have ‘cursive readiness.’

### ***Consistency is the key to Handwriting Instruction***

The handwriting patterns for use in schools in Trinidad and Tobago are:

- Traditional (Infants One to Standard Five) or Modern (Infant One to Standard Five).

Be consistent with your chosen handwriting pattern. Most critically, children should be able to use at least one form to produce legible, reasonably effortless writing, and instruction should focus on the form that appears most likely to lead to that outcome, especially for older children with handwriting difficulties.

Handwriting School Policy Guidelines:

It is advised that schools identify and decide on one (1) sustained Handwriting pattern from either Traditional or Modern. Schools must use one sustained instructional handwriting pattern from Infant One to Standard Five. Each instructional handwriting pattern (Traditional and Modern) facilitates students’ ease of transition from manuscript to cursive. Each pattern has its corresponding Manuscript - Infants One and Two, Pre-Cursive - Standard One and Cursive - Standards Two to Five. Mixing of Traditional and Modern handwriting patterns within one school is not recommended. Using a whole school approach, schools must create a handwriting policy which clearly demonstrates the following:

1. One sustained instructional handwriting pattern from Infant One to Standard Five (Traditional or Modern)
2. The level at which pre-cursive begins; Standard One is recommended.
3. Instructional Time for daily explicit Instruction.



### ***Recommended Sequence of instruction:***

1. Manuscript: Infants One and Two
2. Pre-Cursive: Standard One
3. Cursive: Standards Two to Five

### ***Handwriting Standards: Infant One to Standard Five***

1. Form legible letters, numerals, and punctuation using manuscript writing, demonstrating an understanding of the basic features of print direction (top to bottom, left to right across a page).
2. Demonstrate an understanding of proper proportion and size as well as appropriate spacing between letters, words, sentences, and paragraphs in manuscript writing.
3. Write legibly in cursive, demonstrating an understanding of proper proportion, size, and slant; joinings between letters; and appropriate spacing between letters, words, sentences, and paragraphs.
4. Write fluently by hand at a rate appropriate for class level and task.
5. Produce shorter and longer written text by applying handwriting skills appropriate to class level, task, and audience.

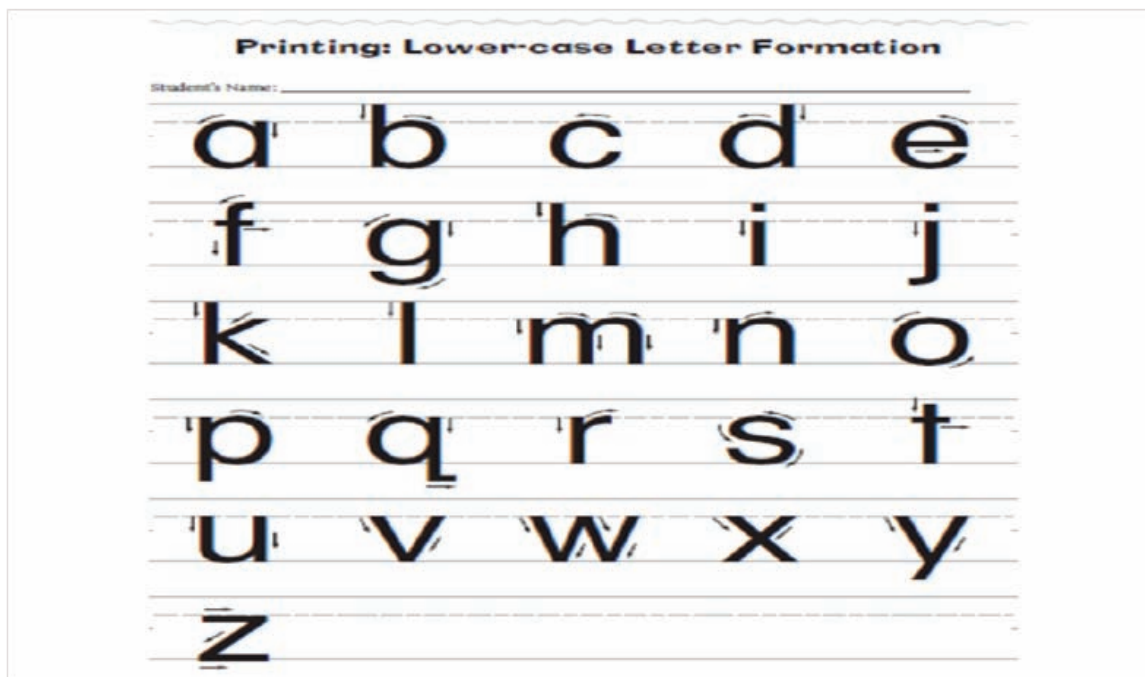


## *Handwriting Pattern 1: Traditional*

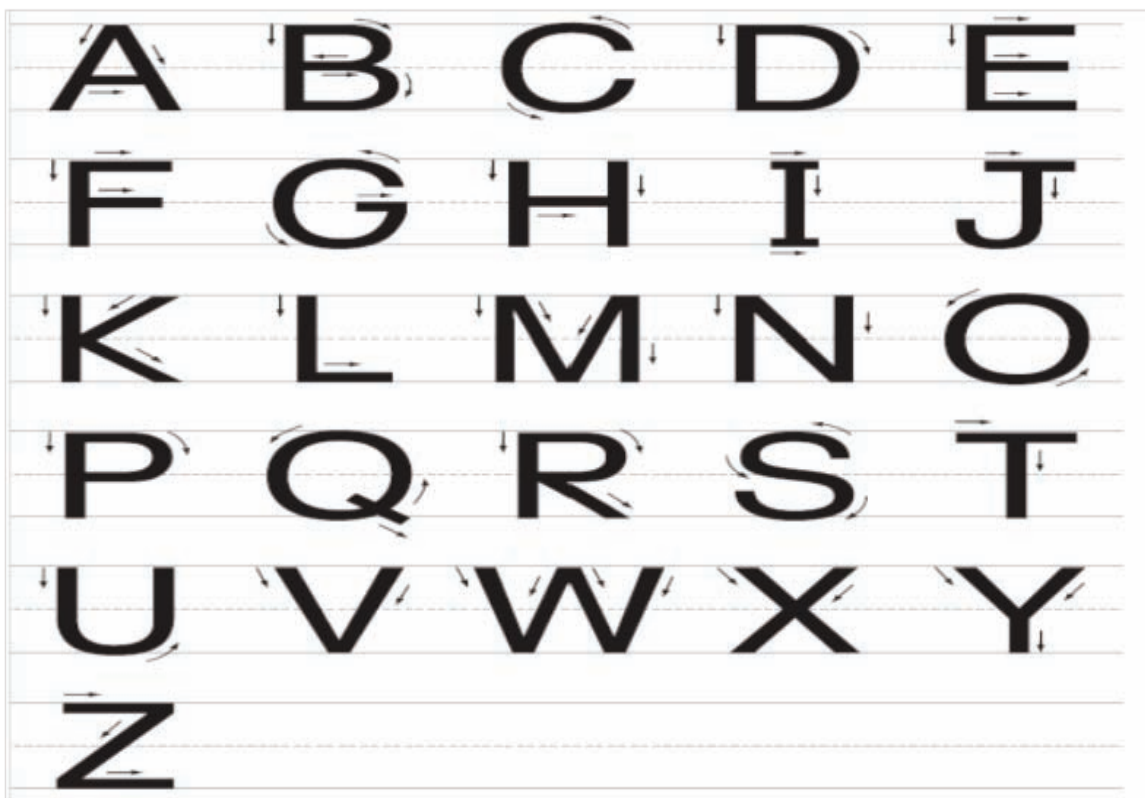
Traditional Manuscript or Print (Upper and Lowercase) Infants One and Two



## *Traditional Lowercase*



## *Traditional Uppercase*



## ***Traditional Pre-Cursive –Standard One***

Start cursive readiness a year or so before you expect students to start writing in cursive. If you have started students' handwriting instruction without hooks, which makes joining letters easier, you will need to transition students into letters using hooks before you begin cursive patterns.

*YOUR WRITING ALPHABET: The best way to learn the letters of the alphabet is in family groups of similar movement.*

i t l n m r h b p k  
u u y g o c a d g q e  
v v w o f j s x = x z

*Here are some basic rules to enable you to write clearly and quickly.*

1. *Try to keep all the down strokes level with a slight slope to the right.*

l i l i l i l h f y l j b p

2. *Make the rounded letters egg shaped.*

o o o o o o c a d g q e

3. *Keep the different parts of the letters in their correct spaces.*

ARMS  
BODY  
LEGS  
l o d g e b y

4. *Notice how the letters start and end.*

u p n a d g h e k f t w

FAMILY GROUPS : These letters require similar movements. Begin at the dot. Only five letters have two strokes f i j t x.

i t l i t l i t l i t l

i

n m r h n m r h

n

b p b p b p b p b

b

u y u y u y u y

u

o c a d g q e e e e

o

e



v



f



x

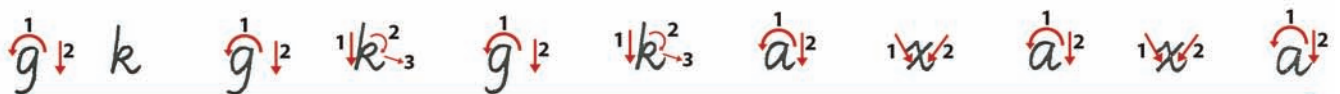
Now practise writing letters from different groups. They make interesting patterns.  
Here are some examples.



n



h



g



These letters start with a point.

1 1 1 1 → i j m n

i

p r s t u v w x y

p

Practise these letters again.

1 1 1 1 → y x w v

y

u t s p r m n j i

u

These letters can start with a rounded stroke if preferred.

1 1 1 1 → n m r x



These letters start with a curve.

~ ~ ~ ~ ~ σ c σ c σ

~ σ

a d g q also s s s s

a s

Now practise the two groups of letters which start with a point and a curved stroke.

1 ~ 1 ~ 1 ~ → i σ j c

1 ~ i

m a n d p g r q s

m

σ t c u a v d w g

σ

x q y s i σ j m a

x

These letters end with a rounded hook.

l l l l l l → a c d

l

a

e h i l k m n u x

e

These letters end with a horizontal stroke.

- - - → f o t v w

-

f

Now practise the letters which end with a rounded hook and a horizontal stroke.

l - l - l - l ⇔ a f c o

l

a

d t e v h w i f k

d

o l t m v n w u f

o

x o a t c v d w g

x

The letter 'e' is the only letter which has a loop. Begin in the middle of its shape at the dot.

e e e e e e e e e

e

Now write the alphabet in the normal manner. Try to remember the correct starting point and movement.

a b c d e f g h i j

a

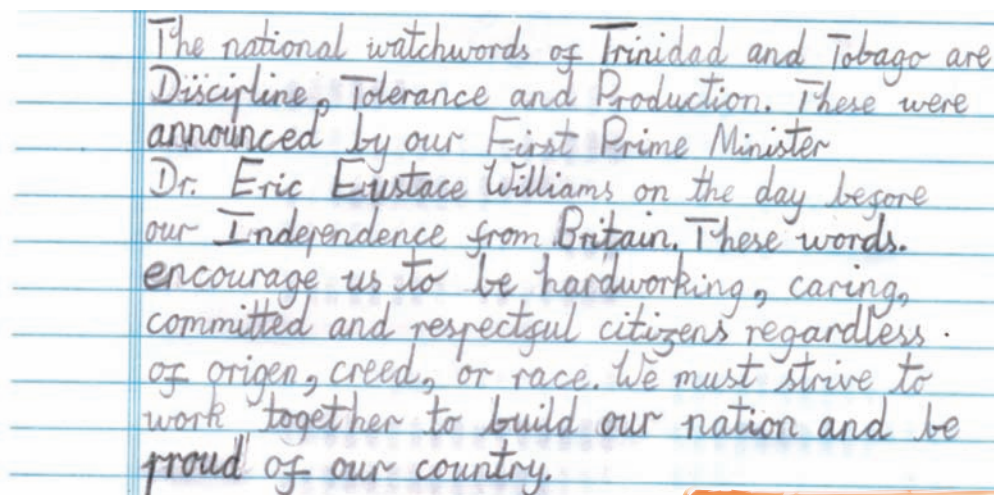
k l m n o p q r s

k

t u v w x y z

t

## ***Traditional Cursive-Standards Two to Five***



The national watchwords of Trinidad and Tobago are Discipline, Tolerance and Production. These were announced by our First Prime Minister Dr. Eric Eustace Williams on the day before our Independence from Britain. These words encourage us to be hardworking, caring, committed and respectful citizens regardless of origin, creed, or race. We must strive to work together to build our nation and be proud of our country.

Nishtha Suepaul  
Guaico Presbyterian  
Standard Three

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

Ligatures are either horizontal or diagonal, and children need to be systematically instructed in their use. Ligatures are taught by joining together groups of two or three letters.

Cursive-joining letters is a continuous movement which increases speed and legibility.

What is important is consistency in letter formation. Slant in cursive indicates good movement pattern development and speed.

Follow these steps to achieve legible handwriting using cursive:

### 1. Letter formation

1. Start letters in the right place
2. Move in the proper direction
3. Make basic strokes correctly

### 2. Down strokes

1. Check paper holding arm and pencil position

### 3. Size and Spacing

1. Ensure students know the positioning of the letters and how to keep different parts of the letter in the correct places.
2. Check joiners

### 4. Rhythm and Line control

1. Lower pencil pressure
2. Use rhythmic movements to guide letter formation
3. Use ligatures or links correctly to join letters
4. Use lines of paper for control

*DIAGONAL LINK: The next step is to learn how to join your letters together. The most important and frequent link is the diagonal join.*

/ / / / u u u u

/

ai

aj

am

an

ap

ai

ar

as

at

au

av

ar

aw

ax

ay

Alternative  
join: as

aw

*Try to keep the diagonal strokes even.*

ai

/

ei

/

lu

/

in

di ip en ku cy as

d

um ti nu ep it is

u

av kn iw hu ar ci

a

ly ap us uy im an

l

You can link to the letters m n r x with a rounded stroke if preferred.

n n am an ar ax

n

When linking to letters with ascenders use a long pointed join. Make a slight curve.

al ul ul ul ab af ah

al

ak al eb nf ch lk

ak

el kl uf ih ef cl il

el

mb th ik ul ib lf

mb

Treat the letter 't' like a short ascender.

at ht it nt et lt ct

at



The forward and backward join is used when linking to the rounded letters.

v v v aa ac ad

v

ag

ao

aq

Alternative link  
to letter 's': as

ag

ha

uq

na

ld

to

ig

ha

ac

ko

ca

do

eq

as

ac

ho

ns

ic

ed

ag

ma

ho

Reminder: Are you keeping all the down strokes the same slope and the diagonal strokes at the same angle?

| | | | | | | | / / / / /

Joining to a letter 'e'

ee de ie ne le te ce

e

me he ee ue ae ke

m

HORIZONTAL LINK: This link is not used so frequently as a diagonal join. Linking to a pointed letter:

z z z z fi oi ti vi

z

fi

wi fr op tw vu wi

w

A diagonal link can be used when you join from the letter 't' if preferred.

th

ti

tn

Linking to a long point

fl ob th vt

fl

wh ft ok th vl wh

wh

Linking to rounded letters

fa oo ta vs

fa

wa fa oa ta va wd

wa

fs od ta vo ws oq

fs

When a letter 'e' follows a horizontal stroke it is best at first to leave it unjoined. This also includes the letter 'r'.

fe      oe      te      ve      we      re

f

As you learn to write quickly most letters will become joined, but when you first practise writing words do not join from these letters.

b      g      j      p      q      r      s      x      y      z

b

Here are some examples of words using these letters.

boy      sun      pop      are      joy

b

exit      zoom      quiz      buy

e

age      yell      growl      run

a

Now write the alphabet linking the letters with the correct joins. Do not join from the letters with a dot.

a b c d e f g h i j k l m n o p

a

q r s t u v w x y z

q

When learning to write words you can, if you wish, slightly change the shape of a few letters. This way you do not have so many pen strokes, and linking will be easier. The letters are:

b

v

w

p

x

z

r

b

Here are some examples of words using these letters.

boy

won

vows

pane

b

excit

dozen

run

bows

e

Now try writing these flowing exercises and words. Write them slowly, carefully and correctly, and then gradually try to increase your speed of writing. Do not join from the letters with a dot.

hm

uuu

hm

uuu

hum

in

mum

run

lulul

tititi

lulul

ill

lit

till

lull

hill

vwww

vur

wowo

wavy

towel

woven

cccc

cow

cave

cook

Now try some more.

db db db db db db

d

body bid bead bad

b

dp dp dp dp dp dp

d

dip drop dump pod

d

hy eeee hy eeee hy

h

heel yell meets hay

h

olololol fafafafa

o

flow loop fall loaf

f



Now practise some words.

they and our many

what can my every

sun age hot each he

like shall you plays

was from come going

fly own toy bit girl

like boy cool we but

run stop go laugh is

## Numbers

1

2

3

4

5

6

7

8

9

0

**CAPITAL LETTERS** These letters are chiefly used to indicate the beginning of sentences, names and headings. Keep your capitals a little shorter in height than the 'arms' or ascenders of the small letters. → Hh

● O Q C G U D

■ H A V N T X Y Z K

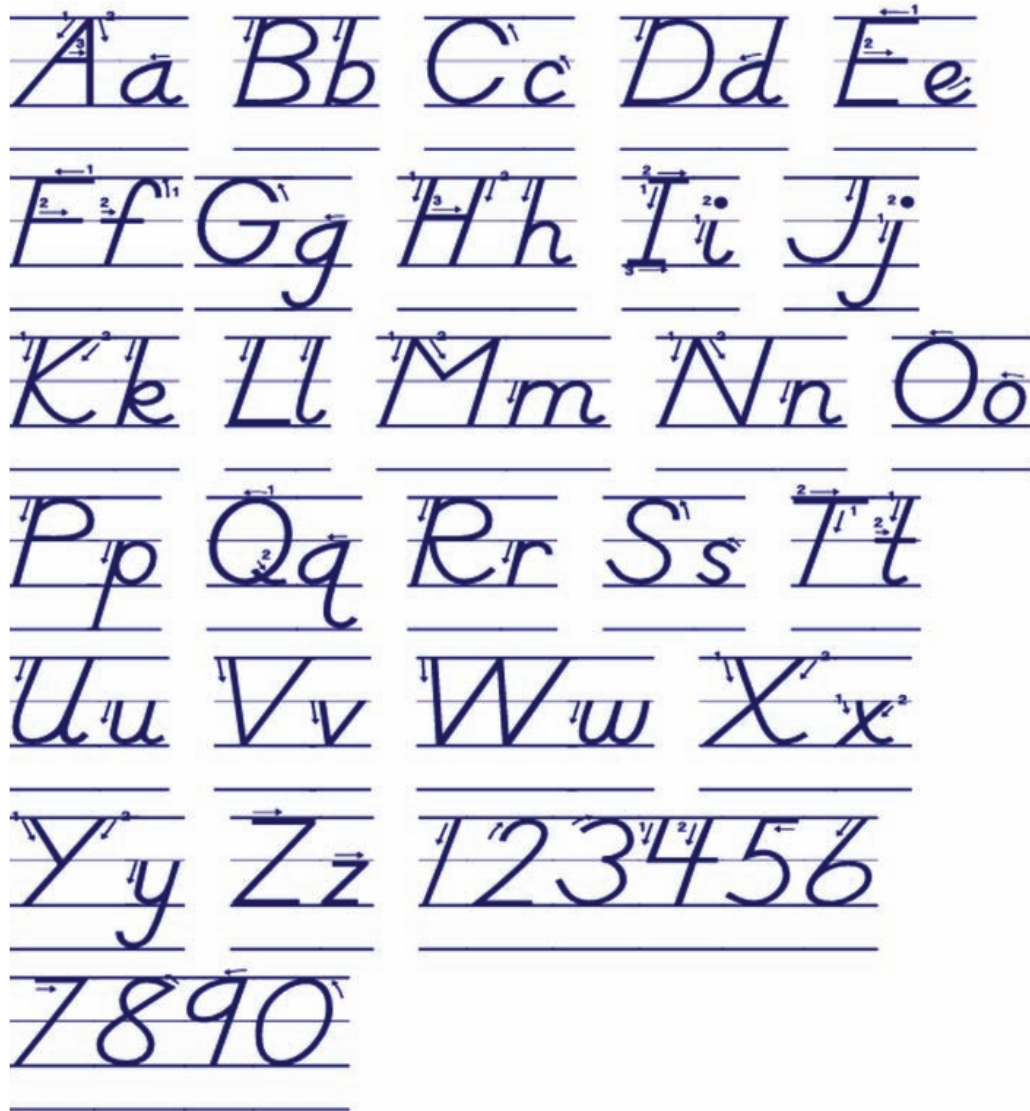
■ I L E F P B R S J

■ M W

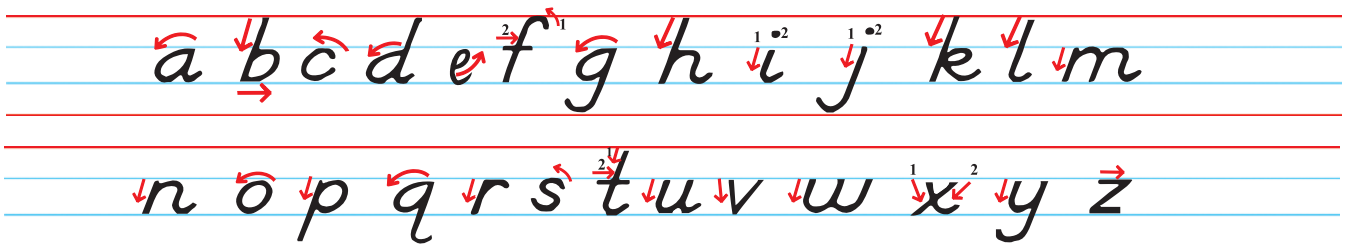
Traditional Cursive Capital Letters stand alone.

## Handwriting Pattern 2: Modern

Modern Manuscript or Print (Lowercase and Uppercase) Infants One and Two



### Modern Lower case



## ***Modern Manuscript: Infants One and Two***

### Basic Movements

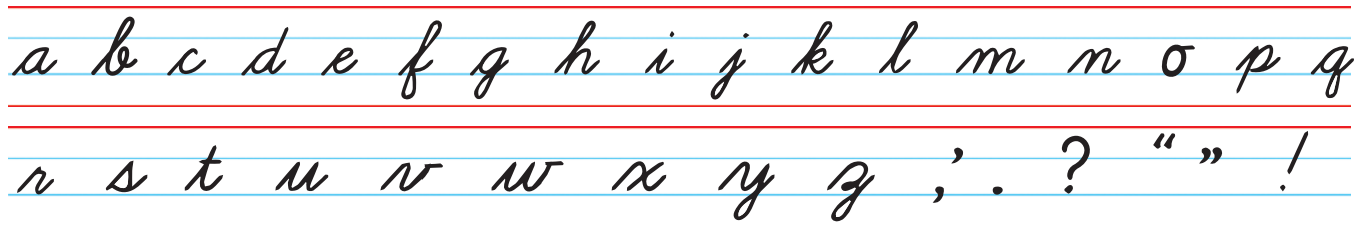
There are a variety of ways in which letters may be grouped for instruction; one method is to group letters based on similar movements. Teach letters with straight lines first because young children can make these more easily than those with curves.

Letters with descending strokes and tails could be grouped for additional instruction focusing on tails. Care should be taken to see that the letter 'o' is written as an oval.

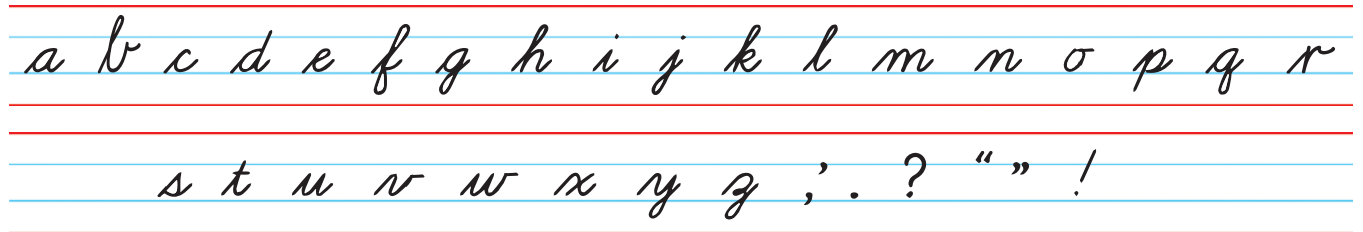
After initial teaching, 'q' and 'u' should be practised together in their usual spelling association.

### Modern Pre-Cursive: Standard One

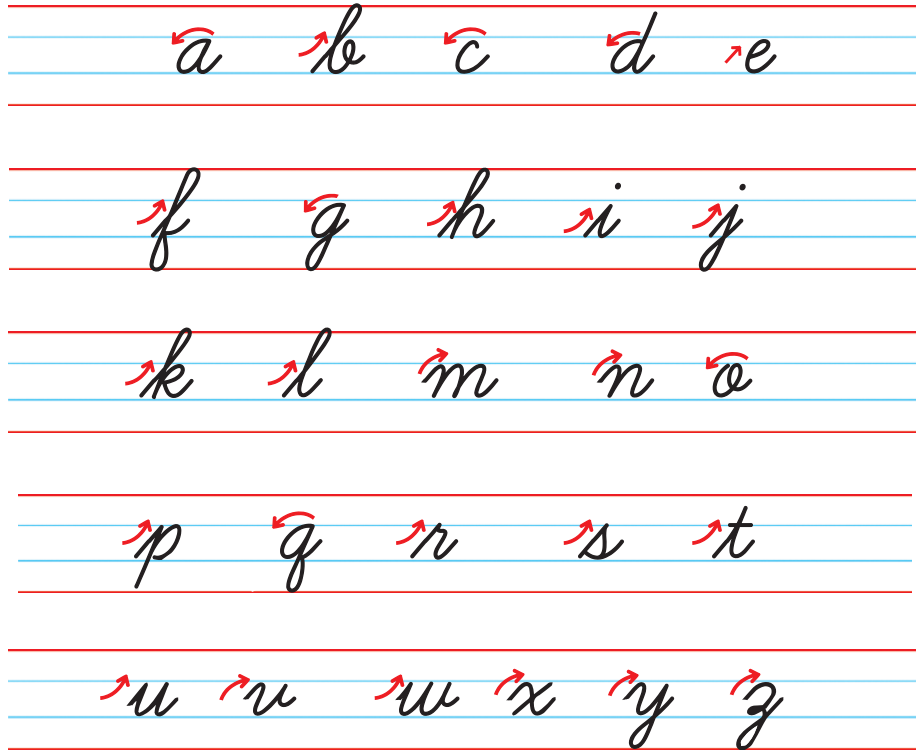
Notice how easily transferable the pattern is to pre-cursive writing using ligatures or links. When using this pattern from print to pre-cursive students must explicitly be taught to notice differences in the letters: 'f', 'z', 's' and 'r':



Alphabet using alternative letter 'r'.



## ***Your writing alphabet.***



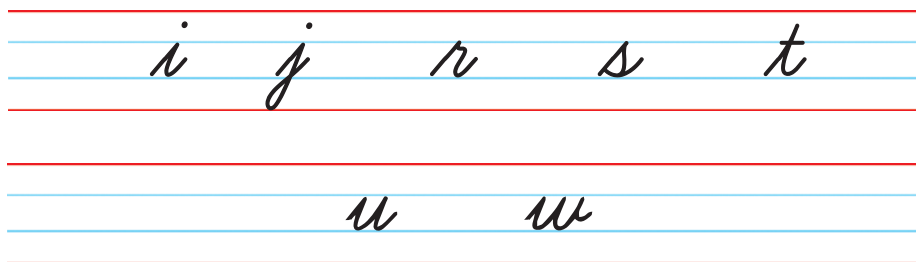
Your writing alphabet: The best way to learn the letters of the alphabet is in family groups of similar-movement. The letters are grouped according to movements to ensure that students' achieve fluency.

The handwriting pattern used in this guide has the following groups:

### ***Curved letters***



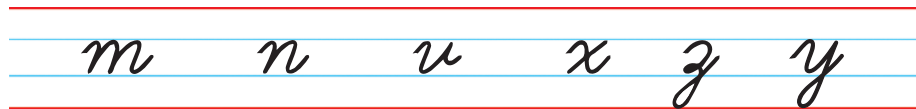
### ***Straight tops or kite strings***



### *Loopy letters*



### *Rounded tops or hills and valleys*



Here are some basic rules to enable you to write clearly and quickly.

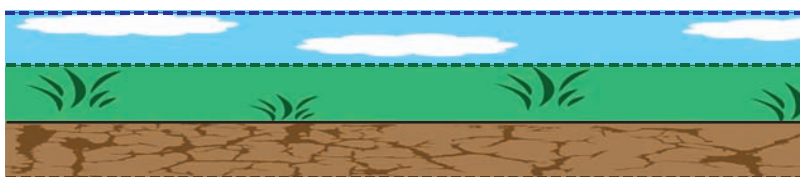
1. Try to keep all the down strokes level with a slight slope to the right.



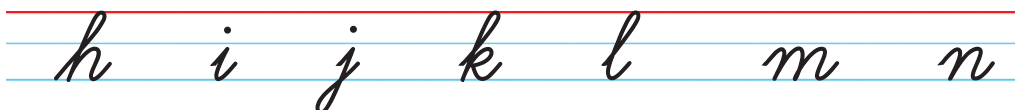
2. Make the rounded letters egg shaped.



3. Keep the different parts of the letters in their correct spaces.



Notice how letters start and end.





**FAMILY GROUPS:** These letters require similar movements. Explicitly teach how to form each letter.

These letters start with a curve.

Let's practice:

Begin at the dot, curve around the clock and then stop. (Give different rhymes for d, g and o).



*a*

*c*

*d*

*g*

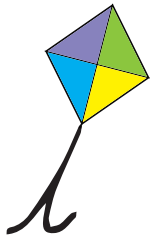
*o*

*a*

These letters have Sharp Tops like kite tails:

Let's Practice:

Straight tops or kite tails: Up with a slant straight to the top, stop, come slanted back down and make a hook up to stop!



*i*

*j*

*n*

*s*

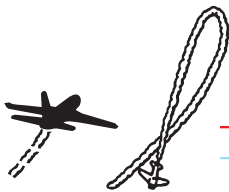
*t*

*u*

*w*

*i*

Loop Groups: Slant a lot and go over the top.



*l*

*e*

*b*

*k*

*f*

*h*

*l*

## *Loop Control*

*h*

*h*

*h*

*h*

*l*

*l*

*l*

*l*

*?*

*?*

*?*

*?*

*/*

*/*

*/*

*/*

*/*

*/*

*/*

*/*

*k*

*l*

*?*

*/*

*l*

*l*

*?*

*/*

*f*

*?*

*/*

*/*

*l*

*?*

*/*

*/*

Practice these letters:

*i j r s t u w*

*i*

*l e b k f h*

*l*

Let's practice some more loops:

'e': Begin in the middle of the letter starting at the dot. Or you may start at the ground over the top and stop.

*e e e e e e e e e*

*e*

'f': Begin in the middle of the letter starting at the dot over the top to the ground, around, across and stop.

*f f f f f f f f f*

*f*

Rounded tops 

Slant with a curve, and then come down.

*m n u x z*  
*m*

Now practice writing letters from different groups. They make interesting patterns.

Here are some examples.

*n u n u n b g b g k*  
*n*

*h y h y h m e m e n*  
*h*

*g k g k g a x a x c*  
*g*

Practice these letters again.

y x u v u t s p r  
y

m n j i o j c m a  
m

n d p g r g s o t  
n

c u a v d u g x g  
c

y s i o j m a  
y

These letters end with a rounded hook.

l l l l l l → a c d

e h i l k m n u x

These letters end in a slanted stroke or straight stroke if preferred

*o u v*

This letter ends with a horizontal stroke use the long hook *t*

*t*

Practice the letters which end with a rounded hook and a slanted or horizontal stroke.

*l - l - l - l → a c o*

*l*

*d t e v h u i k*

*d*

*o l t m v n w u*

*o*

*x o a t c v d u g*

*x*

Let us write the alphabet. Remember the correct starting point and movement.

a b c d e

a

f g h i j

f

k l m n o

k

p q r s t

p

u v w x y z

u



## Numbers

1

2

3

4

5

6

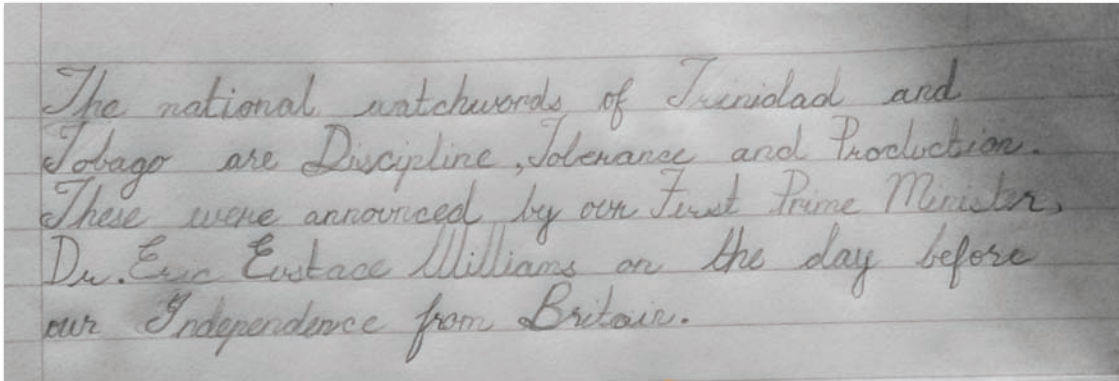
7

8

9

0

## ***Modern Cursive - Standards Two to Five***



Sachin Xavier Conrad-Ouahab  
Holy Family Preparatory  
Standard Three

Cursive is the joining of letters in a continuous movement to form words. It increases speed and legibility.

The importance of the lowercase letters must be emphasized since the fluency and ergonomics of lowercase letters to assist legibility is beneficial. Cursive letters have four basic parts: Slide Right/Slant Back.



What is important is consistency in letter formation. Slant in cursive indicates good movement pattern development and speed.

Follow these steps to achieve legible handwriting using cursive:

### 1. Letter formation

1. Start letters in the right place
2. Move in the proper direction
3. Make basic strokes correctly

### 2. Down strokes

1. Check paper holding arm and pencil position

### 3. Size and Spacing

1. Ensure students know the positioning of the letters and how to keep different parts of the letter in the correct places.
2. Check joiners

### 4. Rhythm and Line control

1. Lower pencil pressure
2. Use rhythmic movements to guide letter formation
3. Use ligatures of links correctly to join letters
4. Use lines of paper for control

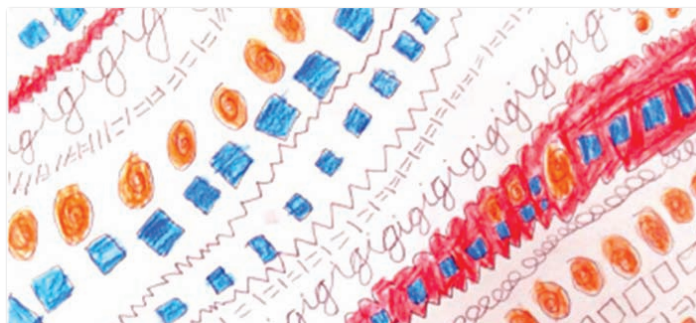
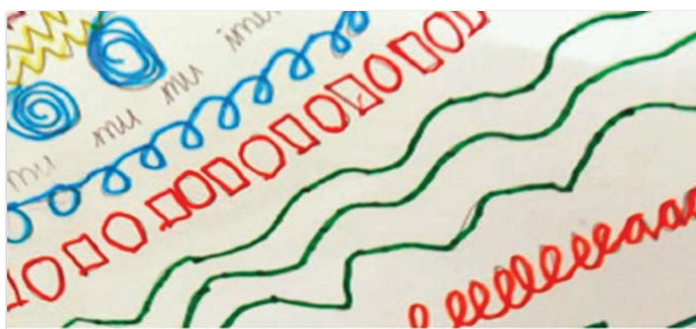
*Blank paper is preferable to lined paper when children are beginning to create and practice patterns*

## ***Cursive Script***

*P*atterns are ideal for the development of Cursive Script. Pattern making can be used to teach children the movements essential for making single letters and then much of the knowledge and skills needed for joining letters.

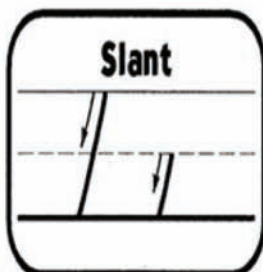
Practicing the different join patterns help children to prepare for joining letters. Children can then progress to making patterns from pairs of letters, perhaps those that require particular attention or group of similar-

ly-shaped letters. For example, *a c d* or using a child's initial.

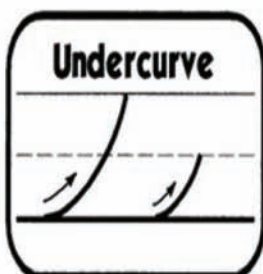
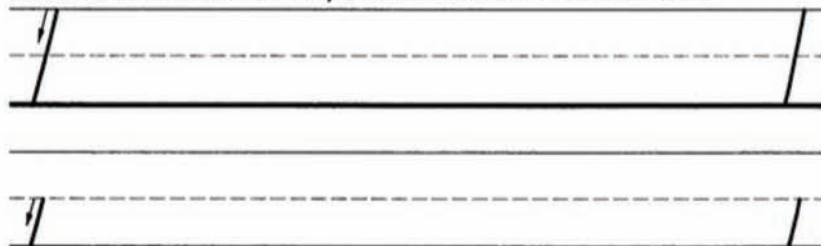


Practice basic strokes before students begin joining letters.

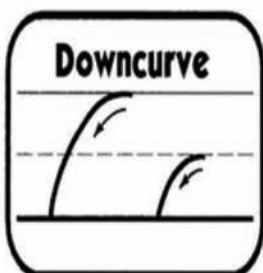
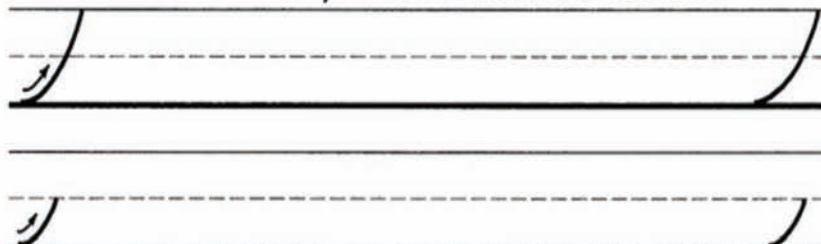
## Basic Strokes



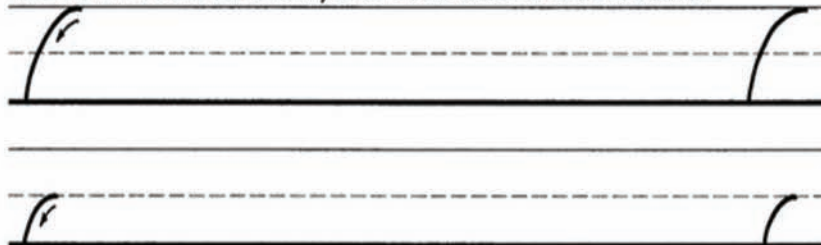
Trace and write the slant strokes. Can you name some letters that have a slant stroke?



Trace and write the undercurves. Can you name some letters that have an undercurve?



Trace and write the downcurves. Can you name some letters that have a downcurve?



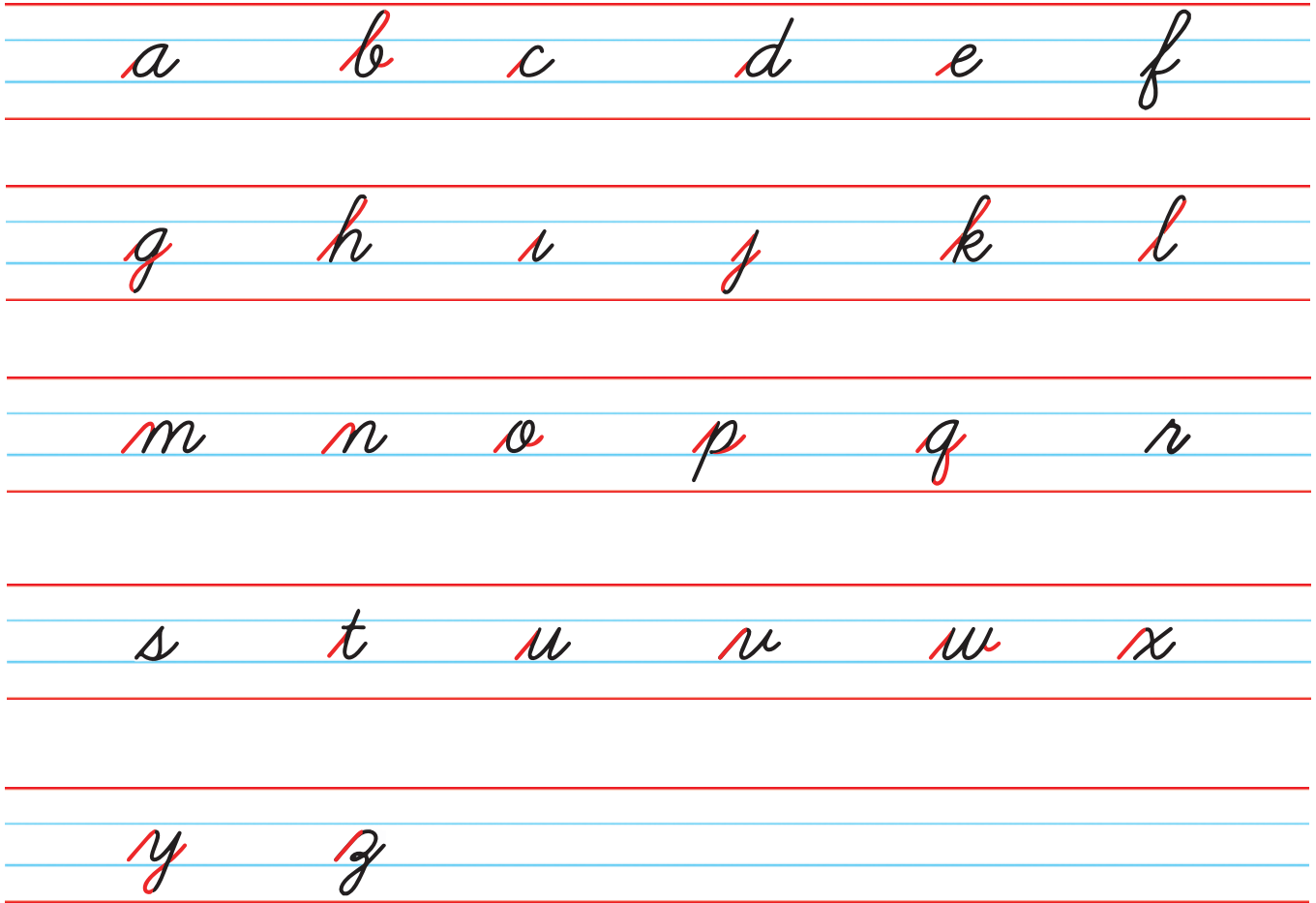
Trace and write the overcurves. Can you name some letters that have an overcurve?



*Write the alphabet*

*abcdefghijklmnopqrstuvwxyz*

Ligatures or links



Ligatures are either horizontal, diagonal or curved and children need to be systematically instructed in their use. Ligatures are taught by joining together groups of two or three letters.

The following patterns teach students letters with added links or ligatures; this makes it easier for students to connect letters in a fluent movement.

Using this guide the letters previously taught are expected to provide students with fluency and ease of movement into this cursive pattern; since ligatures or links are extensions of previously taught patterns.

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 , ' . ? " " !

These letters start with a curve. The directions form the following letters without the added ligatures. To include the ligatures the first curve should be an undercurve followed by a downcurve.

a d g q c

Let's practice:

a

Downcurve; undercurve.  
Slant; undercurve.

a

d

Downcurve; undercurve.  
Slant; undercurve.

d

g

Downcurve; undercurve.  
Slant; loop back; overcurve.

g

e

Downcurve; undercurve.  
Checkstroke.

e

*c* Downcurve; undercurve.

*c*

*q* Downcurve; undercurve.  
Slant; loop forward.  
Undercurve.

*q*

Sharp Tops or kite tails: This stroke is made by using an under curve and slant stroke and lift.

*i t s r u u*

*i* Undercurve.  
Slant; undercurve (lift).  
Dot.

*i*

*t* Undercurve.  
Slant; undercurve (lift).  
Slide right.

*t*

*u* Undercurve.  
Slant; undercurve.  
Slant; undercurve.

*u*

*u* Undercurve.  
Slant; undercurve.  
Slant; undercurve.  
Checkstroke.

*u*

*r* Undercurve.  
Slant right.  
Slant; undercurve.

*r*



Let's Practice:

i u u u i u u u i  
i

t p j t p j t p j  
t

s r s r s r s r s  
s

Loop Groups:

h k b f l e

e Undercurve; loop back; slant;  
undercurve.  
e

l Undercurve; loop back; slant;  
undercurve.  
l

b Undercurve; loop back; slant;  
undercurve.  
Checkstroke.  
b

h Undercurve; loop back; slant;  
Overcurve; slant; undercurve.  
h

f  
f

Undercurve; loop back; slant;  
loop forward.  
Undercurve.

k  
k

Undercurve; loop back; slant;  
Overcurve; curve forward.  
Curve under.  
Slant right; undercurve.

Practice:

e e b b h h f f k k

Practice these letters:

ab af ah ak al eb nf ch  
ab

lk el kl uf ih ef cl il  
lk

mb th ik ul ib lf  
mb

hop hit kit kid  
hop

lap fat ear bib  
lap

bad  
bad

elf

for

elk

hat  
hat

fit

lip

bit

egg  
egg

ell

Rounded tops:

n Overcurve; slant.  
Overcurve; slant; undercurve.

n

m Overcurve; slant.  
Overcurve; slant.  
Overcurve; slant; undercurve.

m

y Overcurve; slant; undercurve.  
Slant; loop back; overcurve.

y

x Overcurve; slant; undercurve  
(lift).  
Slant.

x

u Overcurve; slant; undercurve.  
Checkstroke.

u

Practice:

aa ac ad ad ae ag as  
aa

ha ug na ld to ig ac  
ha

ko ca do eg as ho ns  
ko

ic ed ag ma  
ic

*Note to teachers: Ensure that students are using consistent strokes and ligatures.*

ee de ie ne le te ce  
ee

me he ee ue ae ke fi  
me

oi nu ri ui fr op ru  
oi

ui fl ob th ut uh ft  
ui

ok th ul uh fa oo ta  
ok

us wa fa oa ta va wd  
us

fs ed ta no us og  
fs

Now try writing these flowing exercises and words. Write them slowly, carefully and correctly and then gradually try to increase your speed of writing.

hm uu hm uuuu  
hm

hum in mum nun  
hum

lililil tititi lililil  
lililil

ill lit till lull hill  
ill

ururu riri wowe  
ill

wavy  
wavy

towel

woven

ccc  
ccc

cow

cave

cook

Now try some more:

db  
db

db

db

db

db

body  
body

bid

bead

bad

dp  
dp

dp

dp

dp

dp

dp

dip  
dip

drop

dump

pod

hy  
hy

eeee

hy

eeee

hy

heel  
heel

yell

meets

hay

hyhyhy  
hy

fafafafa

flow  
flow

loop

fall

loaf

Now practice some words.

Levels 1 and 2

they  
they

and

our

many

what  
what

can

my

every

sun  
sun

age

hot

each

he

like  
like

shall

you

plays



Levels 3 and above

until pursue ceiling diarrhea  
*until*

separate ninety receipt bouquet  
*separate*

tragedy conceit accommodate  
*tragedy*

truly anxious veil pianos  
*truly*

debt queue rhythm character  
*debt*

altogether radius favour  
*altogether*

honour physical believe centre  
*honour*

foreign tough appendix  
*foreign*

mosque sphere theatre heinous  
*mosque*

grieve piece  
*grieve*

Modern Capitals 1: When using Modern handwriting pattern Capitals note that some letters can be joined, while others may stand alone. Ensure that all teachers teach a consistent rule.

*Time and tide wait for no man.*

*Lowliness is young ambition's ladder. <sup>1</sup>*

Aa Bb Cc Dd Ee Ff Gg

Hh Ii Jj Kk Ll Mm Nn

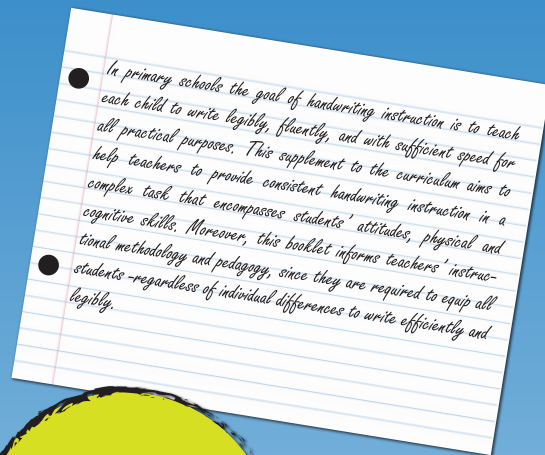
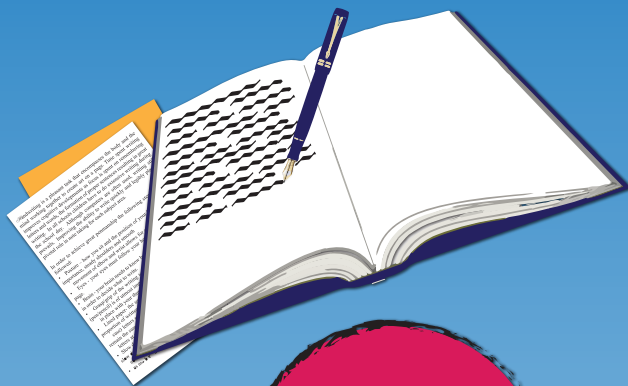
Oo Pp Qq Rr Ss Tt Uu

Vv Ww Xx Yy Zz

“You, the children, yours is the great responsibility to educate your parents, teach them to live together in harmony...To your tender and loving hands, the future of the Nation is entrusted. In your innocent hearts, the pride of the Nation is enshrined. On your scholastic development, the salvation of the Nation is dependent...you carry the future of Trinidad and Tobago in your school bags.”

[illegible]

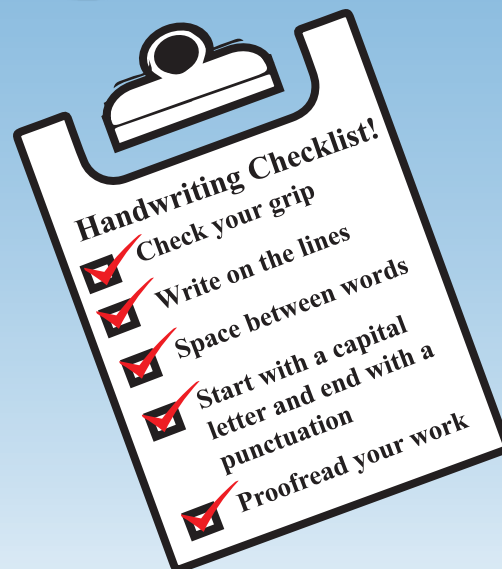
# Support for Legibility!



Motivate

Support

Use  
multisensory and  
multimodal resources  
and approaches



# The Transition from Pencil to Pen



## Early Writers use pencils because:

- Standard weight, shape and grip.
- Better friction with paper so there is better control.
- Mistakes can be erased

## Early Writers need to move away from pencil because:

- Too much time is spent on erasing.
- Misconceptions cannot be identified if they are erased.
- Time lost on sharpening.
- New instruments encourage engagement.


## Advantages of a Pen


- Permanent records.
- Increased independence and confidence.
- Faster writing.
- Less pressure on the hand. Used for students who tire easily.


## Choice of Pen


- Start with a fountain pen because
  - (i) Forces student to slow down and focus on the shape of each letter.
  - (ii) More friction with the paper. The pen does not glide away.
  - (iii) Pen is held at a shallower angle (as compared to a ball point pen) so that the student sees what he/she is writing.
- Choice of pen is determined by the purpose of the writing. The thicker the pen stroke, the less detail can be included.
- If the ink comes out of the pen too quickly, the student is forced to write faster to prevent ink blot so that penmanship suffers. Similarly, if the student exerts too much pressure to get the required ink flow, then the penmanship also suffers.


## *Numbers and Tricky Capitals*


 Overcurve; curve down and up.  
Retrace; curve right.


 Overcurve; slant; loop back.  
Overcurve.


 Curve back; overcurve; curve down;  
retrace; curve forward;  
curve under.


 Slant.  
Curve forward and right (lift).  
Doublecurve; curve up.  
Retrace; curve right.


 Slant.  
Curve forward and right (lift).  
Doublecurve; curve up.  
Retrace; curve right (lift).  
Slide right.


 Undercurve; loop; curve forward.  
Doublecurve; curve up.  
Retrace; curve right.

 Undercurve; loop; curve down  
and up.  
Retrace; curve right.

 Undercurve; loop; curve down;  
loop; curve under.


 Undercurve.  
Slant.  
Retrace; curve forward and back


 Undercurve.  
Slant;  
Retrace; curve forward and back.  
Curve forward; undercurve.


 Undercurve.  
Slant;  
Retrace; curve forward; loop;  
curve forward and back.  
Retrace; curve right.


 Slant.


 Slant.  
Curve forward; slant; Curve right.


 Slant.  
Curve forward and back.  
Curve forward and back.


 Slant.  
Slide right (lift).  
Slant.


 Slant.  
Curve forward and back (lift).  
Slide right.

 Curve down and forward; loop.

 Slant.  
Doublecurve.  
Slant

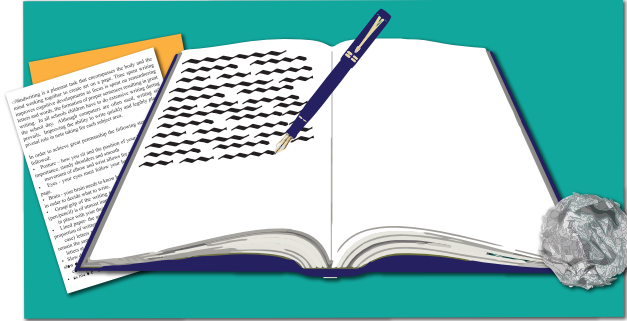
 Curve back and down; curve back;  
slant up.

 Downcurve; undercurve.  
Slant.

 Slant (lift).  
Downcurve; undercurve.

## *Penmanship Under Pressure*

(how to write quickly and legibly).



Handwriting is a pleasant task that encompasses the body and the mind working together to create art on a page. Time spent writing improves cognitive developments as focus is spent on remembering letters and words, the formation of proper sentences resulting in great writing. In all schools children have to do extensive writing during the school day. Although computers are often used, writing still prevails. Improving the ability to write quickly and legibly plays a pivotal role in note taking for each subject area.

In order to achieve great penmanship the following steps should be followed:

- Posture – how you sit and the position of your body is of utmost importance, steady shoulders and smooth movement of elbow and wrist allows for a smooth flow of the pen.
- Eyes - your eyes must follow your hand as it moves across the page.
- Brain - your brain needs to know how letters and words are formed in order to decide what to write.
- Grasp/grip of the writing tool – correct grip of the writing tool (pen/pencil) is of utmost importance. Hold it in place with your thumb, index and middle fingers.
- Lined paper- the use of lined paper allows for the right size and proportion of written letters. Capital (Upper case) letters remain the same and common (Lower case) letters remain the same. The lines assist in keeping letters at a constant size and allows for great flow.
- Slow down – if you erase a lot and the handwriting is hard to read, slow down a little. Rushing causes lack of control and mistakes.
- Lower the pressure – avoid pressing too hard when writing. It is harder to make smooth lines needed for writing especially during cursive writing. Avoid gripping the pen/pencil too tightly.
- Play games – games that involve writing allows for practice, and improvement of handwriting. Finger muscle strengthening comes from playing games which include fine motor skills such as marbles, using tweezers and clothespins. Improving fine motor skills allows for control of movement of the pen/pencil.



Teachers can add a challenging dimension to handwriting instruction or use as a post SEA activity. This is a great time to practice and refine students' penmanship skills as they prepare to transition into secondary school with the following cross-curricular activity:

## Calligraphy- Writing with Style

Calligraphy or the art of elegant handwriting is a lettering and illustrative creative art form that uses pen and ink.

### History of Calligraphy

Like all writing Calligraphy has its roots in ancient rock-tracing and pictographs. Man has witnessed writing evolved from the early concepts of Hieroglyphs (picture writing) and Phonetic Writing (writing sound) to the development of the first alphabet. During this evolution writing was influenced by the Egyptian, Phoenicians Greeks and Romans. Later in the 15th century the calligraphic styles we admire today were retreated to the scholars and monks of the cloisters and monasteries.



During the Middle Ages the illuminated manuscripts and the rich heritage of lettering style (Calligraphy), spiralled into popularity. However with the invention of the Printing Press in the 15th century, Artistic penmanship,(Calligraphy) soon became outdated.



It was only until the 19th century that Calligraphy as Art and as an artistic expression was revived. Today it enjoys a prominent place among artists and designers and its pieces are considered among our greatest treasures and historic documents.

## *Helpful Points to Guide Beginners*

### **Posture and Positions**

Posture and Positions are important to the maintenance of eye and back muscles.

- Hold your pen in the most comfortable position for you.
- Keep your hand in a relaxed position with your fingers slightly curved so as to keep your hand even. Excessive pressure on the pen prevents the smooth formation of lines and spaces.
- Use your thumb and forefinger to pinch the pen then keep your middle finger behind for support. You can allow your pinky and ring finger to lightly drag on the paper as you write.
- Hold your pen at a 45° angle to the writing surface. Be sure to keep letters perfectly vertical to the line of writing.
- A chisel tip ink cartridge pen with nibs ranging from broad to fine is recommended for greater control and consistency when doing Calligraphy.
- Get acquainted with the technique by using lined paper to practice drawing the basic strokes.
- Remember to strive for rhythm, clarity, sharpness and spontaneity.

### **Margin and Spacing –**

- Try not to leave large gaps or white spaces.
- Bunching of words, letters or lines too closely will create the opposite effect of showing dark patches.
- To avoid that crowded look be sure to allow for generous margins.

### **Tips for Left-Handed Writers**

Use special oblique nibs that meet the paper at a 45° angle when used in the left-hand (with the paper slanted slightly to the left).

If using a straight nib calligraphy pen the left-hander should angle his/her hand or paper sharply to the left. If looking at the page sideways is a problem, angling the hand more sharply to the left will compensate and preserve correct pen angle.

## Old English Lettering

Study practice and experiment with the alphabet below (Old English /Gothic Script).

### Common lettering

Common lettering	Numbers
a b c d e f g h i	0 1
j k l m n o p q r	2 3
s t u v w x y z	4 5
	6 7
	8 9

Capital Lettering
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

### Care for Fine Writing Tools

- Run the used nibs under lukewarm water when changing cartridges and wipe dry.
- Keep materials away from dust for instant readiness.
- Avoid jarring or shaking your pen.
- Be sure that the pen cap is on tight when it is not in use.
- Carry your pen with the nib section pointing upward.

Proper care and cleaning of your Calligraphy tools is essential for its long life and performance.

## *Appendices*

### Appendix A: English Language Arts (2013) Learning Outcomes-Writing Component

#### Infant 1

##### 16.2.1:

1. Show the handwriting readiness skills of the following:
2. grasp of pencil
3. line awareness
4. directionality
5. correct stroke
6. appropriate size
7. spatial and temporal

##### 16.2.2:

1. Reproduce letters, numerals, words and simple sentences using correct strokes and patterns
2. Use correct direction, neatness and appropriate size

##### 16.2.3:

1. Produce writing, drawing and painting in response to stories and rhymes

#### Infant 2

##### 20.2:

1. Reproduce letters, numerals, words and simple sentences using correct strokes and patterns
2. Use correct direction, neatness and appropriate size

#### Standard 1:

##### 11.2:

3. Write words, sentences and paragraphs with correct strokes, directions, neatness and size.

#### Standards 2-5

##### 10.2.1:

1. Reproduce correct cursive patterns, formation, spacing and neatness in writing.

## Handwriting Standards

### ***Infant One:***

**Identify and print letters and numerals with assistance on class-level appropriate lined paper (red and blue lined):**

- a. Identify and create basic manuscript 1 lines (vertical, horizontal, circle, slant).
- b. Form lines and letters following the organization of print (left to right, top to bottom).
- c. Identify and print with assistance most uppercase and lowercase letters.
- d. Identify and print numerals 0 through 9 with assistance.
- e. Begin short letters at the midpoint dotted line and end them on the lower line/ baseline.
- f. Begin tall letters at the top line and end them on the lower line/baseline

**With assistance, use letters and letter-like forms to produce written text.**

- a. Print letters and letter-like forms to create identifiable words.
- b. Print first and last name.
- c. Begin to copy and create sentences using taught CVC and sight words.

### ***Infant Two:***

**Independently print legible letters, numerals, and punctuation on class-level appropriate lined paper.**

- a. Identify and form uppercase and lowercase letters independently and legibly with minimal rotations or reversals.
- b. Use uppercase letter for pronoun 'I'.
- c. Identify and form numerals 0–9, including two-digit numeral pairs (e.g., 13).
- d. Identify and form sentence end punctuation (period, exclamation point, question mark)

**Produce printed letters, words, and sentences with proper proportion, size, and spacing on class-level appropriate paper.**

- a. Control size of uppercase letters relative to lowercase letters.
- b. Print letters with ascenders approaching top line and descenders approaching bottom line.
- c. Align letter midpoints with midpoint dotted line.
- d. Print whole words with correct spacing between letters.
- e. Print sentences using correct spacing between words and between sentences.
- f. Print two-digit numerals using correct spacing

Use letters and words to produce written sentences.

- a. Print identifiable words within sentences to create a story or response.
- b. Start sentences with a capital letter.
- c. Print first and last name legibly.

## **Standard One**

**Use class-level appropriate paper to produce printed letters, words, and sentences with proper proportion, size, and spacing.**

- a. Print manuscript letters with proper spacing relative to top, bottom, and midlines.
- b. Print words and sentences using correct spacing between letters, words, and sentences.
- c. Print paragraphs using correct indentation and appropriate margins.

**Understand that cursive writing is different from manuscript.**

- a. Begin to understand the difference between manuscript and cursive writing by matching manuscript letters to their cursive counterparts and identifying where joinings occur.

**Produce written text, including multiple sentences organized into paragraphs.**

- a. Print identifiable words and sentences within paragraphs to create a story or response.

## **Standards Two - Five**

**Form legible letters and numerals using cursive writing.**

- a. Identify and create four basic cursive lines (undercurve, downcurve, overcurve, slant).
- b. Form individual uppercase and lowercase cursive letters and numerals with acceptable legibility.
- c. Write letters in cursive using consistent slant.
- d. Form joinings to connect letters, maintaining proportion of letters to joinings.
- e. Form cursive words using correct spacing between letters and proportional letter sizes.

**Know and apply class-level handwriting skills.**

- a. Understand when cursive and manuscript may be used and choose appropriately for the task and audience.

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