



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

**TEACHING
AND
ASSESSING
HANDWRITING**

ENGLISH

GRADE R - 6

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1. FOREWORD

We are delighted to present the Department of Basic Education (DBE) Teachers' Guideline for Handwriting, a comprehensive resource designed to support educators in teaching this vital skill to learners in the Foundation Phase (Grades R to 3) and Intermediate Phase (Grades 4 to 6). Handwriting is an essential component of literacy development, and its significance cannot be understated in the educational journey of our learners.

In the emergent stages of Foundation Phase learning, handwriting plays a crucial role in enabling learners to express their thinking on different levels. At this early stage, learners are beginning to grasp the fundamentals of language, literacy, and communication. Handwriting provides them with a tangible means to transform their thoughts into written words, allowing them to communicate and share their ideas with others. It facilitates the development of fine motor skills, hand-eye coordination, and spatial awareness, all of which are foundational to future academic success.

As learners progress to the Intermediate Phase, the importance of handwriting remains paramount. Clear and legible handwriting is essential for effective communication, both in and outside the classroom. It allows learners to express their thoughts, ideas, and knowledge in a manner that is coherent and comprehensible to others. Well-developed handwriting skills enable learners to produce written work that can be read, understood, and evaluated by teachers, peers, and themselves. It enhances their ability to participate fully in written assessments, and various academic tasks across the curriculum.

Furthermore, handwriting fosters critical thinking and cognitive development. When learners engage in the physical act of writing, it stimulates neural connections and activates different areas of the brain. The process of handwriting promotes concentration, memory retention, and comprehension, as learners must focus on forming letters, words, and sentences accurately. It encourages reflective thinking and the development of metacognitive skills as learners consider the effectiveness of their written expression and make conscious choices in their writing.

Moreover, handwriting holds cultural and historical significance. It connects learners to the rich heritage of written communication, allowing them to appreciate the value of written texts and the importance of preserving the art of handwriting. By nurturing their handwriting skills, we cultivate an appreciation for the written word and empower learners to engage meaningfully with written literature, historical documents, and cultural artifacts.

The DBE Teachers' guideline for handwriting Grade R-6 provides you, our dedicated educators, with practical strategies, methodologies, intervention and assessment activities to effectively teach and assess handwriting skills in your classrooms. By implementing these guidelines, you will help our learners develop legible, fluent, and confident handwriting, which will serve as a strong foundation for their academic and personal growth.

We extend my heartfelt gratitude to all educators for your unwavering commitment to the holistic development of our learners. Your dedication and passion are instrumental in shaping the future of our nation. We encourage you to utilise this guideline to empower our learners with the valuable skill of handwriting, enabling them to express their thoughts, engage in meaningful communication, and embark on a journey of lifelong learning.

Together, let us continue to create a nurturing and enriching educational environment where our learners can flourish.

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2. BACKGROUND



Many teachers pose the question: Why should teachers still teach handwriting in the computer era?

Contrary to the view that handwriting is no longer an essential skill, handwriting actually continues to be an important skill for learners to learn. Research suggests that the process of forming letters while writing activates neural pathways that are associated with strong reading skills. Learning to form letters by hand improves the perception of letters and contributes to better reading and spelling. Handwriting plays a crucial role in the formation of these brain networks which underlie the development of strong reading skills.

Handwriting stimulates motor activity in the brain that typing does not. However, handwriting is not only a motor skill, but also a written language skill. When learning to read and write, handwriting letters helps to “create” networks that link sensory and motor systems in the brain, networks that brain imaging research shows will be constantly drawn upon as a literate adult.

Being able to write is an important tool for learning and is often the means for demonstrating one’s learning. Learners need to achieve legibility and speed in their handwriting because it is a basic tool used in many subjects. The 2014 Annual National Assessment (ANA) learners lost valuable marks due to their illegible handwriting. Learners need to write for a variety of reasons during the school day and poor handwriting does have a detrimental effect on learners’ overall performance.

An important reason for learners to achieve fluency and automaticity in their writing (composition) is so that they can focus more on what they want to say rather than the formation of letters.

Digital devices are very much part the 21st century learners world. However it is important to recognize that keyboarding needs to complement and not replace the teaching of handwriting in the digital age.

i. GENERAL PRINCIPLES

- The teacher should model good handwriting skills not only in handwriting but in all written work (e.g., wall chart, flashcards, sum cards and sentence strips.)
- Handwriting lessons must be thoroughly planned with clear objectives and assessment.
- For the purpose of immediate intervention, the teacher must always monitor and support learners.
- The written work must be observed, and the learners must be motivated with positive and meaningful feedback.
- Effective use of handwriting tools (crayon, pencil and book, etc.) must be taught.

- Before formal handwriting is attempted the learner must be given an opportunity to practise activities to strengthen the fine motor skills, gross motor skills and eye hand coordination.
- The letters that are taught must be practised, e.g., in the air, in sand, on each other's back, tracing it on paper, and using concrete materials (clay, dough) before writing in the book.
- Teachers should observe learners for early identification of barriers to learning, e.g., poor vision.
- Learners should be observed to determine their dominant hand.
- Handwriting time should be managed effectively. The CAPS time allocation must be adhered to in order to eliminate tiredness and boredom.
- A handwriting activity should include a pattern and later rule a line.
- Learners should demonstrate the correct spacing between letters and words. The correct use of punctuation marks should be encouraged.
- Teachers should encourage the correct posture at all times.

4. PRE-WRITING SKILLS NEEDED FOR HANDWRITING

Teachers should actively assess and address learners' pre-writing skills by incorporating activities and exercises that promote the development of these skills. Provide a variety of hands-on experiences and opportunities for practise to support learners in acquiring and refining the necessary foundational skills for successful handwriting.

- Fine Motor Skills:** Fine motor skills involve the coordination and control of small muscles in the hands and fingers. These skills are essential for precise movements required in handwriting. Learners should develop strength, dexterity, and control in their fingers, hands, and wrists through activities such as finger painting, using tweezers, playing with small objects, and engaging in crafts that involve cutting and pasting.
- Hand and Finger Strength:** Adequate hand and finger strength is crucial for maintaining a proper grip on writing utensils and applying appropriate pressure while writing. Activities such as squeezing playdough, using clothespins, tearing paper, and manipulating small objects can help strengthen the muscles in the hands and fingers.
- Hand-Eye Coordination:** Hand-eye coordination refers to the ability to coordinate visual information with hand movements. It plays a vital role in accurately guiding the pencil or pen while writing. Activities like puzzles, building blocks, threading beads, and tracing shapes can enhance hand-eye coordination.
- Pincer Grip:** The pincer grip involves using the thumb and index finger to hold and manipulate small objects. This grip is important for holding and controlling a writing utensil. Encourage learners to practise using a pincer grip by picking up small objects, using tongs or tweezers, and engaging in activities that involve manipulating small items.
- Bilateral Coordination:** Bilateral coordination refers to the ability to coordinate both sides of the body together in a synchronized manner. It is necessary for activities like crossing the midline, which is essential for proper letter formation and smooth handwriting. Encourage learners to engage in activities that involve crossing the midline, such as drawing shapes or letters in the air with both hands or playing games that involve crossing the midline.

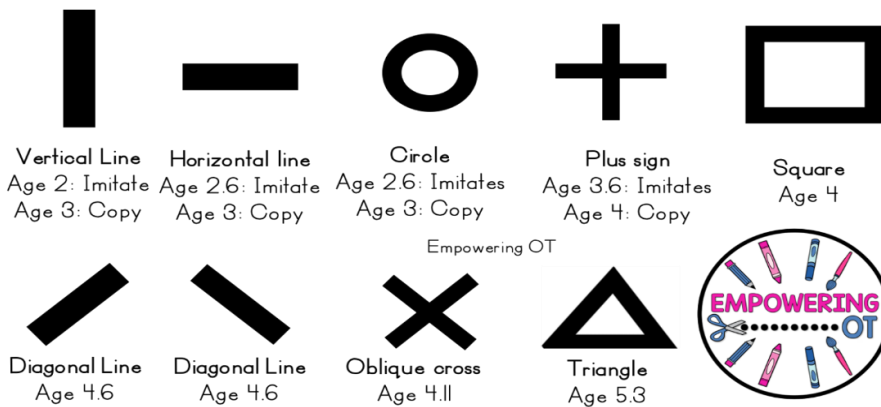


- f. **Spatial Awareness:** Spatial awareness involves understanding and perceiving the position and orientation of objects in relation to oneself and to each other. It is crucial for proper letter and word spacing, alignment, and organization on the page. Provide learners with activities that enhance spatial awareness, such as puzzles, block building, and arranging objects in specific patterns.
 - g. **Hand Dominance:** Learners should develop a dominant hand for writing to achieve stability and control. Encourage learners to practise activities that promote hand dominance, such as throwing or catching a ball with their dominant hand, cutting with scissors, and drawing or coloring with their preferred hand.
 - h. **Posture and Grip:** Proper posture and grip are important for comfortable and efficient handwriting. Educate learners about maintaining a relaxed and upright posture while sitting, positioning the paper correctly, and adopting a tripod or modified tripod grip for holding the writing utensil. Provide guidance and regular reminders to ensure learners maintain appropriate posture and grip during writing tasks.
- <https://images.app.goo.gl/dcHBZR08j5ZyKejN6>
- i. **Sensory Integration:** Sensory integration refers to the ability to process and integrate information from the senses, such as touch, proprioception, and kinesthesia. Engage learners in sensory play activities that involve tactile experiences, such as finger painting, playing with sensory bins, and exploring different textures to enhance their sensory integration skills.

- j. **Letter and Shape Recognition:** Learners should be familiar with letters, both uppercase and lowercase, and common shapes. Recognizing and differentiating these elements will help them in forming letters accurately. Engage learners in activities that involve letter and shape identification, such as tracing letters, drawing shapes, and playing letter recognition games.

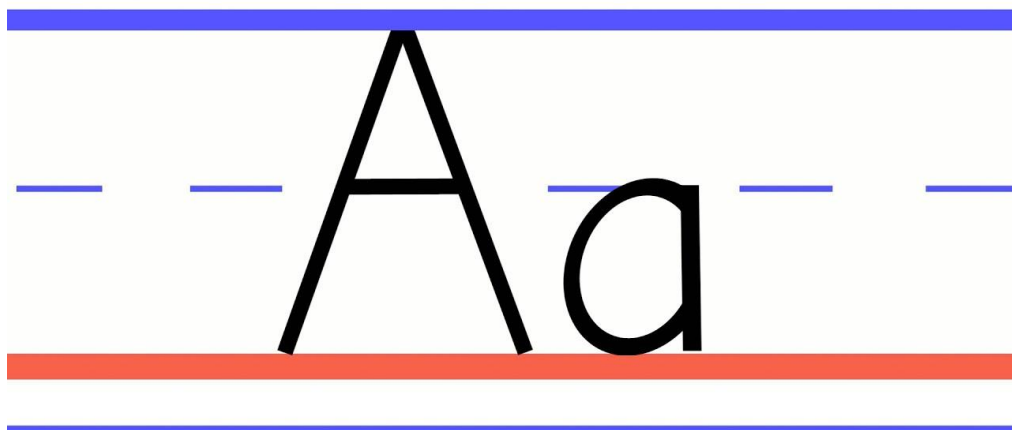
Prewriting lines

Children learn how to write prewriting lines in a developmental progression. Prewriting lines are the basis for letter formation. Children must be able to copy these lines before they can copy letters! This visual gives shows a general age of when children develop each of these writing strokes. Empowering OT



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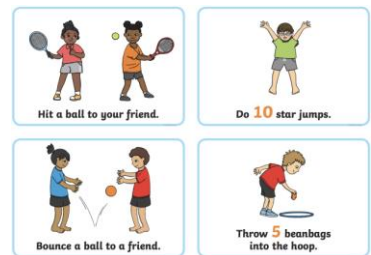
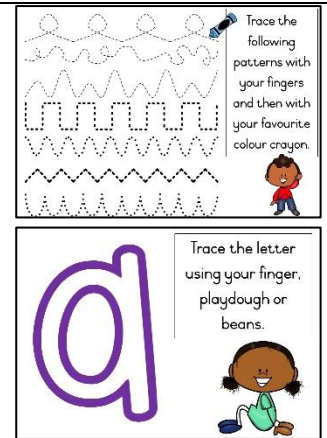
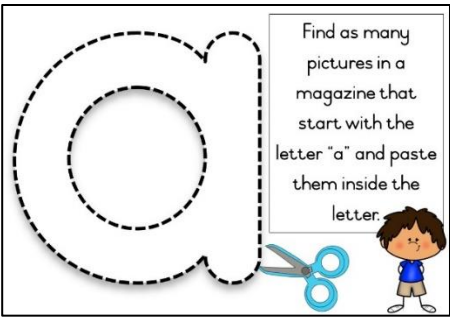
LEARNING TO WRITE THE LETTER A

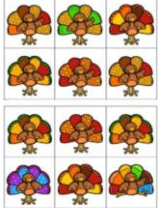
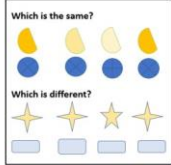
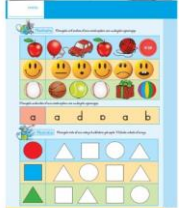


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PRE-WRITING SKILLS NEEDED FOR HANDWRITING

4.1 Perceptual skills

Perceptual Skill	Examples of activities	
Gross Motor Skills Co-ordination of these movements allows children to develop good posture and core body strength to hold their bodies upright, and upper body strength to be able to write without tiring.	Jungle gym Running around Climbing Hitting the ball with a bat, dancing, crawling, crossing the midline	 Hit a ball to your friend. Do 10 star jumps. Bounce a ball to a friend. Throw 5 beanbags into the hoop.
Fine Motor Skills These activities develop the small muscles in your fingers, hand and wrists to be able to make precise movements.	Playing with pick up sticks Placing clothes pegs on a line Tying laces Playing with playdough Threading beads Drawing Cutting paper Form letters with finger paint and wax crayons Practise holding and manipulating pencils and crayons Screwing nuts into bolts	 Trace the following patterns with your fingers and then with your favourite colour crayon. Trace the letter using your finger, playdough or beans.
Eye hand coordination The coordinated control of eye movement with hand movement and the processing of the visual input to enable the hands to react to the input.	Throwing and catching a ball Hitting a ball with an object, e.g., bat, rolled newspaper, etc. Tying shoelaces Building blocks Threading and lacing Playing skittles Building puzzles Balloon toss Cutting and pasting	 Find as many pictures in a magazine that start with the letter "a" and paste them inside the letter.
Visual discrimination	Puzzles	

The ability to see things that look the same or look different so children can notice the differences between letters and numbers that look similar e.g., p b d f j 6 9 v	Spot the difference	  
	Matching objects/cards	
	Sorting by category, e.g., colour, shape, size	
Visual sequencing The ability to remember the order of numbers and letters in words, and to recognize and make patterns. Children can remember numbers and letters in the correct sequence to reproduce them in writing.	Remember a sequence of objects observed, e.g., a sequence of toys, colours, clothes, utensils etc.	
	Arranging a set of objects/pictures/symbols in such a way that they form a story or a pattern.	
	Sorting objects	
	Play "I spy with my eyes"	
	Puzzles	
	Retrace scribble patterns.	
	Trace around a particular shape in a jumbled picture (shapes overlap each other).	
Visual memory The ability to remember what the eyes have seen long enough to reproduce it. Children can remember the shapes of numbers, letters, and words long enough to reproduce them in writing.	All types of memory and recall games	 
	Comparing two objects/pictures and recalling the detail, e.g., which colour block was the biggest/smallest; what was the colour of the girls' dress in the picture	
	Puzzles	
	Visual sequencing cards	

5. ENVIRONMENT

5.1 Furniture

- Tables/ desks and chairs are important to handwriting, in most classrooms they are usually of a uniform size although the children vary in size. The size of the desk and chair has a direct influence on the learner's writing.
- The furniture should accommodate the height of the learner.
- The table should be at the appropriate height where the learner can sit with their elbow resting at a 90-degree angle.
- The height of the chair should allow the child to sit with both heels flat on the floor.

Teacher's note: Furniture challenges and solutions	
Challenge	Solutions
Table too high: This causes children to sit with hunched shoulders which restricts movement and affects efficient function of the hands. The child will often hold their head too close to the desk.	If the table height is too high for a child, try using a booster seat or cushions to raise them up so that their bent elbow is at a 90-degree angle.
Table too low: To achieve stability children will often lean forward excessively and will then use the non-dominant hand to support their head rather than the paper.	If the table height is too low, you could use blocks or bricks to raise the table to a more suitable height (making sure that the table is secure and cannot slip off the blocks).
Chair too high: If a child's feet are not on a stable surface, then the base of support is reduced, and the child must put more effort into maintaining their own posture rather than concentrating on their work.	If the chair is too high (and no smaller one is available), and the child's feet are not touching the floor, then a phone book, wooden step or footstool should be used to support the feet.
Chair too low: The child's knees will be too low which they may find uncomfortable for long periods.	If the chair is too low, cushions or pieces of foam can be used to raise the child.

5.2 Lighting

- Direct sunlight on the writing surface is bad for the eyes and distracting.
- For left-handers the light should come from the right and for right-handers from the left.
- Light should be sufficient so that learners can see clearly what they have written.
- Move the learner's desks away from the sunlight, cover or paint pictures on the windows.

5.3 Classroom layout

- Handwriting posters of numbers and letters must be clearly visible.
- There should be enough spaces between desks.
- Create a space to display learner's work.

6 PHYSICAL FACTORS

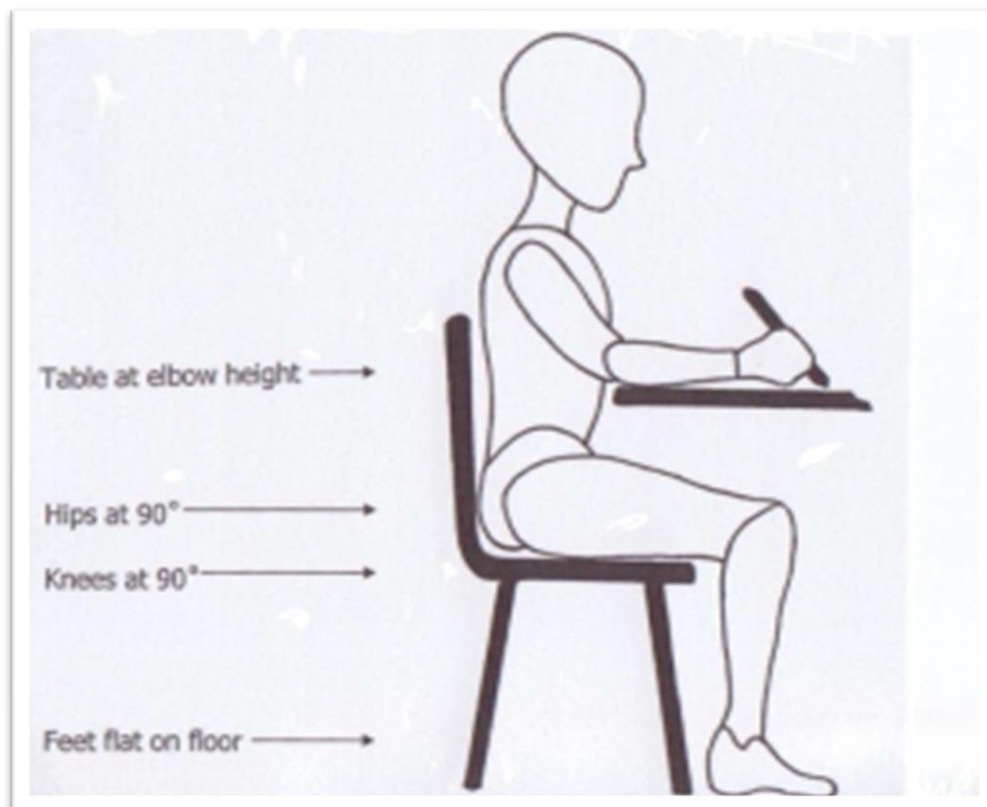
6.1 Posture:

- Posture refers to the position in which someone holds their body when standing or sitting. It is important for all learners to sit properly when writing. Proper posture is essential for good posture control.

Tips for the correct posture during Handwriting:

- Learners should be seated with their feet flat on the floor, thighs parallel to the floor and back up straight.
- Their knees should be at a 90-degree angle.
- The chest should be free of contact with the edge of the table.
- Occupational Therapist or Physiotherapist could advise teachers if learners require slightly different positioning to achieve a good posture.

Example of a good sitting position:

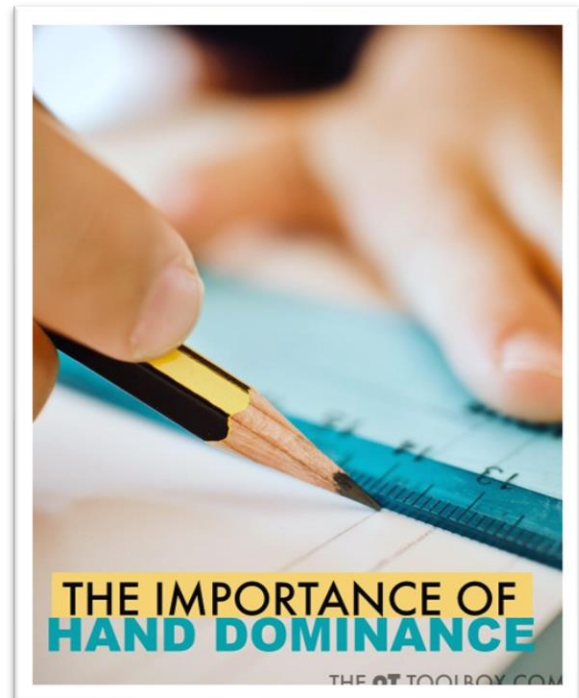


7 DOMINANCE: (LEFT-HANDED VS RIGHT-HANDED)

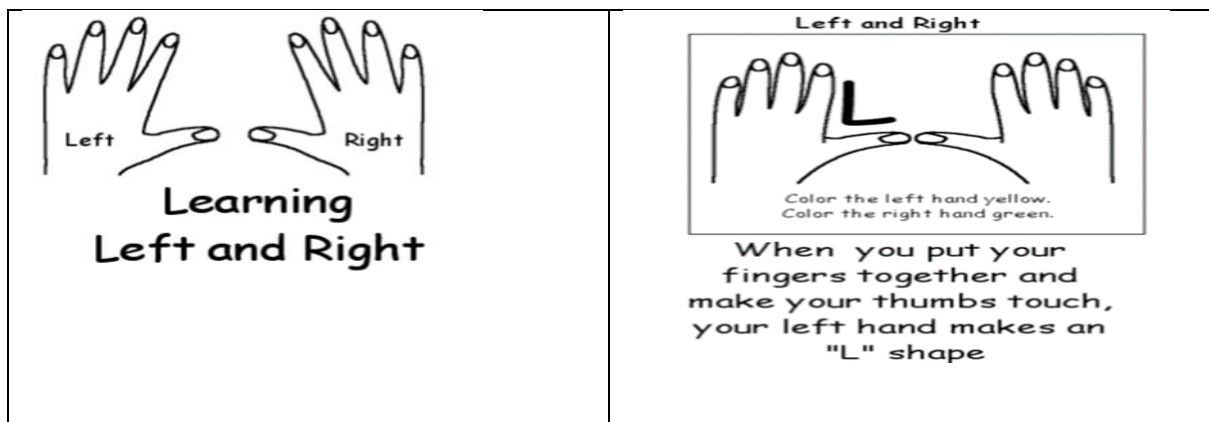
7.1 What is dominance?

Dominance is the preference of the use of one hand, or side of the body.

- Through observation the teacher gains information as to the learner's dominance i.e. whether he/she has a definite hand or foot preference.
- Left-handed learners should not be forced to learn to write with their right hand and vice versa.
- Special provision must be made for learners that are left-handed writers, e.g. left-handed scissors, assistance with correct letter formation, etc.
- Left-handed learners will find it easier to make horizontal letter strokes (like in capital A or the crossing of a lowercase t) from right to left rather than left to right, so that they pull, rather than push the pen.



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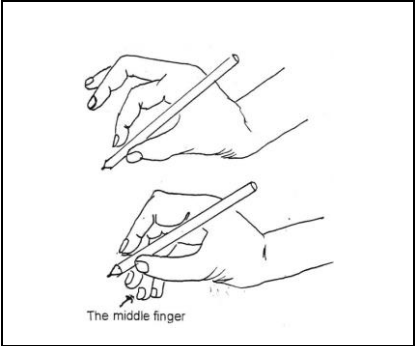
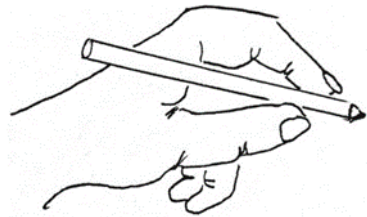
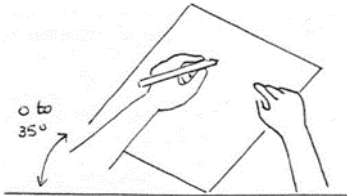
7.2 Activities to determine hand dominance

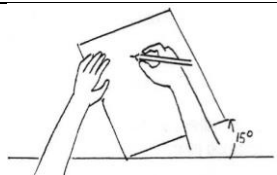
With which hand does the learner:

- Throw a ball?
- Write with a pencil/crayon?
- Eat with a spoon?
- Brush his/her teeth or comb his/her hair?
- Answer a cell phone?

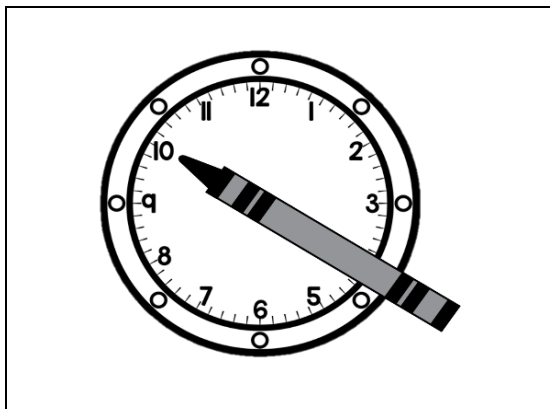
In all these instances the learner will use his/her dominant hand.

7.3 Differences between the left-handed and right-handed learner

Right -handed learner	Left -handed learner
• In the natural tripod grip, the pencil is held lightly between thumb and index finger, about 2 cm from the point, with the middle finger providing extra support. The other two fingers rest lightly on the paper along with the side of the hand. • It is important that the pencil hold is so light and relaxed that the pencil can be pulled out of the grip easily. • The pencil should rest in the soft hollow between the thumb and index finger  • The edge of the hand and the little finger should be in light contact with the paper as they move across the page. • The position of the paper should be in line with the forearm. • Use the left hand to steady the left side of the paper above the writing.	• In the natural tripod grip, the pencil is held lightly between thumb and index finger, about 2 cm from the point, with the middle finger providing extra support. The other two fingers rest lightly on the paper along with the side of the hand. • It is important that the pencil hold is so light and relaxed that the pencil can be pulled out of the grip easily. • The pencil should rest in the soft hollow between the thumb and index finger  • The edge of the hand and the little finger should be in light contact with the paper as they move across the page. • The position of the paper should be in line with the forearm. • Use the right hand to steady the right side of the paper above the writing. 

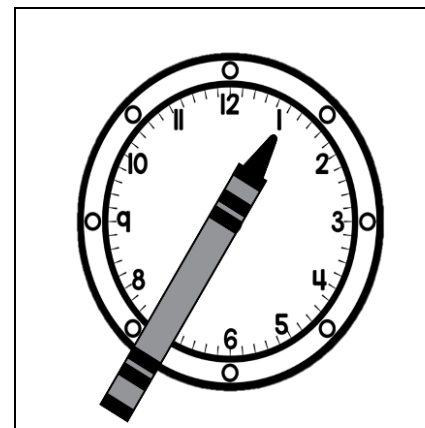


- When writing on the paper, imagine a clock face and point the tip of the pencil towards 10 o' clock.



- The learner should sit on the right side of a left-hander.

- The position of the pencil should point towards 11 o' clock



- The learner should sit on the left side of a right-hander.

7.4 Forcing learners to change their writing hand may affect them negatively.

This may result in:

- Poor handwriting
- Poor concentration
- Poor memory etc.

7.5 Eye dominance

Eye dominance is the tendency to prefer visual input from one eye over the other.

Determining eye dominance in children is important for understanding how they process visual information and can be helpful when teaching activities that involve hand-eye coordination.

Here are a few activities you can use to determine eye dominance in children:

- Eye Dominance Test:** Use the following simple eye dominance test to determine which eye is dominant:
 - Ask the child to extend their arms fully and create a small triangular opening between their thumbs and index fingers.
 - Instruct them to look through the opening and focus on a distant object.
 - While they maintain focus on the object, ask them to slowly bring the opening closer to their face.
 - The child will naturally bring the opening to one eye, which will remain focused on the object while the other eye may shift away or become blurred. The dominant eye is the one that maintains focus on the object.
- Coin Drop Test:** For this activity, you will need a coin or a small object.
 - Ask the child to hold the coin at arm's length, with their dominant hand, and align it with an object in the distance.
 - Instruct them to close one eye at a time and observe if the coin remains aligned with the object.
 - The eye that keeps the coin aligned with the object is the dominant eye.
 - Teach them to hold the paper or book at a comfortable distance and focus on a specific letter or number.
 - Encourage them to close one eye at a time and observe if the letter or number remains clear and in focus with each eye.
 - The eye that provides a clear and focused view of the letter or number is the dominant eye.
- Binocular Vision Activities:** Engage the child in activities that require binocular vision and depth perception, such as:
 - Catching or throwing a ball: Observe which eye the child predominantly uses to track the ball and maintain coordination with their hand.

- Playing target games: Set up targets at varying distances and have the child aim and throw objects at the targets. Observe which eye they use to aim and focus on the targets.

Remember, eye dominance can vary among individuals, and some children may have mixed or weak eye dominance. It's important to consider these activities as indicators rather than definitive tests. If you have concerns about a child's eye dominance or visual processing, it is recommended to consult an eye care professional for a comprehensive evaluation.

8. STAGES OF HANDWRITING

The learners' ability to write is dependent on his/her ability to master a variety of skills ranging from perceptual skills, tracing, correct formation of letters and numbers and eventually writing words and sentences with correct spacing. There are 3 stages that learners go through when learning to write:

8.1 Stage 1 – Prewriting: Readiness and Emergent Writing

The skill involved in learning to write is the pre-writing skill. These include the sensory motor skills that contribute to a child holding and using a pencil, and the ability to draw patterns, copy, and colour.

This is the ability of the brain to give meaning to information sent to it by means of the five senses. The eyes, for example, sees the object (letter), but the brain tells what it is. Visual and auditory perception is important in writing, drawing, copying, tracing, cutting, pasting, etc. During visual perception, the brain interprets stimuli through the eyes.

8.2 Stage 2 – Early Writing

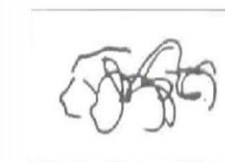
Patterns support a learner towards handwriting success. It helps them to learn the shapes and directionality. All the letters are a combination of these shapes and lines.

8.3 Stage 3 – Fluent writing

Learning the correct letter formation also makes the transition from letter formation to a joined script much easier.

8.4 Activities to promote the stages of writing:

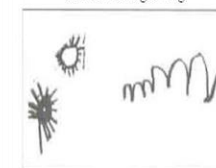
STAGE 1 PRE-WRITING	STAGE 2 EARLY WRITING	STAGE 3 FLUENT WRITING
Perceptual skills to develop: - gross motor skills, - fine motor muscles, - eye-hand coordination, - laterality, - spatial relationship - Visual and auditory perception Controlled and uncontrolled scribbling These are the universal stages of scribbling between ages 1½ to 3. Uncontrolled Scribbling: This stage is less about what they're scribbling and more about the sensory experience. Controlled Scribbling: Fine motor skills and eye-hand coordination improve, which makes their scribbling more controlled and purposeful.	- Pre-writing patterns - Standard writing patterns - Trace outlines of pictures, patterns and letters in own name.	- Correct letter formation - Correct number formation - Copies and writes words and sentences using correct spacing and directionality. - Fluency in writing letters and words correctly with automaticity.



Level 1: Emerging/Scribble

This is the beginning level at which your child scribbles. You may not be able to tell what the picture is about, but it's important to praise your child's beginning drawing.

The flower is growing



Level 2: Pictorial

At this level, your child begins to draw a somewhat recognizable picture and may tell about it. He or she may also imitate writing.

There are webs in Spidertown.



Level 3: Precommunicative

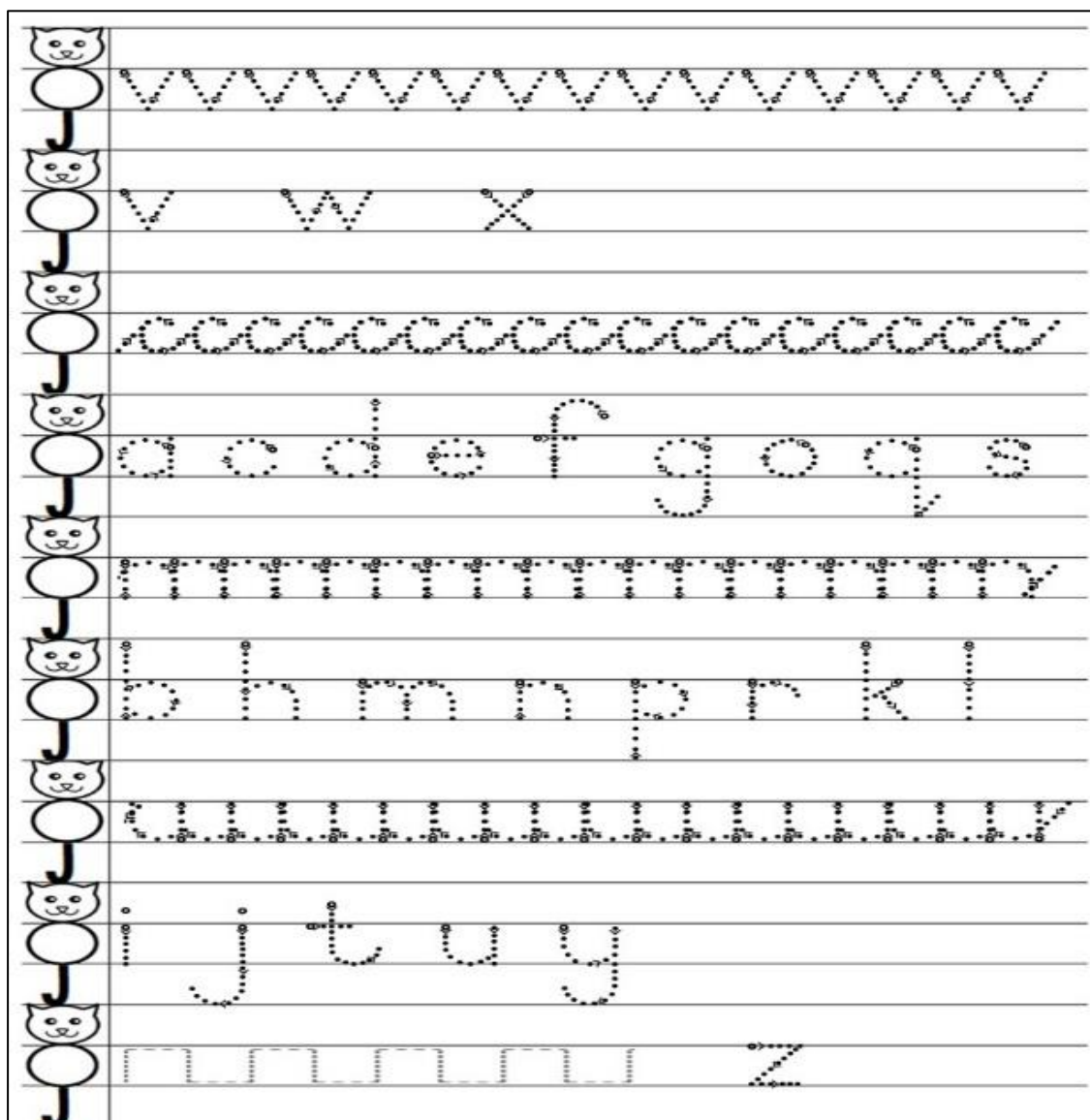
Your child may now be printing his or her own name or an occasional known word and may be writing strings of letterlike forms or a series of random letters. Sometimes he or she may attempt to read the message back, but you probably can't read it.

9 SOUNDS AND THE MATCHING PATTERNS

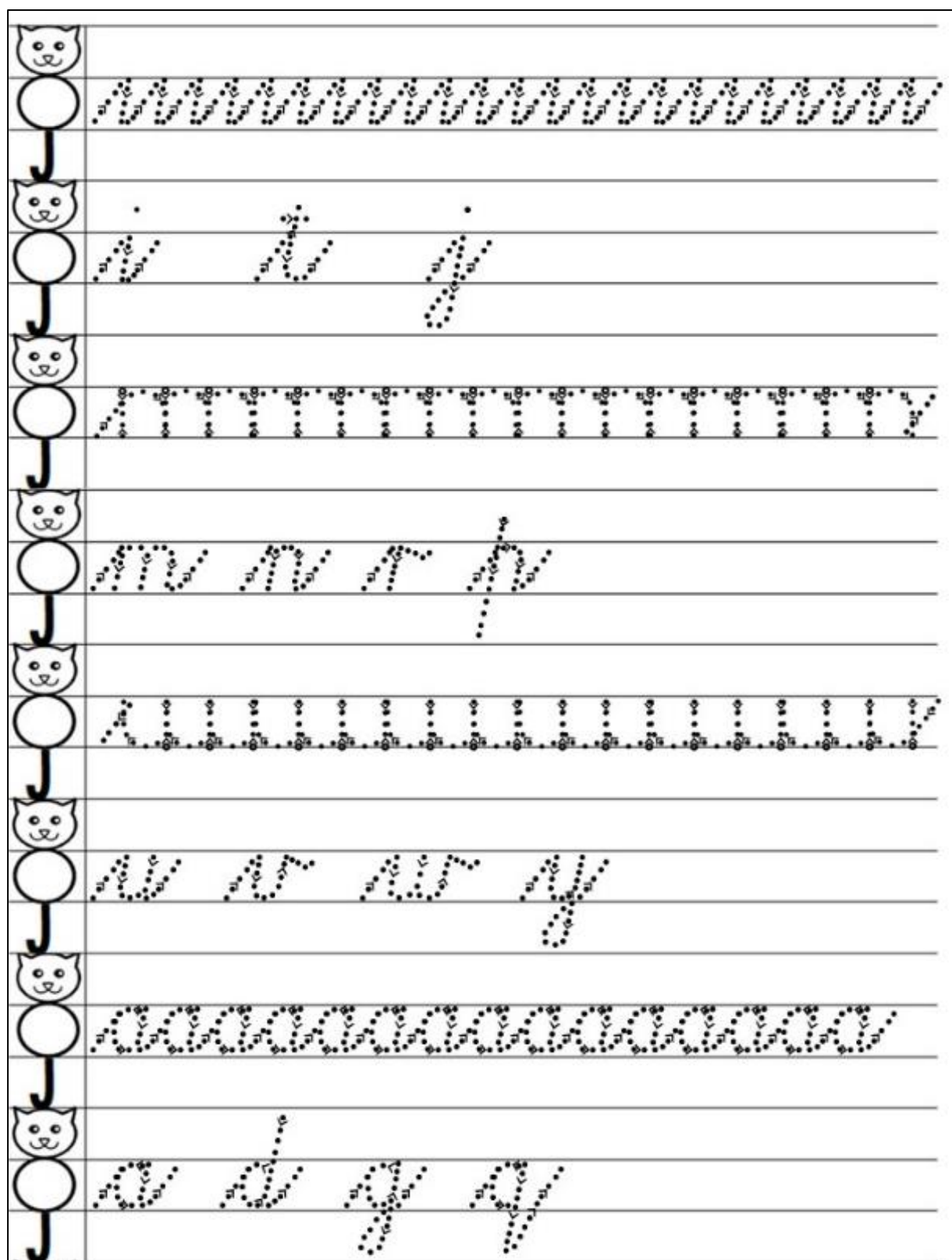
Patterns are the basis of letter formation. They are also a bridge between print and joined script. According to CAPS '*learners need to be taught the correct pencil grip, how to form the letters, the starting point, size, shape, and direction of movement. Later guide learners to position and space letters on and between the lines.*'

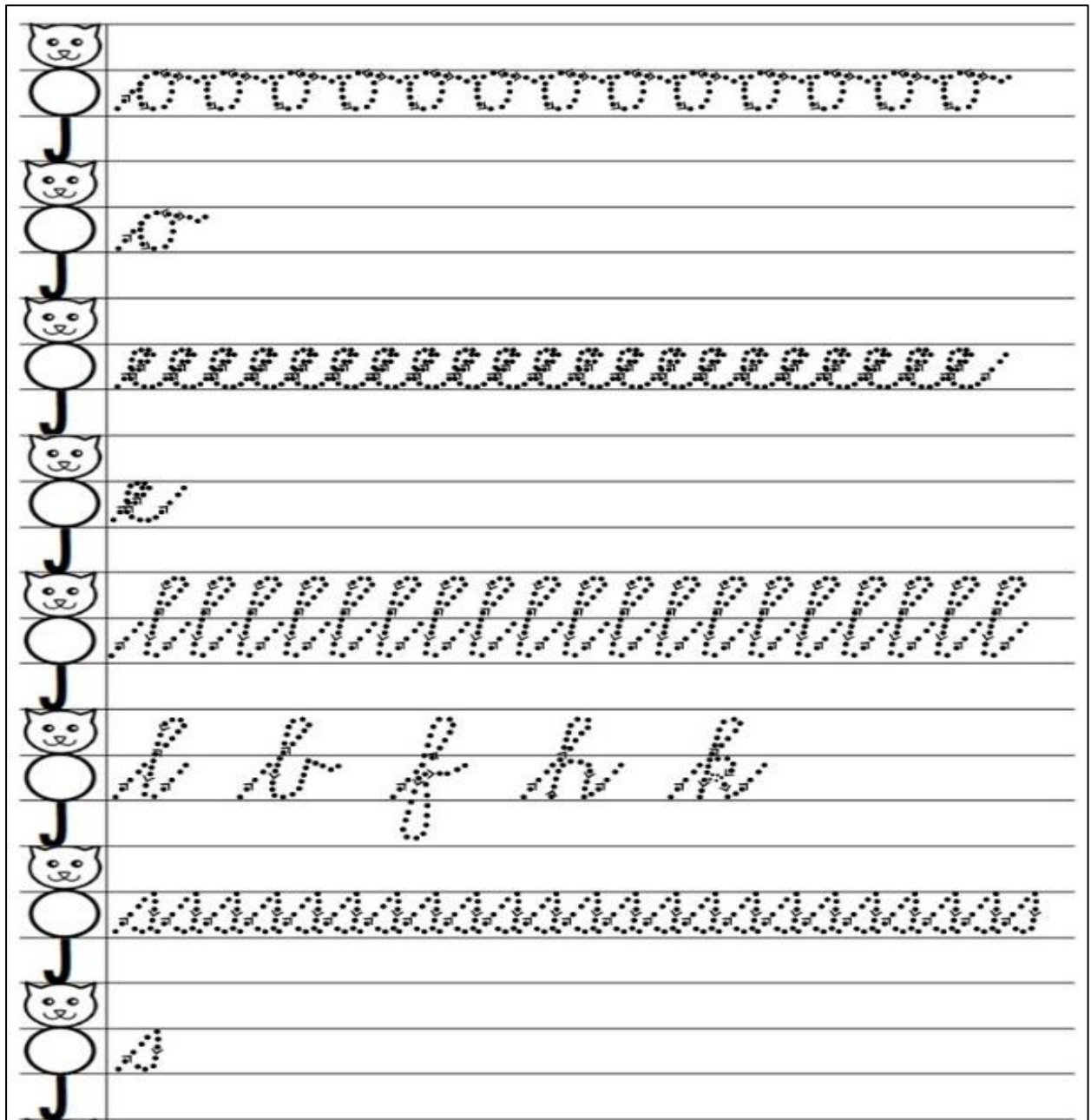
Learners need to differentiate one letter from another. Print has special features such as sticks, curves, and tails. They can be short or tall, they have a direction and are formed in a specific way. Letters have names and upper- and lower-case forms.

The following are examples of patterns that can be used with each corresponding letter in print handwriting, with indications of starting points and letter formation:



The following are examples of patterns that can be used with each corresponding letter in joined script, with indications of starting points and letter formation:





Please note that according to CAPS 'align the order of teaching the lower-case letters to the phonics programme.' P66

9.1 Verbal pathways

The following are examples of verbal pathways for lower-case and upper-case printing formation. This language may be used to model the proper formation of the letters. Have learners say the language with you as they trace or write a letter. **This** helps learners understand the directional movement, it gives teachers and learners a language to talk through the letters and its features; and it supports the acquisition of automaticity in reading and writing.

9.1.1 Print:

Lower Case Formation	Upper Case Formation
a. Pull back, around, up, and down	A. pull down, pull down, across
b. Pull down, up, around	B. pull down, up, around and in, back and around
c. Pull back and around	C. pull back and around
d. Pull back, around, up, and down	D. pull down, up, around
e. Pull across, back and around	E. pull back, down, across and across
f. Pull back, down, and lift to cross	F. pull down, across, across
g. Pull back, around, up, down and curve around.	G. pull back, around, across
h. Pull down, up, over, and down	H. pull down, pull down, across
i. Pull down, lift, dot	I. pull down, across, across
j. Pull down, curve around, lift and dot	J. Pull down, curve around, lift and cross
k. Pull down, slant in, slant out	K. pull down, pull in, pull out
l. Pull down	L. pull down, across
m. Pull down, up, over, down and up, over, down	M. pull down, up, in, up and down
n. Pull down, up, over and down	N. pull down, up, in and up
o. Pull back and around	O. pull back and around
p. Pull down, up and around	P. pull down, up and around
q. Pull back, around, up, down and slant.	Q. pull back and around, and cross
r. pull down, up and over	R. pull down, up, around, in, and down
s. pull back, in around, and back	S. pull back, in, around, down and back
t. pull down, curve around and cross	T. pull down, across
u. pull down, over, up and down	U. pull down, over, up and down
v. down, up	V. down, up
w. down up, down up	W. down up, down up
x. down, down	X. down, down
y. pull in and down	Y. pull in and down
z. across, in, across	Z. across, in, across

9.1.2 Joined script:

Lower Case Formation	Upper Case Formation
<i>a</i> : Pull back, around, up, down, swing up	<i>A</i> : Pull back, around, up, down, swing up
<i>b</i> : swing way up, loop back, down, up and scoop up	<i>B</i> : swing up, pull down, up, over, in, back in, and swing up
<i>c</i> : pull back, around, and up	<i>C</i> : swing up, loop back, down, and swing round
<i>d</i> : pull back, around, way up, down, swing up	<i>D</i> : curve down, loop, back, around
<i>e</i> : swing up, loop back and swing up	<i>E</i> : swing up, loop back, in, back, and swing up
<i>f</i> : swing up, loop back, pull down, swing back and swing up	<i>F</i> : scoop over and up, pull down, over, swing back and cross
<i>g</i> : pull back, around, down, loop forward, and swing up	<i>G</i> : swing up, loop back, down, swing up, pull down, loop back, and swing up
<i>h</i> : swing up, pull down, up, over, down, and swing up	<i>H</i> : swing up, down, lift, down, up, loop and scoop up
<i>i</i> : swing up, down, swing and dot	<i>I</i> : swing up, back, pull down, swing up
<i>j</i> : swing up, pull down, loop forward, in swing up and dot	<i>J</i> : swing up, back, pull down, swing up and cross
<i>k</i> : swing up, pull down, up, over, in, down, and swing up	<i>K</i> : swing up, pull down, pull in, pull out, swing up
<i>l</i> : swing up, loop back, down, and swing up	<i>L</i> : swing up, loop back, down, loop, swing over and swing up
<i>m</i> : pull over, down, over, down, over, down and swing up	<i>M</i> : pull over, down, over, down, over, down and swing up
<i>n</i> : pull over, down, over, down, and swing up	<i>N</i> : pull over, down, over, down, and swing up
<i>o</i> : pull back, around, close, and scoop up	<i>O</i> : pull back, around, and close
<i>p</i> : swing up, pull down, up, over, down, and swing up	<i>P</i> : swing up, down, up, around and close
<i>q</i> : pull back, around, up, down, and swing up	<i>Q</i> : pull back, around, close, lift, cross and swing up
<i>r</i> : swing up, down, up, and scoop up	<i>R</i> : swing up, pull down, up, around, in, down and swing up
<i>s</i> : swing up, pull in, swing up	<i>S</i> : swing up, loop and back, around, swing up
<i>t</i> : swing up, straight up, pull down, swing up and cross	<i>T</i> : scoop over and up, pull down, over, swing back
<i>u</i> : swing up, down, swing up, down, swing up	<i>U</i> : swing up, down, swing up, down, swing up
<i>v</i> : pull over, down, swing up, and scoop up	<i>V</i> : pull over, down, swing up, and scoop up
<i>w</i> : swing up, down, swing up, down, swing up, scoop up	<i>W</i> : swing up, down, swing up, down, swing up, scoop up
<i>x</i> : pull over, down, swing up (cross back)	<i>X</i> : pull over, down, swing up (cross back)
<i>y</i> : swing up, down, swing up, pull down, loop back, and swing up	<i>Y</i> : swing up, down, swing up, pull down, loop back, and swing up
<i>z</i> : pull over, around, in, back, around, and swing up	<i>Z</i> : pull over, around, in, back, around, and swing up

9.1.3 Numbers:

0. Around and around and around we go...when we get home we have zero.
1. Number one is like a stick. A straight line that is very quick.
2. Around and back on the railroad track. Two, two. Two, two.
3. Around a tree, around a tree. That's the way to make a three.
4. Down and over, down once more. That's the way to make a four.
5. Straight line down, then around. Hat on top and five's a clown.
6. Make a curve, then make a loop. There are no tricks to make a six.
7. Across the sky and down from heaven, that's the way to make a seven.
8. Make an S and do not wait. Go back up and that's an eight.
9. A loop and a line. That makes a nine.

10. STEPS ON PRESENTING A HANDWRITING LESSON

The following steps are suggestions on the steps to follow when presenting a handwriting lesson.

STEPS	ACTIVITIES
Step 1	• Do a warm-up activity - use perceptual skills, e.g. ○ Play piano in the air ○ Finger rhyme/song (Wiggle your fingers in the air) ○ Rolling a paper into a ball ○ Pinch a peg ○ Roll or pinch playdough
Step 2	• Write the large relevant letter on the board. • The learners watch and listen as the teacher models the letter in large movements and describes the directions, e.g n - "Start at the top, down to the line, up, over, down, stop." Use a verbal pathway. • Remember to stand correctly at the board when demonstrating the letter formation.
Step 3	• Request the learners to repeat the directions aloud as they practise the letter in the air with big movements using the verbal pathway.
Step 4	• Learners "write" the letter with their finger on their friend's back, on the table, on their knee, etc. • Write the letter in the sand/flour/starch, etc. • Fold an A4 paper in its landscape form in half. Learners write on the size of the folded half.
Step 5	• Teachers observe the correct posture before and while learners write in their exercise books. • Learners write the date. • Practise the letter. • Make a pattern/s.



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11. GRADE R HANDWRITING METHODOLOGY

GRADE R TERM 1
RESOURCES plasticine, play dough, nuts and bolts, scissors, bean bags, balls, paper balls, wax crayons, paint, paint brushes, pictures, pegboards, sand trays
CONTENT • Develops fine-motor skills for strengthening hands: rolls plasticine, models with play dough, screws nuts onto bolts, plays the piano in the air, etc. • Develops fine-motor control to strengthen fingers: plays finger rhymes with finger actions or rolls small paper balls between fingers, etc. • Develops fine-motor control: uses scissors to cut fringes on paper mats etc. • Develops eye-hand co-ordination: plays catch with bean bags, balls, paper balls, draws with crayons or paints informally during outdoor play etc. • Develops directionality: moves parts of the body to the left or right, up or down etc. • Crosses the midline: takes the right hand across the midline to touch the left shoulder etc. • Forms letters in various ways using the whole body: by using own body to make the letter 'l' • Traces simple outlines of pictures. • Traces simple outlines of patterns. • Copies patterns onto pegboards • Uses a range of writing tools: paint brushes, wax crayons etc. during free indoor play or creative art activities • • Writes in sand trays.
ASSESSMENT Oral and / or practical Observation • Forms letters in various ways using the whole body: by using own body to make the letter 'l' • Uses a range of writing tools: paint brushes, wax crayons etc. during free indoor play or creative art activities

GRADE R TERM 2
RESOURCES plasticine, play dough, nuts and bolts, scissors, bean bags, balls, paper balls, wax crayons, paint, paint brushes, pictures, pegboards, sand trays
CONTENT Handwriting Daily activities in all areas of Language and other subjects Creative art activities and music rings are ideal opportunities for the development of fine motor skills • Develops fine motor skills for strengthening hand muscles: rolls plasticine, models with play dough, plays a trumpet in the air, threads lacing cards, beads etc. • Develops fine-motor control by playing more finger rhymes with finger actions. • Develops fine-motor control using scissors to cut out bold outlined pictures, shapes etc.

- Develops eye-hand co-ordination: plays catch with bean bags, large or tennis balls, paper balls; creates drawings and makes more complex patterns with crayons.
- Develops large muscle control: works in pairs or on own to form letters with their bodies.
- Begins to form letters using finger painting, paint brushes, wax crayons.
- Traces simple outlines of pictures, patterns and own names where the correct starting point and writing direction are indicated on letters.
- Copies patterns onto pegboards and copies patterns, words and letters onto paper • Uses a range of writing tools: paint brushes, wax crayons etc.
- Holds crayons correctly using an acceptable pencil grip.
- 'Writes' using a correct sitting position.

ASSESSMENT

Oral and / or practical Observation

- Develops large muscle control: work in pairs or on own to form letters with their bodies
- Begins to form letters using finger painting, paint brushes, wax crayons

GRADE R TERM 3

RESOURCES

plasticine, play dough, nuts and bolts, scissors, bean bags, balls, paper balls, wax crayons, paint, paint brushes, pictures, pegboards, sand trays

CONTENT

Emergent Handwriting: Daily activities in all areas of Language and other subjects

Creative art activities and music rings are ideal opportunities for the development of fine motor skills.

- Develops fine motor skills for strengthening hand muscles: forms letters with play dough, threads lacing cards, beads.
- Develops fine-motor control by playing more finger rhymes with finger actions.
- Develops fine-motor control using scissors to cut out bold outlined pictures, shapes etc.
- Develops eye-hand co-ordination: plays catch with bean bags, large or tennis balls, paper balls etc., creates drawings, and makes more complex patterns with crayons.
- Develops large muscle control: works in pairs or on own to form letters with their bodies.
- Begins to form letters: uses finger painting, paint brushes, wax crayons, pegboards or elastic boards.
- Traces simple outlines of pictures, patterns and own names where the correct starting point and writing direction are indicated on letters.
- Copies patterns onto pegboards and words and letters onto paper.
- Holds crayons using an acceptable pencil grip and writes using a good writing position

Oral and / or practical Observation

- Develops large muscle control: work in pairs or on own to form letters with their bodies
- Begins to form letters using finger painting, paint brushes, wax crayons

GRADE R TERM 4

RESOURCES

plasticine, play dough, nuts and bolts, scissors, bean bags, balls, paper balls, wax crayons, paint, paint brushes, pictures, pegboards, sand trays

CONTENT

Emergent Handwriting Daily activities in all areas of Language and other subjects
Creative art activities and music rings are ideal opportunities for the development of fine motor skills.

- Develops fine motor skills for strengthening hand muscles.
- Plays finger rhymes with finger actions.
- Uses scissors to cut out bold outlined pictures, shapes etc.
- Plays catch with bean bags, large or tennis balls, paper balls etc. as well as through creating drawings, making more complex patterns with crayons.
- Form letters with their bodies in pairs or on their own.
- Forms letters using finger paint, paint brushes, wax crayons.
- Traces simple outlines of pictures, patterns and own names where the correct starting point and writing direction are indicated on letters.
- Copies patterns, words and letters.
- Uses a range of writing tools such as paint brushes, wax crayons.
- Forms letters with a variety of writing tools such as crayons, pencils, chalk.
- Holds crayons correctly showing preference for a particular hand to be used: left/right hand dominance.
- Forms some lowercase letters correctly, that is, starts and ends in the correct place.

Oral and / or practical Observation

- Develops large muscle control: work in pairs or on own to form letters with their bodies
- Begins to form letters using finger painting, paint brushes, wax crayons

GRADE R PRACTICAL ACTIVITIES

Develops fine-motor skills for strengthening hands/fingers

- Models with playdough



- screws nuts onto bolts



plays the piano in the air
plays finger rhymes with finger actions
rolls small paper balls between fingers,
etc.



Beads



- uses scissors to cut fringes on paper mats etc.



pinch pegs

Develops eye-hand co-ordination

- plays catch with bean bags, balls, paper balls, draws with crayons or paints informally during outdoor play etc



Throwing bean bags. Catch a ball



building blocks/puzzles

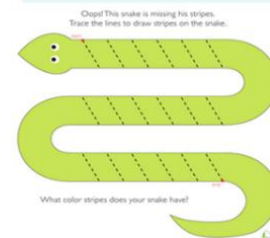


complete any object - shapes

- Catch a ball



- patterns with crayons



Forms letters using thread lacing card

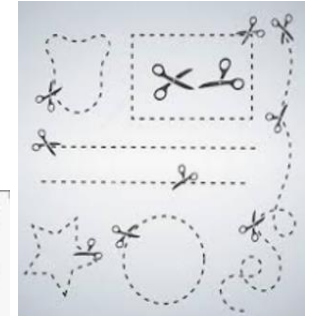
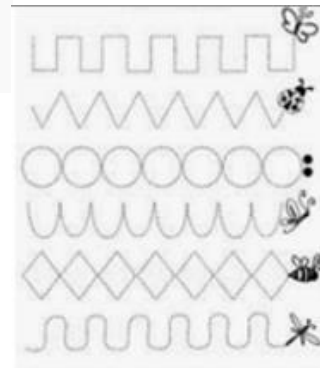
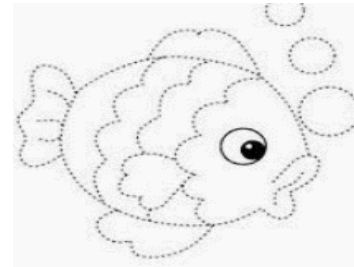


Fine motor control using scissors



Cutting bold lines using scissors

- Traces simple outlines of pictures, patterns and own names where the correct starting point and writing direction are indicated on letters



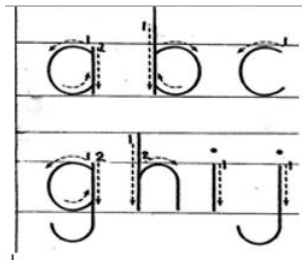
- Forms letters
using paint brush



using playdough

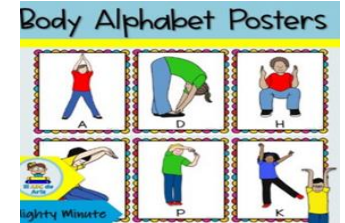


Forms letters using finger painting



Tracing letters
using correct
starting point and
writing direction

- Crosses the midline: takes the right hand across the midline to touch the left shoulder etc.
- Develops directionality: moves parts of the body to the left or right, up or down etc.
- Forms letters in various ways using the whole body: by using own body to make the letter 'l'



- Manipulating writing tools
wax crayons





basic education

Department:
Basic Education
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FOR
learners
GRADE 1-3

12. GRADE 1 HANDWRITING METHODOLOGY

12.1 Teacher guidelines:

- Prepare the content and resources ahead of time, knowing which letters, words, and patterns you will use- as well as pre-writing activities.
- Align the order of teaching handwriting and formation of the letters to the phonics programme that the school follows.
- Sharpen learners' pencils before the handwriting lesson:
 - Pencils should be the correct length and thickness
 - Ensure learners' hands are clean.
 - Learners must write with their OWN sharp pencils
- Do warming up activities before the handwriting lesson starts
- Consider different learning styles such as kinaesthetic, tactile, auditory and visual, etc.
- A teacher should stand on one side of the board so that the letters/numbers on the board is still visible to the learners. A teacher should never stand in between the board and the learner.
- Model the correct letter formation while saying it out loud. This should include:
 - The starting point
 - Direction: (left to right and top to bottom)
 - Letter formation
 - Number formation
 - Saying the sound out loud (verbal pathways)
 - Having a print-rich classroom with posters of correct letter formation for incidental learning
- Spacing - When writing on the chalkboard the teacher uses 4 fingers, and the learners use 1 finger(index) to space in their workbooks.
- Observe by walking around to see that the learners use the correct pencil grip.
- Include teaching of numbers. Space numbers so that they are the same as the lowercase letters.
- Be conscious that learners often have difficulty in copying from the board as their eyes need time to refocus from the board to the page.
- Mark, sign and date learners' books.
- Do daily perceptual skills activities integrate into all subjects (Life Skills Caps policy p11 &12)
 - Visual perception
 - Visual discrimination
 - Visual memory
 - Body image
 - Laterality
 - Dominance
 - Crossing the mid-line
 - Fine Motor
 - Gross Motor
 - Eye-hand coordination

Grade 1 - Specific

- Follow a school readiness programme.
- Use blank paper or unlined A4 jotters for written activities in **Term 1**. The blank papers need to be stored in learners' portfolios.
- From Term 2 onwards – 17mm lined exercise books

GRADE 1 TERM 1

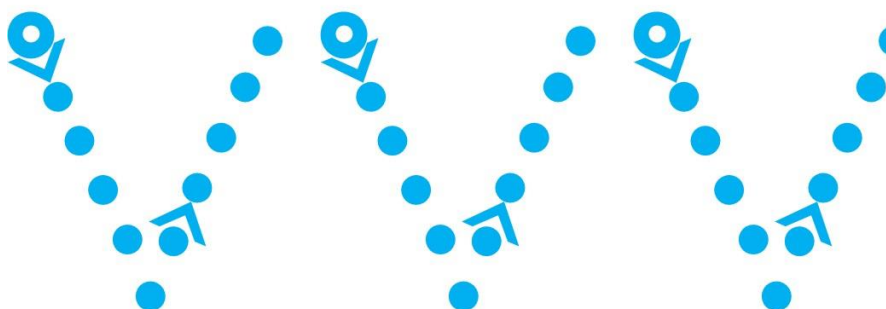
RESOURCES

Wax jumbo crayons, triangular pencils, unruled A4 jotter books, pattern strips, play dough, paint & paint brush, paper, round edged scissors, left hander scissors, sand trays, pegs, balls, sticks, straws, pastels, chalk, charcoal, Koki's/marker, pencil, crayons, puzzles, buttons, beads, thread, bean bags, smart boards, white boards, chalk boards etc.

CONTENT

- Align the order of teaching of the lower-case letters to the phonics programme
- Use blank paper or unlined A4 jotters for written recording.
- Draws with wax crayons

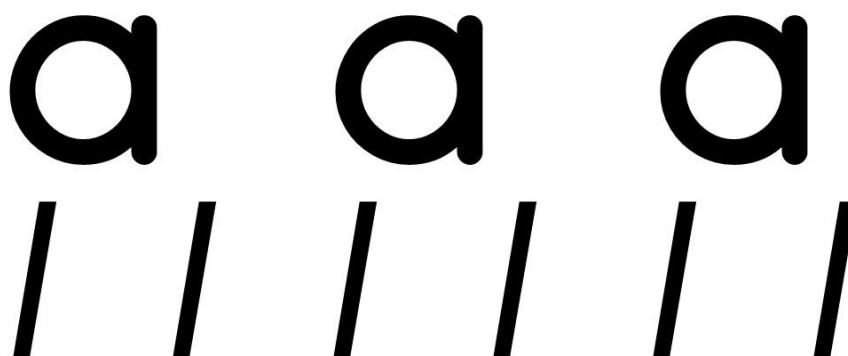
Blank book-
landscape



- Practises holding and manipulating crayon and pencil
- Develops directionality - left to right and top to bottom, draws straight lines, joins dots, clockwise and anti-clockwise formations
- Makes plasticine or play dough models of letters and objects
- Develops eye-hand co-ordination through painting, paper tearing, cutting and tracing activities
- Draws patterns: up and down movements (zigzags), circle patterns, vertical and horizontal patterns



- Traces over, copies and writes own name from template where the correct starting point and writing direction of individual letters are indicated
- Always model correct directionality (left to right and top to bottom) Letter formation (2 vowels and 6 consonants) and number formation.
- Children practise 2 letters per week, copying from writing strips.



- Check that children use the correct pencil grip.
- Where possible, introduce the tracing and copying of the entire alphabet from the very beginning of the year, using alphabet strips where the correct starting points and writing direction are indicated.
- Copies and writes own name, short words and sentences from labels, posters, chalkboard etc.
- Begins to express written recording with drawings, letters, numbers, words, and simple sentences

ASSESSMENT

- Draws patterns: up and down movements [zigzags], circle patterns, vertical and horizontal patterns
- Copies and writes own name, short words and sentences from labels, poster, chalkboard etc.
- Copies and draws writing patterns observing directionality
- Forms lower case letters correctly at least 2 vowels and 4 consonants.
- Holds and manipulates writing instruments

Handwriting-Grade 1 Term 1 suggested rubric

Activity	1	2	3	4	5
Forms at least 6 lower cases letters correctly	Able to trace and copy 3 lower case letters with support.	Able to write 3 lower case letters paying. Learning to pay attention to correct formation and size.	Able to write 4 lower case letters correctly but needs to pay attention to size of letters and spacing.	Writes 5 lower case letters correctly paying careful attention to correct letter formation and size.	Writes more than 6 lower cases letters correctly paying attention to directionality, correct letter formation, size and neatness.

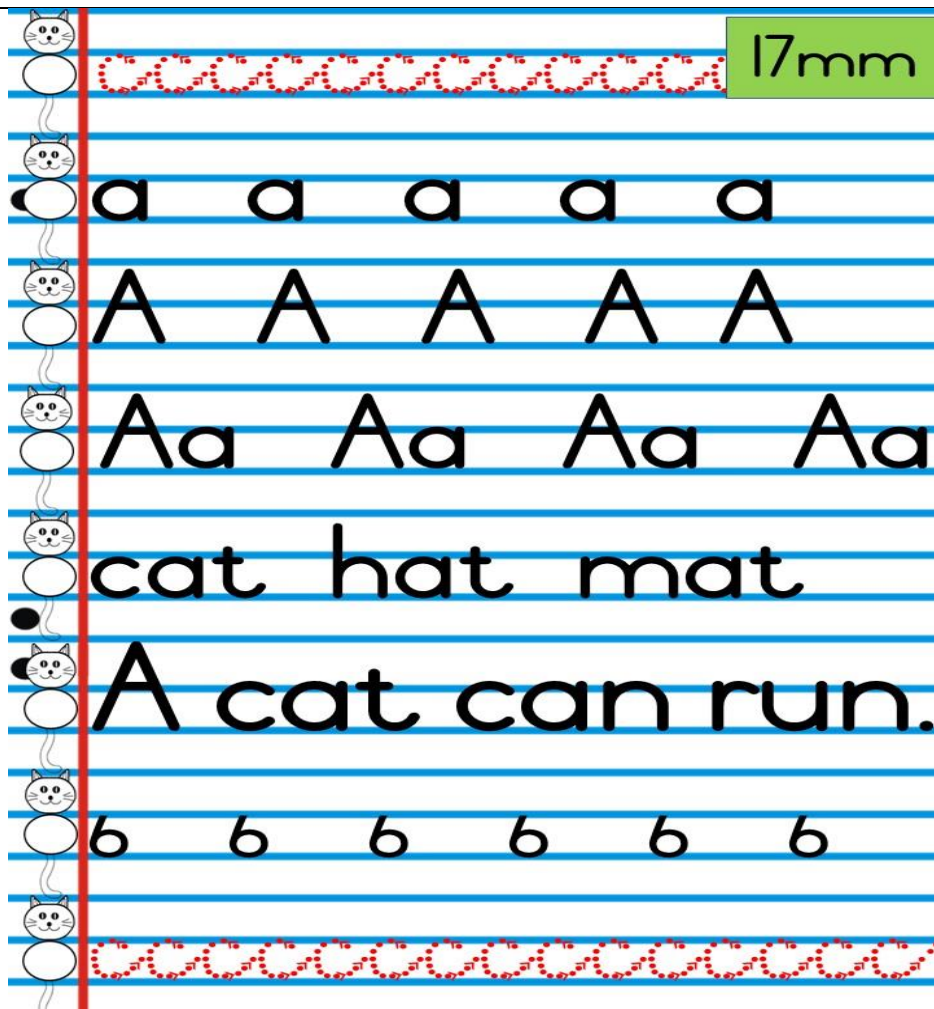
TERM 2

RESOURCES

17mm ruled books, wax jumbo crayons, triangular pencils, unruled A4 jotter books, pattern strips, play dough, paint & paint brush, paper, round edged scissors, left hander scissors, sand trays, pegs, balls, sticks, straws, pastels, chalk, charcoal, Koki's/marker, pencil, crayons, puzzles, buttons, beads, thread, bean bags ,smart boards ,white boards, chalk boards etc.

CONTENT

- Development of letter formation in formal handwriting lessons
- Align the order of teaching of the lower case letters to the phonics programme.
- Model correct letter formation and directionality.
- Child practises 2 letters per week, copying from writing strips so that, by the end of the term at least 20 lower case letters have been taught.
- Use blank paper or A4 unlined / 17 mm lined jotters for written recording.
- Holds pencil and crayon correctly.
- Forms at least 20 lower case letters correctly according to size and position, that is, starts and ends in the correct place
- Forms some frequently used capital letters correctly (e.g. A, C, H, I, T, W)
- Writes words with correct spacing
- Writes and copies short, simple sentences from writing strip, chalkboard. In addition, continue activities that strengthen fine muscles and develop fine and gross motor skills and eye-hand co-ordination.



- Ensure that children use the correct sitting position when they write.

ASSESSMENT

- Holds pencil and crayon correctly.
- Forms some frequently used capital letters correctly.
- Forms at least 20 lower case letters correctly according to size and position.
- Writes two and three letter words with correct spacing.
- Copies and writes short simple sentences.

Handwriting-Grade 1 Term 2 suggested rubric

Activity	1	2	3	4	5
Forms at least 20 lower cases letters correctly & copies and writes 2 and 3 letter words paying attention to correct letter formation, size & spacing	Able to copy and write 2 letters words with support but struggles to form letters correctly	Is able to copy and write 2 and 3 letter words but needs to pay more attention to correct letter formation.	Is able to copy and write 2 and 3 letter words and forms letters correctly. Size and spacing still needs attention.	Is able to copy and write 2 and 3 letter words paying careful attention to correct letter formation and size.	Is able to copy and write 2 and 3 letter words paying careful attention to correct letter formation, size and spacing. Good handwriting skills and neatness demonstrated

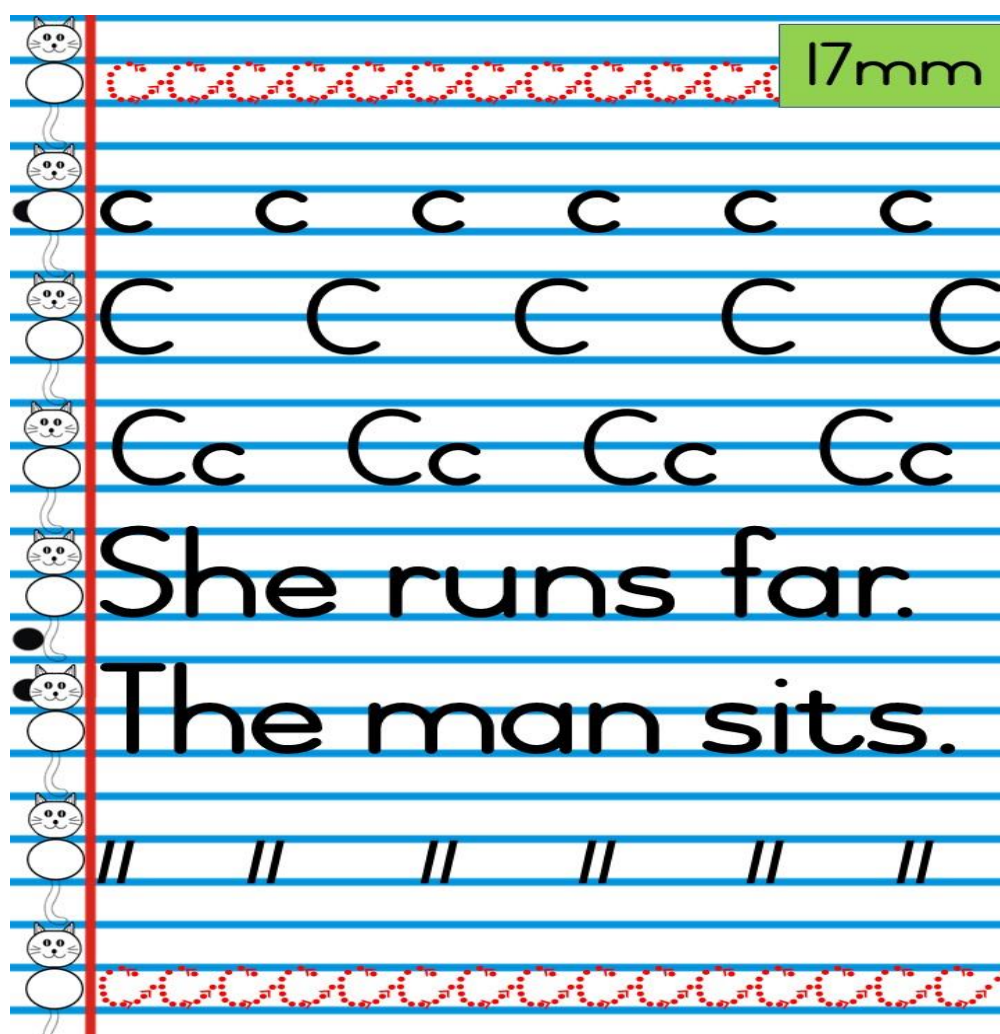
TERM 3

RESOURCES

17mm ruled books, wax jumbo crayons, triangular pencils, unruled A4 jotter books, pattern strips, play dough, paint & paint brush, paper, round edged scissors, left hander scissors, sand trays, pegs, balls, sticks, straws, pastels, chalk, charcoal, Koki's/marker, pencil, crayons, puzzles, buttons, beads, thread, bean bags, smart boards, white boards, chalk boards etc.

CONTENT

- Revise the formation of lower case letters and continue to teach the capital letters and the numerals.
- Demonstrate the correct spacing of letters in a word and words in a sentence.
- Holds pencil and crayon correctly
- Forms lower case letters correctly according to size and position, that is, starts and ends in the correct place automatically
- Forms frequently used upper case letters correctly (e.g., B, D, E, F, G, L, M, N, O, P, R, S, and Y)
- Forms numerals correctly
- Copies and writes words with correct spacing
- Copies and writes short sentences correctly



ASSESSMENT

- Forms numerals correctly.
- Copies and writes words with correct spacing.
- Forms frequently used upper case letters correctly.
- Copies and writes short sentences correctly.
- Forms at least 20 lower case letters correctly according to size and position
- Writes two and three letter words with correct spacing
- Copies and writes short simple sentences.

Handwriting-Grade 1 Term 3 suggested rubric

Activity	1	2	3	4	5
Forms at least 20 lower cases letters correctly & copies and writes letters and words~ paying attention to correct letter formation, size & spacing	Able to copy and write some letters and words with support but struggles to form letters correctly	Is able to copy and write most letters and words of but writes some letters incorrectly. Letter formation still needs attention.	Is able to copy and write all letters & words and forms letters correctly. Size and spacing still needs attention,	Is able to copy and write all letters and words paying careful attention to correct letter formation and size, occasionally makes mistakes	Is able to copy and write all letters & words in sentences, paying careful attention to correct letter formation, size & spacing. Legible handwriting skills, no errors and extremely neat.

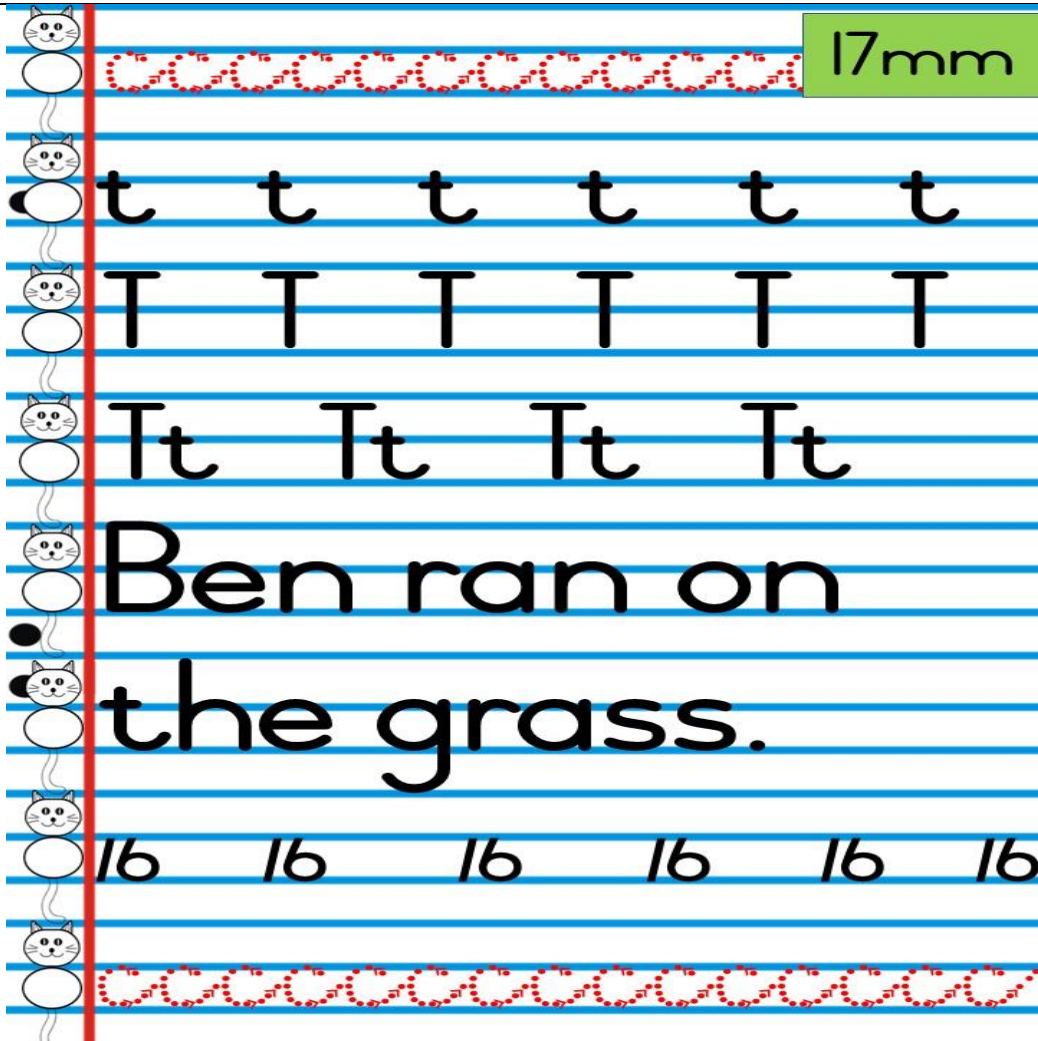
GRADE 1 TERM 4

RESOURCES

17mm ruled books, wax jumbo crayons, triangular pencils, unruled A4 jotter books, pattern strips, play dough, paint & paint brush, paper, round edged scissors, left hander scissors, sand trays, pegs, balls, sticks, straws, pastels, chalk, charcoal, Koki's/marker, pencil, crayons, puzzles, buttons, beads, thread, bean bags ,smart boards ,white boards, chalk boards etc.

CONTENT

- Revise the formation of lower and upper case letters.
- Continue to teach the correct spacing of letters in a word and words in a sentence as children copy words and sentences from the chalkboard and from sentence strips.
- Holds pencil and crayon correctly
- Forms lower and upper case letters correctly and fluently according to size and position, that is, starts and ends in the correct place
- Copies and writes words with correct spacing
- Copies and writes a sentence correctly



ASSESSMENT

- Holds pencil and crayon correctly
- Copies and writes words with correct spacing.
- Forms 26 lower case letters correctly paying attention to directionality, correct letter formation, size and spacing within lines
- Copies and writes 1-2 short sentences legibly and correctly.

Handwriting-Grade 1 Term 4 suggested rubric					
Activity	1	2	3	4	5
Copies and writes 2 short sentences paying attention to correct formation of all lower case letters	Needs support to copy and write 1 short sentence	Is able to copy and write 1 short sentences but correct letter formation, spacing between words and size of letters are not observed	Is able to copy and write 2 short sentence paying attention to letter formation but spacing between words is not observed.	Is able to copy and write 3 short sentences paying careful attention to correct letter formation and observing spacing between words	Is able to copy and write 3 and more short sentences paying careful attention to correct letter formation, size and observing spacing between words.

13. GRADE 2 HANDWRITING METHODOLOGY

13.1 Teacher's guidelines:

- Prepare the content and resources ahead of time, knowing which letters, words, and patterns you will use- as well as pre-writing activities.
- Align the order of teaching handwriting and formation of the letters to the phonics programme that the school follows.
- Sharpen learners' pencils before the handwriting lesson:
 - Pencils should be the correct length and thickness
 - Ensure learners' hands are clean.
 - Learners must write with their OWN sharp pencils
- Do warming up activities before the handwriting lesson starts
- Consider different learning styles such as kinaesthetic, tactile, auditory and visual, etc.
- A teacher should stand on one side of the board so that the letters/numbers on the board is still visible to the learners. A teacher should never stand in between the board and the learner.
- Model the correct letter formation while saying it out loud. This should include:
 - The starting point
 - Direction: (left to right and top to bottom)
 - Letter formation
 - Number formation
 - Saying the sound out loud (verbal pathways)
 - Having a print-rich classroom with posters of correct letter formation for incidental learning
- Spacing - When writing on the chalkboard the teacher uses 4 fingers, and the learners use 1 finger(index) to space in their workbooks.
- Observe by walking around to see that the learners use the correct pencil grip.
- Include teaching of numbers. Space numbers so that they are the same as the lowercase letters.
- Be conscious that learners often have difficulty in copying from the board as their eyes need time to refocus from the board to the page.
- Mark, sign and date learners' books.
- Do daily perceptual skills activities integrate into all subjects (Life Skills Caps policy p11 &12)
 - Visual perception
 - Visual discrimination
 - Visual memory
 - Body image
 - Laterality
 - Dominance
 - Crossing the mid-line
 - Fine Motor
 - Gross Motor

- Eye-hand coordination

Grade 2 - Specific

- Conduct baseline assessment on grade 1 Term 4 activities
- Use 17mm lined exercise books

GRADE 2 TERM 1

RESOURCES

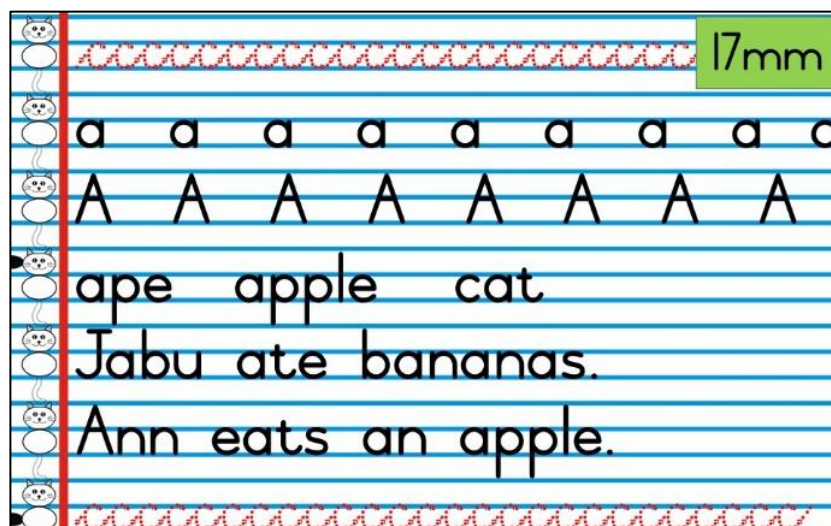
17mm ruled lines, HB pencil, eraser, wax crayons, perceptual skills resources: e.g. - pegs activity, painting, etc., continue using blank jotters for other written work even in Grade 2 for those that are not yet ready

CONTENT

(Refer to sound and matching patterns for examples)

- Revise the formation of lower- and upper-case letters, and the correct spacing of letters in a word and words in a sentence.
- Children copy words and sentences from the board and from sentence strips.
- Holds pencil and positions writing materials (book/page) correctly (Refer to physical resources)
- Forms 26 lower- and upper-case letters correctly: directionality, formation, and spacing within lines (refer to sound and matching patterns)
- Writes words with correct spacing between letters and words
- Copies and writes two or more sentences legibly and correctly
- Writes and uses punctuation marks (full stops, question marks, commas, exclamation marks)

Example:

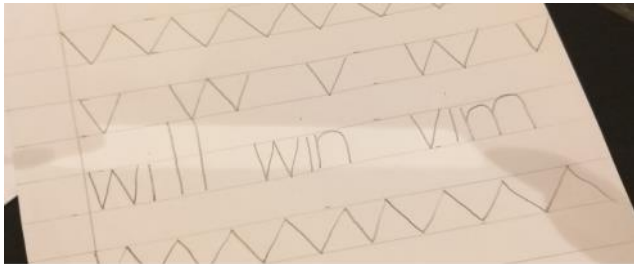


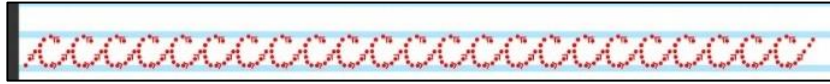
ASSESSMENT

- Forms 26 lower- and upper-case letters correctly: directionality, formation, and spacing within lines

- Copies and writes two or more sentences legibly and correctly (As per SBA by week 7)

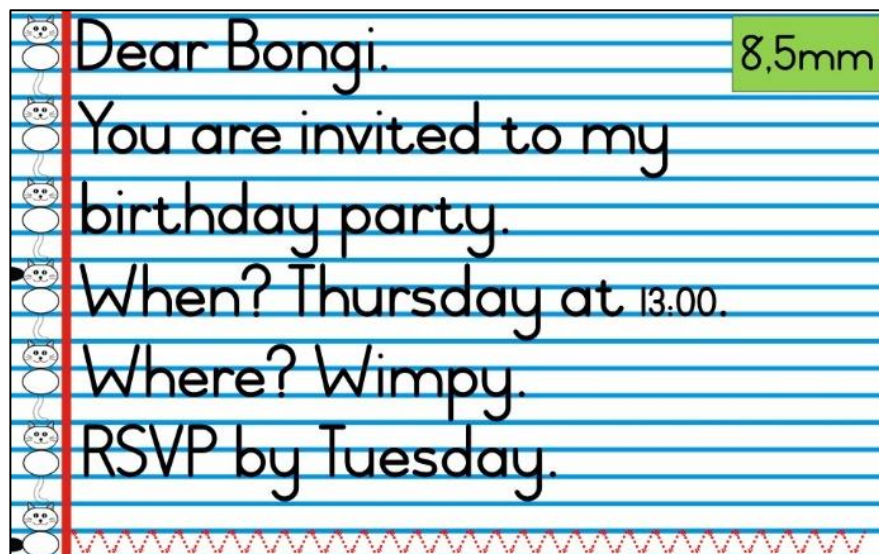
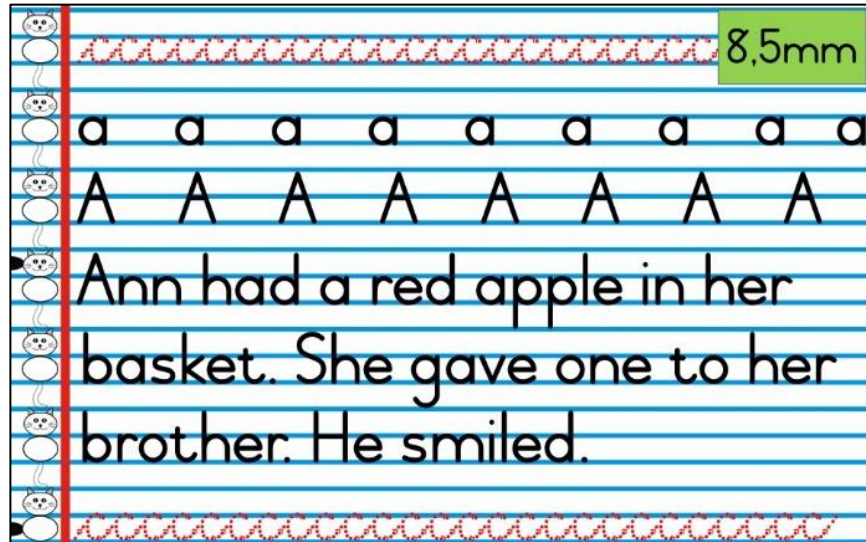
Handwriting-Grade 2 Term 1 suggested rubric					
Activity	1	2	3	4	5
Copies and writes 2 short sentences paying attention to correct 26 lower case letter formation, size, and spacing	Needs support to copy and write 1 short sentence	Is able to copy and write 1 short sentence but correct letter formation, spacing between words and size of letters is not observed	Is able to copy and write 1 short sentence paying attention to letter formation but the spacing between words is not observed.	Is able to copy and write 2 short sentences paying careful attention to correct letter formation and observing spacing between words	Is able to copy and write 3 and more short sentences paying careful attention to correct letter formation, size, and observing spacing between words.

GRADE 2 TERM 2
RESOURCES 8.5mm ruled lines, HB pencil, ruler, eraser, wax crayons, perceptual skills resources
CONTENT (Refer to sound and matching patterns) • Children use print script to copy and write longer and more varied pieces of writing neatly and correctly from a printed text. • Writes in print script all capitals and lower-case letters confidently and accurately (Refer to the sound and matching patterns) • Uses appropriate spacing between words in a sentence. • Aligns writing properly on 17 mm ruled lines (Refer to the resources) Example of 17mm lines:  • Copies and writes one paragraph of between 3 - 4 lines from a printed text (a story, a poem etc) • Copies and writes different formats of writing (short invitations such as birthday; messages; lists etc) • Draws patterns in preparation for a joined script or cursive writing (Refer to sounds and matching patterns) Examples of patterns:



- Uses handwriting tools effectively: pencil, eraser, ruler (Refer to resources)

Examples:



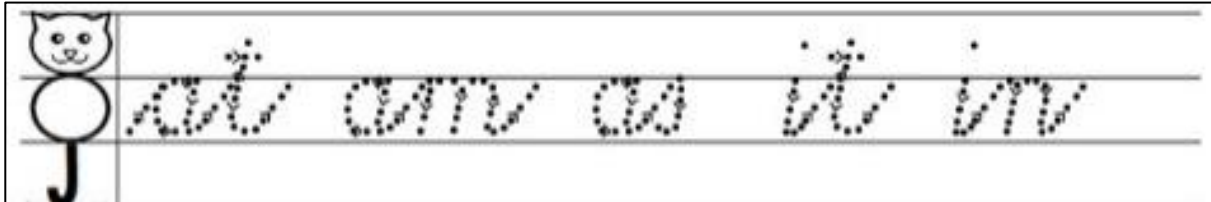
ASSESSMENT

- Copies and writes different formats of writing such as short birthday invitations, messages, lists, etc.
- Copies and writes one paragraph of between 3 - 4 lines from a printed text such as a story, a poem etc.
- Copies and writes one paragraph of between 3 - 4 lines from a printed text such as a story, a poem, etc. (As per SBA by week 8)

- Writes in print script all capitals and lower-case letters confidently and accurately (As per SBA by week 8)

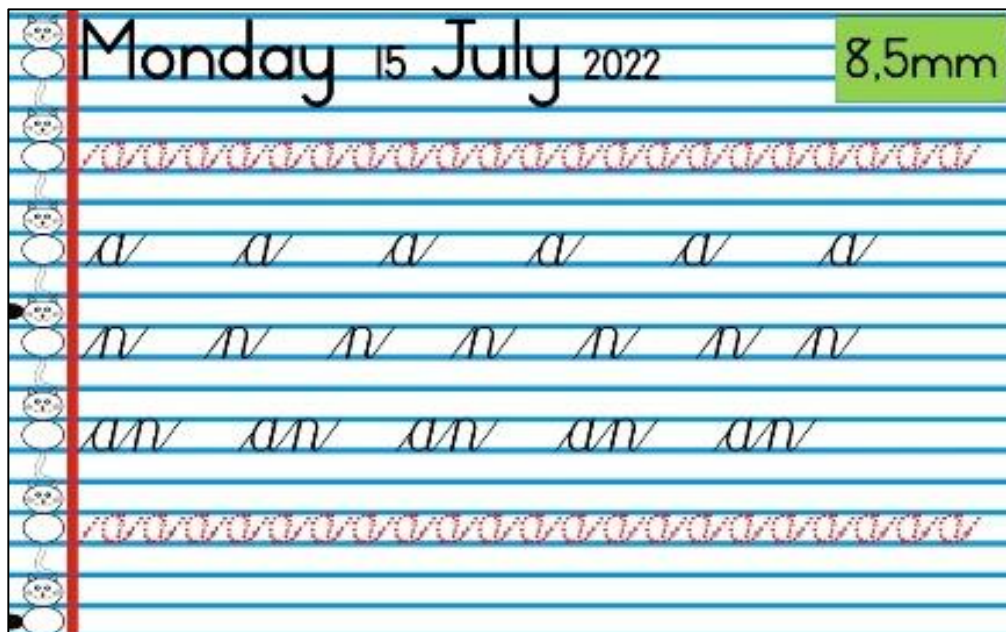
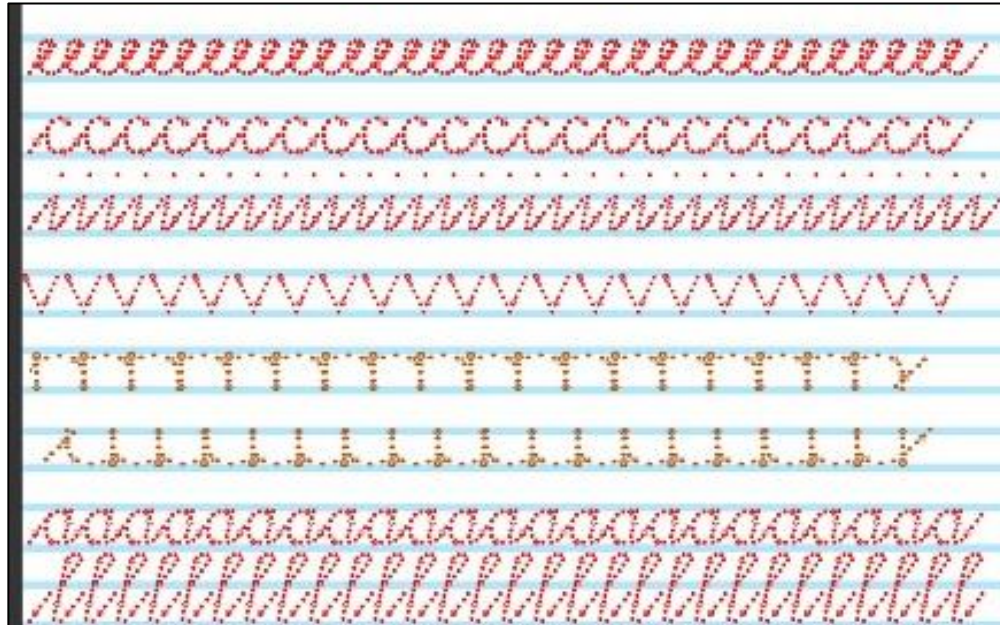
Handwriting-Grade 2 Term 2 suggested rubric					
Activity	1	2	3	4	5
Copies and writes (3 – 4 lines) in Print script using frequently used upper case and lower-case letters legibly, observing spacing between letters and words	Unable to copy and write 1 line of 2-3 words correctly.	Able to copy and write 1- 2 lines with 3-4 words correctly but needs to pay more attention to the size of letters in words and spacing between words.	Able to copy and write 3 lines legibly with some errors noted in spacing and size of letters in words	Able to copy and write 3 lines legibly Paying attention to uniformity of letters in words, alignment, and spacing	Able to copy and write more than 4 lines legibly and correctly paying attention to uniformity letters in words, alignment and spacing.

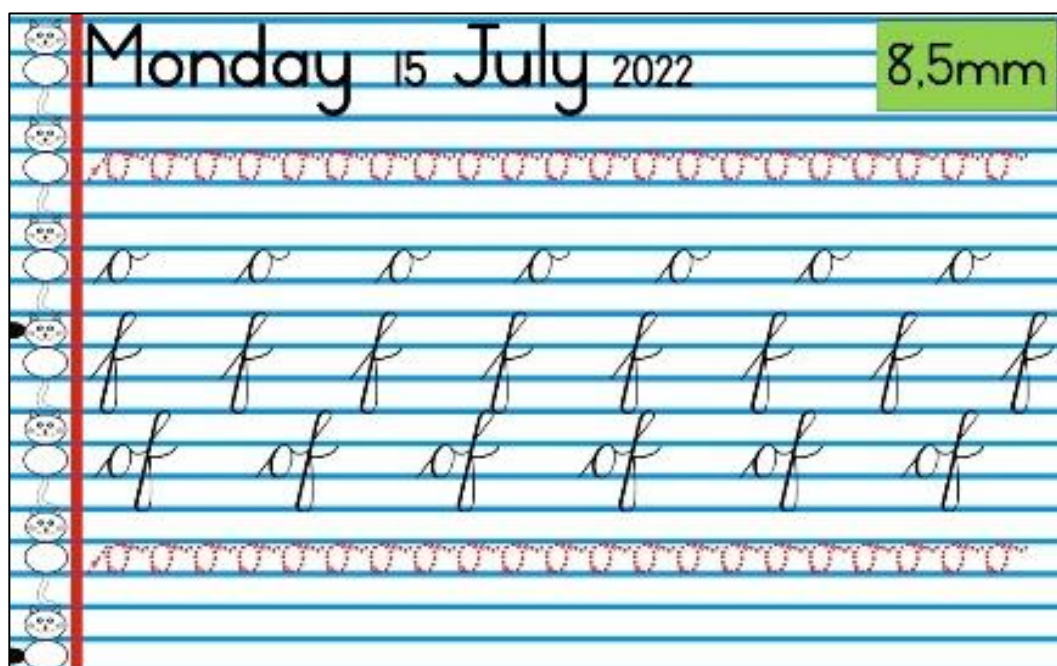
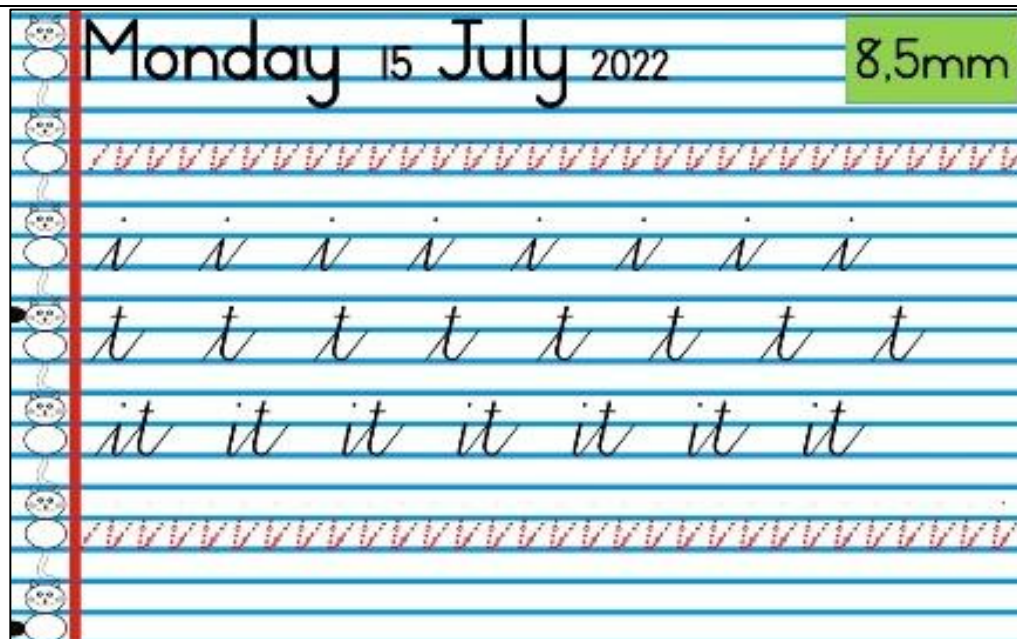
GRADE 2 TERM 3
RESOURCES 8.5mm ruled lines, HB pencil, ruler, eraser, wax crayons, perceptual skills resources
CONTENT (Refer to sound and matching patterns for these activities) • Children continue to use print script in written recording but begin to learn a type of joined print script. The type of joined script or cursive writing will be informed by the school's handwriting policy/Provincial Policy Maintenance of the print script • Uses handwriting tools effectively: pencil, eraser, ruler • Forms upper- and lower-case letters correctly and with greater speed and accuracy • Maintains uniformity and alignment: the size of lower case and upper-case letters in a word • Uses print script in all forms of written recording Transition to a joined script or cursive writing (Refer to sound and matching patterns for these activities) • Copies and writes writing patterns in joined script or cursive writing • Copies and writes at least two letters of joined script or cursive writing per week (size and uniformity) • Copies and writes short words in joined script or cursive writing: 2 and 3 letter words such as an; am; at; it; in; on; of; he; we; us; be; so; see; can; our Example:



- Recognizes and reads short words written in the joined script or cursive writing

Examples:



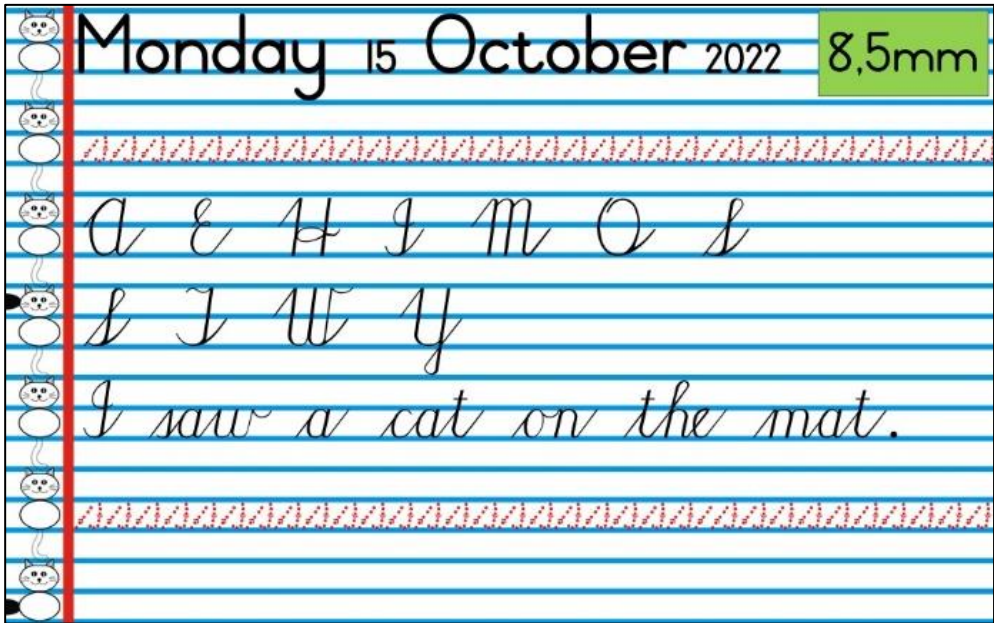




ASSESSMENT

- Forms upper- and lower-case letters correctly and with greater speed and accuracy
- Copies and writes writing patterns in joined script or cursive writing
- Copies and writes at least two letters of joined script or cursive writing per week (size and uniformity)
- Copies and writes short words in joined script or cursive writing: 2 and 3 letter words such as an; am; at; it; in; on; of; he; we; us; be; so; see; can; our
- Recognises and reads short words written in the joined script or cursive writing
- Writes at least 8-10 letters in the joined script that is aligned to the school's writing policy (As per SBA by week 9)
- Copies and writes short words in joined script or cursive writing: 2 and 3 letter words such as an; am; at; it; in; on; of; he; we; us; be; so; see; can; our (As per SBA by week 9)

Handwriting-Grade 2 Term 3 suggested rubric					
Activity	1	2	3	4	5
Writes 8-10 letters in the joined script (aligned to the school's writing policy).	The learner is unable to copy and write letters in the joined script Correctly.	The learner is able to copy and write 1 to 2 letters correctly in the joined script I.	The learner is able to copy and write 3 letters correctly in the joined script.	The learner is able to write 4 to 6 letters in the joined script paying careful attention to correct letter formation and size	The learner is able to write 8 to 10 letters in the joined script paying careful attention to correct letter formation and size
Copies and writes 2 and 3 letter words in the joined script paying attention to the correct letter formation, size, and spacing	Able to copy and write 2 letters words with support but struggles to form letters correctly in the joined script	Is able to copy and write 2 and 3 letter words but writes some letters incorrectly in the joined script	Is able to copy and write 2 and 3 letter words paying careful attention to correct letter formation in the joined script	Is able to copy and write 2 and 3 letter words paying careful attention to correct letter formation and size in the joined script	Is able to copy and write 2 and 3 letter words paying careful attention to correct letter formation, size and spacing in

					the joined script
GRADE 2 TERM 4					
RESOURCES 8.5mm ruled lines, HB pencil, ruler, eraser, wax crayons, perceptual skills resources					
CONTENT (Refer to sound and matching patterns) - Children continue to use print script in written recording but begin to learn a type of joined print script. - The type of joined script or cursive writing will be informed by the school's handwriting policy/Provincial Policy Maintenance of the print script - Uses handwriting tools effectively: pencil, eraser, ruler - Maintains the use of print script for written recording Transition to a joined script or cursive writing - Copies and writes at least two letters of joined script or cursive writing per week, completing all letters by the end of the term - Copies and writes short words in joined script or cursive writing - Copies and writes commonly used capital letters in joined script or cursive writing (e.g. A, E, H, I, M, O, S, T, W, Y.) - Copies and writes short sentences in joined script or cursive writing Examples: 					
ASSESSMENT - Copies and writes at least two letters of joined script or cursive writing per week, completing all letters by the end of the term - Copies and writes short words in joined script or cursive writing - Copies and writes commonly used capital letters in joined script or cursive writing. E.g.: A, E, H, I, M, O, S, T, W, Y - Copies and writes short sentences in joined script or cursive writing					

- Copies and writes short words, some commonly used capital letters and short sentences in the joined / cursive script (As per SBA by week 6)

Handwriting-Grade 2 Term 4 suggested rubric					
Activity	1	2	3	4	5
Copies and writes 2 and 3 letter words in the joined script paying attention to the correct letter formation, size, and spacing	Able to copy and write 2 letter words with support but struggles to form letters correctly in the joined script	Is able to copy and write 2 and 3 letter words but writes some letters incorrectly in the joined script	Is able to copy and write 2 and 3 letter words paying careful attention to correct letter formation in the joined script	Is able to copy and write 2 and 3 letter words paying careful attention to correct letter formation and size in the joined script	Is able to copy and write 2 and 3 letter words paying careful attention to correct letter formation, size and spacing in the joined script

14. GRADE 3 HANDWRITING METHODOLOGY

14.1 Teacher's guidelines:

- Prepare the content and resources ahead of time, knowing which letters, words, and patterns you will use- as well as pre-writing activities.
- Align the order of teaching handwriting and formation of the letters to the phonics programme that the school follows.
- Sharpen learners' pencils before the handwriting lesson:
 - Pencils should be the correct length and thickness
 - Ensure learners' hands are clean.
 - Learners must write with their OWN sharp pencils
- Do warming up activities before the handwriting lesson starts
- Consider different learning styles such as kinaesthetic, tactile, auditory and visual, etc.
- A teacher should stand on one side of the board so that the letters/numbers on the board is still visible to the learners. A teacher should never stand in between the board and the learner.
- Model the correct letter formation while saying it out loud. This should include:
 - The starting point
 - Direction: (left to right and top to bottom)
 - Letter formation
 - Number formation
 - Saying the sound out loud (verbal pathways)
 - Having a print-rich classroom with posters of correct letter formation for incidental learning
- Spacing - When writing on the chalkboard the teacher uses 4 fingers, and the learners use 1 finger (index) to space in their workbooks.
- Observe by walking around to see that the learners use the correct pencil grip.
- Include teaching of numbers. Space numbers so that they are the same as the lowercase letters.
- Be conscious that learners often have difficulty in copying from the board as their eyes need time to refocus from the board to the page.
- Mark, sign and date learners' books.
- Do daily perceptual skills activities integrate into all subjects (Life Skills CAPS Policy p11 &12)
 - Visual perception
 - Visual discrimination
 - Visual memory
 - Body image
 - Laterality
 - Dominance
 - Crossing the mid-line
 - Fine Motor
 - Gross Motor
 - Eye-hand coordination

Grade 3 - Specific

- Conduct baseline assessment on grade 2 Term 4 activities
- Use 8.5mm Irish & margin exercise books
- In term 3, you may start experimenting with using a pen for copying written text from the board, textbooks, work cards, correctly, paying attention to correct letter formation and spacing in the joined script or cursive writing.
- Observe the use of punctuation marks

GRADE 3 TERM 1**RESOURCES**

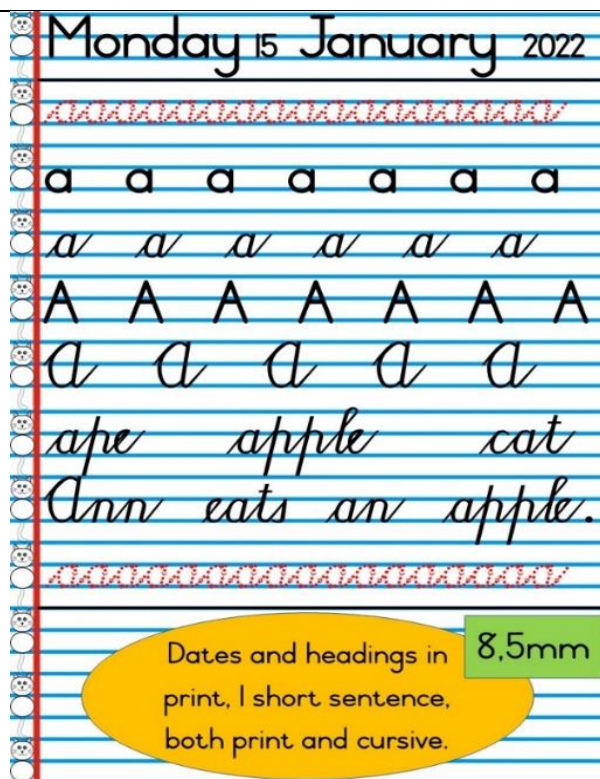
Pencil, coloured pencils, eraser, ruler, Books: 8.5mm lined jotters and exercise books, Flip charts, sentence strips, Board, Handwriting posters, permanent and white board markers

CONTENT

Children may still be using print script in written recording until the end of the second term.

Focus on practising the individual letters and joins needed for the joined script or cursive writing.

- Forms all lower and upper-case letters in joined script or cursive writing
- Begins to join various letters and to form words in the selected joined script or cursive writing.
- Writes short words in the joined script or cursive writing.
- Writes a sentence legibly and correctly in both the print script and the joined script or cursive writing.
- Uses handwriting tools effectively: pencil, eraser, ruler
- Spaces words correctly in lines, e.g.



ASSESSMENT

- Forms all lower and upper-case letters in joined script or cursive writing.
- Write short words in the joined script or cursive writing
- Writes a sentence legibly and correctly in both the print script and the joined script or cursive writing.

Handwriting-Grade 3 Term 1 suggested rubric

Activity	1	2	3	4	5
Copies and writes short words in the joined script.	Copies and writes two letter words in the joined script with support.	Copies and writes short words but letter formation/size/spacing needs attention.	Copies and writes short words in the joined script paying attention to correct letter formation	Copies and writes short words in the joined script paying attention to correct letter formation and spacing.	Copies and writes short words in the joined script paying attention to correct letter formation, size and spacing.

GRADE 3 TERM 2

RESOURCES

Pencil, coloured pencils, blank paper in various sizes (A3, A4, A5), eraser, ruler, books 8.5mm lined jotters and exercise books, Flip charts, sentence strips, Board, Handwriting posters, permanent and white board markers

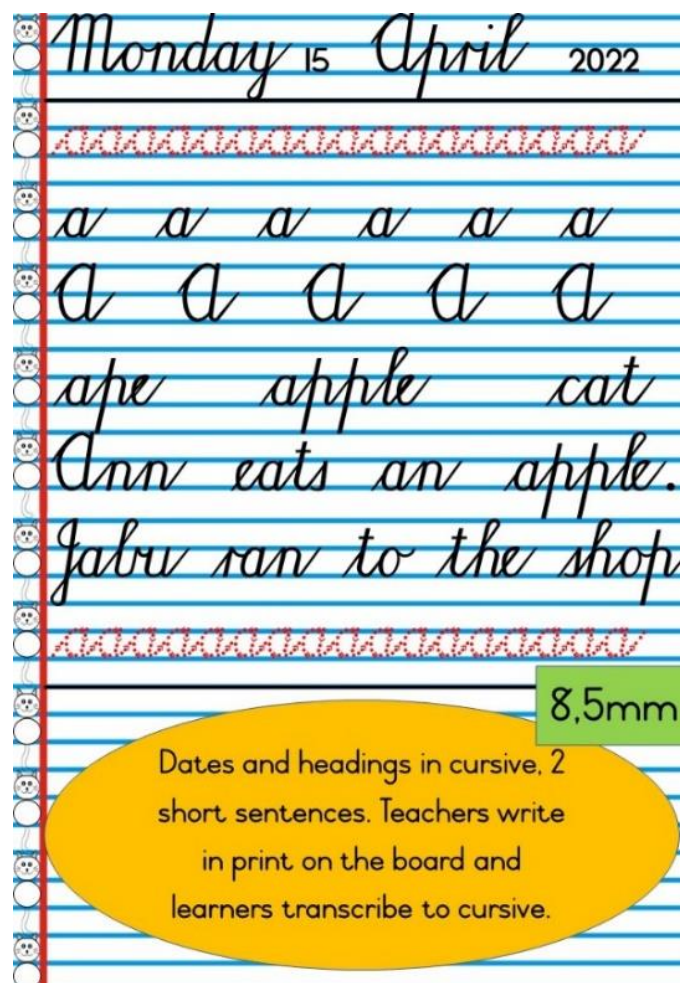
CONTENT

By the end of this term children make the transition from using print script in written recording to a joined script or cursive writing.

Focus on practising the individual lower case and capital letters and the joins needed for the new script.

Children must be able to transcribe from print script (e.g., in a book) into the joined script or cursive writing.

- Forms all upper- and lower-case letters correctly and automatically in the joined script or cursive writing.
- Copies words correctly from a variety of sources, that is, board, strips, work cards etc. and writes with increased speed in the joined script or cursive writing paying attention to correct letter formation and spacing in the joined script or cursive writing.
- Transcribes words and sentences correctly in the joined script or cursive writing.
- Makes transition to the joined script or cursive writing, in all written recording, that is, the date, own name, and own written texts.
- Uses the correct letter formation in all written work.



ASSESSMENT

- Forms all upper and lower case letters correctly and automatically in the joined script or cursive writing.
- Copies words correctly from a variety of sources, that is, board, strips, work cards etc. and writes with increased speed in the joined script or cursive writing
- Transcribes words and sentences correctly in the joined script or cursive writing.
- Makes transition to the joined script or cursive writing in all written recording, that is, the date, own name and own written texts.

Handwriting-Grade 3 Term 2 suggested rubric					
Activity	1	2	3	4	5
Forms all upper and lower case letters correctly and automatically in the joined script or cursive writing that is aligned to the school's writing policy and copies and writes at least 2 short sentences in the joined script..	Copies and writes 1 short sentence in the joined script with support	Able to copy and write at least 1 sentence in the joined script but needs to pay more attention to letter formation/size/s pacing	Copies and writes at least 1-2 short sentences in the joined script paying attention to correct letter formation.	Copies and writes 2-3 sentences in the joined script paying attention to correct letter formation, size and spacing.	Copies and writes 4-5 sentences in the joined script paying attention to correct letter formation, size and spacing.

GRADE 3 TERM 3
RESOURCES Pencil, coloured pencils, blank paper in various sizes (A3, A4, A5), eraser, ruler, books 8.5mm lined jotters and exercise books, Flip charts, sentence strips, Board, Handwriting posters, permanent and white board markers
CONTENT By the end of the second term children made the transition from using print script in written recording to a joined script or cursive writing. Focus on practising the individual lower case and capital letters and the joins needed for the new script. Children must be able to transcribe from print script, e.g., in a book, into the joined script or cursive writing. - Copies written text from the board, textbooks, work cards, correctly, paying attention to correct letter formation and spacing in the joined script or cursive writing. - Writes with increasing speed.

The New Zealand spotty

A spotty is a fish with spots on its skin. You can find a spotty on a reef in the sea. The spotty will not swim in muddy, sandy sea. The sea must be rocky. You will see the spotty in seaweed.

Read it

8,5mm jotter/
Irish & margin

Monday 15 July 2022

A spotty is a fish with spots on its skin. You can find a spotty on a reef in the sea. The spotty will not swim in muddy, sandy sea.

Learners transcribe written text to cursive.

ASSESSMENT

- Copies written text correctly from variety of sources, paying attention to correct letter formation and spacing in the joined script or cursive writing.
- Writes with increasing speed.

Handwriting-Grade 3 Term 3 suggested rubric					
Activity	1	2	3	4	5
Copies and writes short sentences in the joined script	Copies and writes 1 short sentence in the joined script with support	Able to copy and write at least 1 sentence in the joined script but needs to pay more attention to letter formation/size/s pacing	Copies and writes at least 1-2 short sentences in the joined script paying attention to correct letter formation.	Copies and writes 2-3 sentences in the joined script paying attention to correct letter formation, size and spacing.	Copies and writes 4-5 sentences in the joined script paying attention to correct letter formation, size and spacing.

GRADE 3 TERM 4

RESOURCES

Pencil, coloured pencils, blank paper in various sizes (A3, A4, A5), eraser, ruler, books 8.5mm lined jotters and exercise books, Flip charts, sentence strips, Board, Handwriting posters, permanent and white board markers

CONTENT

Focus on activities that increase the writing speed whilst maintaining neatness and legibility.

Include activities that require children to transpose from print to the joined script or cursive writing.

- Copies written text from the board, textbooks, work cards correctly, paying attention to correct letter formation and spacing.
- Uses the joined script or cursive writing for all written recording.
- Experiments with using a pen for writing
- Writes neatly and legibly with confidence and speed in a joined script or cursive writing.

The New Zealand spotty Read it

A spotty is a fish with spots on its skin. You can find a spotty on a reef in the sea. The spotty will not swim in muddy, sandy sea. The sea must be rocky. You will see the spotty in seaweed.

8.5mm jotter/
Irish & margin

Monday 15 October 2022

A spotty is a fish with spots on its skin. You can find a spotty on a reef in the sea. The spotty will not swim in muddy, sandy sea.

Learners transcribe written text to cursive with speed in pen.

ASSESSMENT

- Uses the joined script or cursive writing for all written recording.

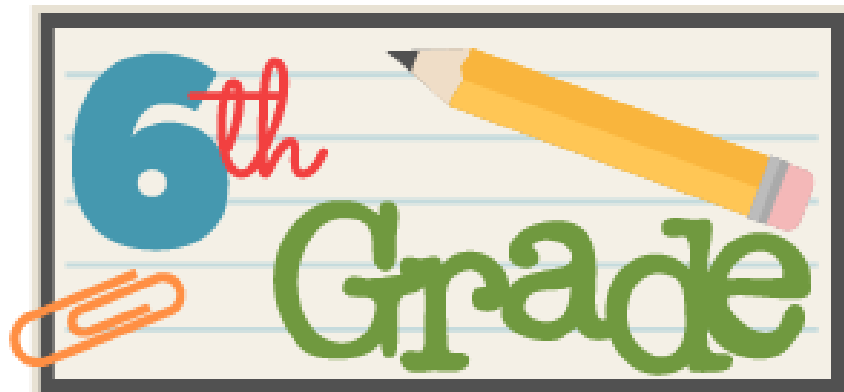
- Writes neatly and legibly with confidence and speed in a joined script or cursive writing

Handwriting-Grade 3 Term 4 suggested rubric					
Activity	1	2	3	4	5
Writes lower and upper case letters in the joined script that is aligned to the school's writing policy, uses the joined script freely for written recordings in all subjects	Copies and writes 1 short sentence in the joined script with support	Able to copy and write at least 1 sentence in the joined script but needs to pay more attention to letter formation/size/space	Copies and writes at least 1-2 short sentences in the joined script paying attention to correct letter formation.	Copies and writes 2-3 sentences in the joined script paying attention to correct letter formation, size and spacing.	Copies and writes 4-5 sentences in the joined script paying attention to correct letter formation, size and spacing.



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



HANDWRITING IN THE INTERMEDIATE PHASE

Teaching handwriting to learners who struggle to write legibly in Grades 4, 5, and 6 is essential for facilitating clear communication, independent note-taking, success in written assessments, time management in exams, fostering self-expression and creativity, adapting to various learning materials, and understanding the historical and cultural significance of handwriting. It equips learners with a foundational skill that supports their academic growth and development across various subjects and beyond the classroom.

15. GRADE 4 HANDWRITING METHODOLOGY

15.1 Teaching Methodology Steps for Handwriting Instruction in Grade 4:

1. **Model and demonstrate:** Begin by modeling and demonstrating proper letter formation and handwriting techniques. Show learners how to hold the pencil correctly, form each letter, and maintain appropriate spacing.
2. **Provide explicit instruction:** Break down the steps of letter formation and handwriting techniques, providing clear explanations and examples. Use visual aids, such as charts and posters, to reinforce the instructions.
3. **Guided practise:** Offer guided practise sessions where learners can practise writing letters and words under your supervision. Provide immediate feedback and guidance to correct any errors or misconceptions.
4. **Scaffolded activities:** Gradually increase the level of difficulty and complexity in the writing tasks. Start with simple letters and progress to words, sentences, and paragraphs. Provide appropriate support and scaffolding as needed.
5. **Multi-sensory approaches:** Incorporate multi-sensory activities to engage different senses and enhance learning. For example, learners can trace letters on sandpaper, write in shaving cream, or use sensory materials for tactile feedback.
6. **Incorporate technology:** Utilize digital tools and applications designed for handwriting practise. There are various handwriting apps and interactive websites that allow learners to practise and receive feedback on their handwriting skills.
7. **Handwriting drills:** Include regular handwriting drills to reinforce proper letter formation, spacing, and speed. These drills can include repetitive writing exercises, tracing activities, or copying passages.
8. **Integration into curriculum:** Integrate handwriting practise into various subjects across the curriculum. Assign writing tasks, note-taking activities, and other writing-based assignments to provide learners with opportunities to practise their handwriting skills in context.
9. **Self-reflection and goal setting:** Teach learners to evaluate their own handwriting and set goals for improvement. Provide opportunities for self-reflection and self-assessment, allowing learners to identify areas of strength and areas that need further development.

15.2 Assessment for Learning

Informal Assessment Activities for Handwriting:

1. **Observation:** Observe learners during handwriting activities and take note of their letter formation, spacing, sizing, and overall legibility. Assess their ability to write smoothly and with appropriate speed.
2. **Writing samples:** Collect writing samples from learners at regular intervals. Assess the samples for letter formation, spacing, consistency, legibility, and alignment with guidelines.
3. **Dictation exercises:** Conduct dictation exercises where learners write down spoken words or sentences. Assess their accuracy, letter formation, and ability to maintain appropriate spacing and alignment.
4. **Letter identification:** Show learners a series of letters and ask them to identify and write the corresponding letters. Assess their ability to accurately form the letters and distinguish between similar-looking letters.
5. **Copying tasks:** Provide learners with a short passage or sentence to copy. Assess their ability to accurately reproduce the text, including letter formation, spacing, and legibility.
6. **Timed writing:** Set a time limit and ask learners to write a given sentence or paragraph within the given timeframe. Assess their ability to write efficiently while maintaining legibility.
7. **Self-assessment:** Encourage learners to assess their own handwriting skills using rubrics or checklists. Have them evaluate their letter formation, spacing, and overall legibility and compare it to set criteria.
8. **Peer assessment:** Conduct peer assessments where learners evaluate each other's handwriting samples based on given criteria. This can help develop self-evaluation skills and provide learners with constructive feedback.

Remember to use informal assessments as a means to inform your instruction and provide targeted support for learners. Regularly communicate with learners and provide feedback to help them identify areas for improvement and celebrate their progress.

16. GRADE 5 HANDWRITING METHODOLOGY

16.1 Teaching Methodology Steps for Handwriting Instruction:

1. **Review previous skills:** Begin by reviewing and reinforcing the handwriting skills and techniques covered in previous grades. Ensure that learners have a solid foundation before moving on to more advanced skills.
2. **Introduce cursive writing (if applicable):** Grade 5 is often an appropriate time to introduce cursive handwriting. Teach learners the proper formation of cursive letters and provide ample practise opportunities.
3. **Letter connections and word formation:** Teach learners how to connect cursive letters to form words. Emphasize the importance of smooth and fluid movement in cursive writing. Provide guided practise for learners to reinforce these skills.

4. **Focus on speed and fluency:** Encourage learners to write with increased speed and fluency while maintaining legibility. Practise timed writing exercises to develop speed and efficiency in handwriting.
5. **Capital letters and punctuation:** Introduce the correct formation of capital letters and the use of punctuation marks. Teach learners how to accurately write and incorporate capital letters and punctuation in their writing.
6. **Practise with longer texts:** Provide opportunities for learners to practise writing longer texts, such as paragraphs or short essays. Guide them in organizing their thoughts, maintaining consistent letter formation, and ensuring proper spacing and alignment.
7. **Transcription activities:** Incorporate transcription activities where learners are required to copy written passages or texts. Assess their ability to accurately reproduce the text, paying attention to letter formation, spacing, and legibility.
8. **Digital tools for practise:** Utilize digital resources and tools designed for handwriting practise. There are online platforms and apps that provide interactive exercises and feedback to enhance handwriting skills.
9. **Differentiated instruction:** Recognize that learners have different needs and learning styles. Provide individualized instruction and support to address specific challenges or areas for improvement.
10. **Regular practise and reinforcement:** Encourage consistent practise of handwriting skills. Assign regular handwriting practise activities, provide optional practise sheets, and integrate writing tasks into the curriculum to reinforce skills.

16.2 Assessment for Learning

Informal Assessment Activities for Handwriting:

1. **Writing samples:** Collect writing samples from learners to assess their handwriting skills. Evaluate their letter formation, spacing, sizing, alignment, and legibility in a variety of writing tasks.
2. **Independent writing tasks:** Assign independent writing tasks and assess learners' handwriting skills in the context of their original compositions. Evaluate their ability to maintain legibility and apply proper handwriting techniques in extended writing.
3. **Peer assessment:** Conduct peer assessments where learners provide feedback on each other's handwriting samples. Use criteria such as letter formation, spacing, alignment, and overall legibility to guide their assessments.
4. **Speed writing exercises:** Conduct timed writing exercises and assess learners' ability to write with increased speed and fluency while maintaining legibility. Measure their writing speed and accuracy within the given timeframe.
5. **Self-assessment:** Encourage learners to self-assess their handwriting skills using rubrics or checklists. Have them evaluate their letter formation, spacing, alignment, and overall legibility, comparing it to set criteria.
6. **Dictation exercises:** Conduct dictation exercises where learners write down dictated words or sentences. Assess their accuracy, letter formation, spacing, and legibility while transcribing the dictated text.

7. **Handwriting fluency assessments:** Use specific handwriting fluency assessments that measure the number of words or letters written within a given timeframe. Evaluate learners' ability to write quickly, accurately, and legibly.
8. **Informal observations:** Continuously observe learners during handwriting activities to assess their letter formation, spacing, sizing, alignment, and overall legibility. Note any areas for improvement or intervention.

Remember to use informal assessments as a tool to guide your instruction and provide feedback to learners. Provide constructive feedback and support their ongoing development in handwriting skills. Celebrate their progress and provide opportunities for self-reflection and goal setting.

17. GRADE 6 HANDWRITING METHODOLOGY

17.1 Teaching Methodology Steps for Handwriting Instruction:

1. **Review and reinforce previous skills:** Begin by reviewing and reinforcing the handwriting skills and techniques covered in previous grades. Ensure that learners have a solid foundation before progressing to more advanced skills.
2. **Cursive writing mastery:** If cursive writing has been introduced, focus on helping learners master cursive letter formation, connections, and fluidity. Provide practise opportunities for reinforcement.
3. **Letter consistency and uniformity:** Emphasize the importance of consistent letter formation, sizing, and spacing. Guide learners in maintaining uniformity in their handwriting, both within and between words.
4. **Alignment and line placement:** Teach learners how to write in straight lines and align their writing with the lines on the paper. Emphasize the importance of maintaining a consistent baseline and vertical alignment.
5. **Practise with longer texts:** Provide opportunities for learners to practise writing longer texts, such as essays or reports. Guide them in organizing their thoughts, maintaining consistent letter formation, and ensuring proper spacing and alignment.
6. **Neatness and legibility:** Reinforce the importance of neat and legible handwriting. Teach learners strategies to improve legibility, such as slowing down their writing pace and using appropriate pressure on the writing utensil.
7. **Fine-tune cursive connections:** Help learners refine their cursive connections to ensure smooth and flowing handwriting. Provide guidance and feedback to address specific challenges or areas for improvement.
8. **Editing and revising skills:** Integrate handwriting instruction with editing and revising skills. Teach learners how to make changes and improvements to their written work, including neatening up their handwriting during the editing process.
9. **Digital handwriting tools:** Introduce learners to digital handwriting tools or apps that can help them practise and refine their handwriting skills. Utilize technology to provide interactive exercises and feedback.
10. **Differentiated instruction:** Recognize that learners have different needs and learning styles. Provide individualized instruction and support to address specific challenges or areas for improvement.

11. **Regular practise and reinforcement:** Encourage consistent practise of handwriting skills. Assign regular handwriting practise activities, provide optional practise sheets, and integrate writing tasks into the curriculum to reinforce skills.

17.2 Assessment for Learning

Informal Assessment Activities for Handwriting:

1. **Writing samples:** Collect writing samples from learners to assess their handwriting skills. Evaluate their letter formation, spacing, sizing, alignment, and legibility in a variety of writing tasks.
2. **Editing and revising tasks:** Assess learners' ability to make changes and improvements to their written work, including neatening up their handwriting during the editing process. Evaluate the legibility and overall appearance of their revised work.
3. **Independent writing tasks:** Assign independent writing tasks and assess learners' handwriting skills in the context of their original compositions. Evaluate their ability to maintain legibility and apply proper handwriting techniques in extended writing.
4. **Peer assessment:** Conduct peer assessments where learners provide feedback on each other's handwriting samples. Use criteria such as letter formation, spacing, alignment, and overall legibility to guide their assessments.
5. **Speed writing exercises:** Conduct timed writing exercises and assess learners' ability to write with increased speed and fluency while maintaining legibility. Measure their writing speed and accuracy within the given timeframe.
6. **Self-assessment:** Encourage learners to self-assess their handwriting skills using rubrics or checklists. Have them evaluate their letter formation, spacing, alignment, and overall legibility, comparing it to set criteria.
7. **Transcription activities:** Provide learners with written passages or texts to transcribe. Assess their accuracy, letter formation, spacing, and legibility while reproducing the **text**.
8. **Informal observations:** Continuously observe learners during handwriting activities to assess their letter formation, spacing, sizing, alignment, and overall legibility. Note any areas for improvement or intervention.
9. **Reflective writing:** Assign reflective writing tasks where learners can reflect on their own handwriting skills, identifying areas of strength and areas that need improvement. Assess their self-awareness and goal-setting skills.

Remember to use informal assessments as a tool to guide your instruction and provide feedback to learners. Provide constructive feedback and support their ongoing development in handwriting skills. Celebrate their progress and provide opportunities for self-reflection and goal setting.

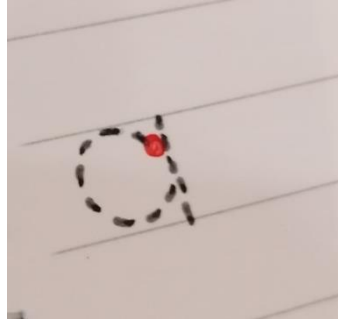
18. INTERVENTION STRATEGIES

It's important to note that these challenges can often coexist or overlap, and individuals may have a combination of handwriting difficulties. Effective interventions should be tailored to address the specific needs and challenges of each individual.

Handwriting difficulties can vary from person to person, but here is a list of common handwriting difficulties experienced by learners:

1. **Illegible handwriting:** The writing may be difficult to read and understand due to poor letter formation, inconsistent sizing, or unclear spacing between words and letters.
2. **Inconsistent letter formation:** Individuals may struggle with maintaining consistent letter shapes, resulting in varied forms of letters within a single word.
3. **Poor letter spacing:** Difficulties with maintaining appropriate spacing between letters can lead to words being too close together or too far apart, affecting legibility.
4. **Inconsistent sizing:** Uneven letter sizes can make the writing appear messy and disorganized, with some letters being too large and others too small.
5. **Difficulty staying on the line:** Learners may struggle to write within the given lines, leading to uneven alignment and difficulty in maintaining a consistent baseline.
6. **Slow writing speed:** Some individuals may find it challenging to write at a reasonable pace, resulting in slow and laborious handwriting.

Learning barriers	Indicators	Mitigation strategies
Poor eyesight	• Holding book closer to the eyes • Constantly going to the board and squinting eyes.	• Provide the learner with 17mm exercise books that you have drawn bold lines on with a black pen or marking pen. • The red margin line may also need to be bolded. Provide learner with 2H or 3H lead pencils so that he/she can see what he/she has written. • Allow for preferential seating in the class (usually in front of class or away from windows or glare – ask the learner what helps). • Switch the overhead lights on - even on a sunny day. Assume the learners cannot see off the blackboard so bring learning closer to him/her.
Incorrect pencil grip	• Can't form letters correctly. • Hands get tired easily. • Incomplete work	• The teacher must hold the learner's hand while writing • Use pencil grip. • Make simple hand exercises.

	• The pressure writing/pressing too hard in the book. • Difficult in work completion. • Child refusing to write.	• Do exercises by clicking, snapping fingers, shaking your hands, open and close fists or rubbing hands together etc. • Let learners push the dots that makes out the letters with a pin.
Incorrect letter or number formation	• Positioning of the body. • Incorrect formation of letters such as b ,d ,p .q • Incorrect formation of 8 and 5	• Continuous practise by using concrete material or write in the air or sand while explaining the formation the letters. • Laminate the A5 alphabet cards and allow learners to practise by writing on the sound. • Correct posture, pencil grip, book position and suitable size of desks and chairs. • Draw in the sand, make letters with play dough, build letters with stones, sticks etc. • Letter formation can also be pasted on the learner's desks. • Allow the learner to trace letters. • Indicate using a bright colour the starting point of each letter the learner is struggling with as shown below: • Teacher to teach letter formation of 5 in the correct way. It is not one movement from top to bottom. Follow the verbal pathways. • Practise the lazy 8 to enhance the handwriting and perceptual skills. 
Directionality	• Reversal of copying what is on the board	• At the right of the page, draw colours (green/go, at the left of the page and red/stop. • Trace over and over again from left to right.

		 • Long strip where the rabbit is put in the beginning and a carrot at the end. • Paste arrows on the learners desk for incidental reading
Poor pencil grip		• Use tweezers to pick up objects. • Use a pencil grip. • If there is no access to a pencil grip use an elastic band as shown below: 
Writing between the lines		• If learners struggle to touch the lines, it is usually because they cannot see the lines clearly- use a highlighter or blue pen to darken the lines as shown below: 

		• Use a book with bigger lines.
Development of fine motor and eye hand coordination.	Struggle with pencil/crayon grip.	• Playing with clay – make different shapes/animals, make the letter that your name starts with. • Fastening and loosening buttons, zippers screwing of bottle caps
Short term visual memory	If learners struggle to remember what was written on the board.	• Place objects/ pictures in front of the learner and ask him/her to look at them then hide them and ask him what objects he saw.
Dysgraphia	Dysgraphia is a specific learning disability that affects a person's ability to write coherently and fluently. It involves difficulties with handwriting mechanics, such as letter formation, spacing, and organization.	• Breaking Down Tasks: Break down writing tasks into smaller, manageable components to reduce cognitive load and make the process less overwhelming for learners. This can include: • Providing templates or outlines to guide learners in organizing their thoughts before writing. • Using sentence starters or prompts to assist with initiating writing. • Gradually increasing the complexity and length of writing tasks as learners gain confidence and skills.
Dyspraxia	Also known as developmental coordination disorder (DCD), dyspraxia affects fine and gross motor skills, including difficulties with coordination, muscle control, and spatial awareness. These challenges can impact handwriting abilities.	• Pay attention to writing utensils and paper. • Consider alternatives to activities requiring handwriting. • Teach dyspraxic children touch-typing. • Adjust seating plans. • Provide breaks in the schedule. ... • Give plenty of extra time. ... • Emphasize directions in step-by-step form.
Visual-motor integration difficulties	Individuals with visual-motor integration difficulties struggle to coordinate their visual perception and motor skills. This can result in challenges with accurately reproducing shapes, letters, and symbols during handwriting tasks.	• Having learners cut out shapes or other materials needed for activities is another way to strengthen a student's hand-eye coordination! • Visual scanning activities such as mazes and word searches also help build visual-motor coordination.
Executive function deficits	Executive functions involve cognitive processes like planning, organizing, and self-regulation. Deficits in these	• Minimize distractions. • Seat learner close to the teacher.

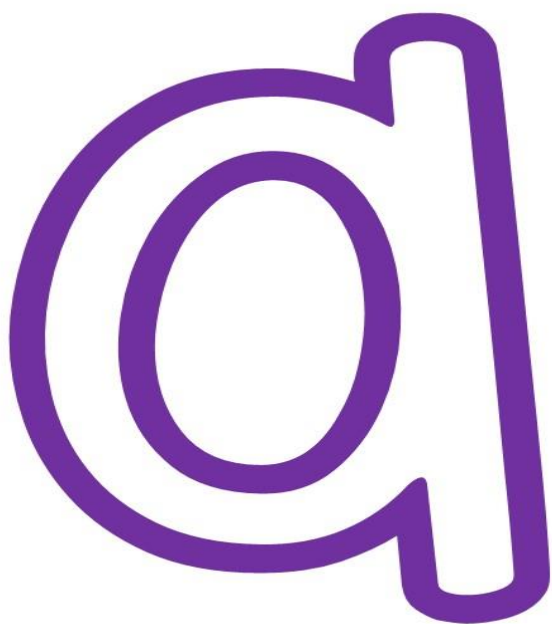
	areas can affect a person's ability to organize their thoughts, manage time effectively, and maintain consistent handwriting.	• Cue learners nonverbally to keep them on task. • Make lessons relevant. • Offer positive reinforcement and praise.
Sensory processing difficulties	Sensory processing difficulties, such as sensory integration disorder, can affect how individuals perceive and respond to sensory information. Sensory challenges, such as hypersensitivity or poor proprioception, can impact handwriting skills.	• Allow fidget toys, weighted materials, or chewing tools to be used for self-soothing. • Put exercise bands on the bottom of chairs to keep feet busy and close to floor. • Keep the classroom quiet. • Use lamps or a light material covering the florescent lights.
Attention-deficit/hyperactivity disorder (ADHD)	Individuals with ADHD may struggle with sustaining attention, impulse control, and fine motor coordination, leading to difficulties with focused and controlled handwriting.	• Focusing on short-term goals. • Breaking projects down into smaller steps. • Rewarding good behaviour and work. • Taking short breaks to help kids release energy. • Communicating directions clearly and consistently.
Visual processing difficulties	Visual processing difficulties affect how the brain interprets and makes sense of visual information. This can result in challenges with letter and word recognition, tracking lines of text, and spatial awareness in handwriting.	• Deliver lessons in multiple ways. • Include multi-sensory feedback. • Use tablets and touch-type computers. • Use an object to lead the eyes for reading. • Use large print books or papers. • Allow for frequent breaks. • Find a note-taking buddy.
Motor coordination difficulties	Motor coordination difficulties, such as developmental coordination disorder (DCD) or dyspraxia, affect an individual's ability to control and	• Teach learners to work cooperatively and to use each other as resources. • Think about and reduce the amount of movement that is required to perform the activity. • Break the activity into smaller parts and provide encouragement.

	coordinate their movements. This can impact the precision and fluidity of handwriting.	• Be available to assist/intervene when the child has difficulty.
Language-based difficulties	Language-based difficulties, such as dyslexia or specific language impairment, can impact handwriting skills due to challenges with letter-sound correspondence, spelling, and language processing.	• Pair a student with a knowledgeable buddy. ... • Conduct a language inventory among the staff. ... • Learn and model how to properly pronounce the student's name. ... • Don't wait for the student to ask for help. ... • Visuals aren't just for lessons. • Assess Students' Current Repertoire. • Make Writing Meaningful. • Encourage Imitation. • Teach Spelling Skills. • Encourage Sentence Construction. • Teach Narrative Writing. • Provide Editing and Revision Instruction.
Physical disabilities	Individuals with physical disabilities, such as those affecting hand function or mobility, may face challenges with holding writing utensils or controlling their movements, which can impact handwriting abilities.	• Provide typed copies of classroom notes or lesson outlines to help the learner take notes. • Provide extra time to take notes and copy material. • Allow the student to use an audio recorder or a laptop in class. • Provide paper with different-colored or raised lines to help form letters in the right space.
Emotional and psychological factors	Emotional and psychological factors, such as anxiety, stress, or low self-esteem, can influence handwriting. These factors may affect writing legibility, speed, and overall confidence in the writing process.	Multisensory Techniques for Teaching Handwriting • Use dark ruled and “bumpy” paper. • Trace and do mazes. Tracing is an effective way to teach handwriting. • Try “Wet-Dry-Try” • Try sensory freezer-bag writing. • Show sky, grass or ground. • The Right Tool. Choose a pen that will give you the best grip. • More Than Just Fingers. Use your hand and not just fingers for writing. • Repetition. • Don't Just Write, Draw. • Go Slow.

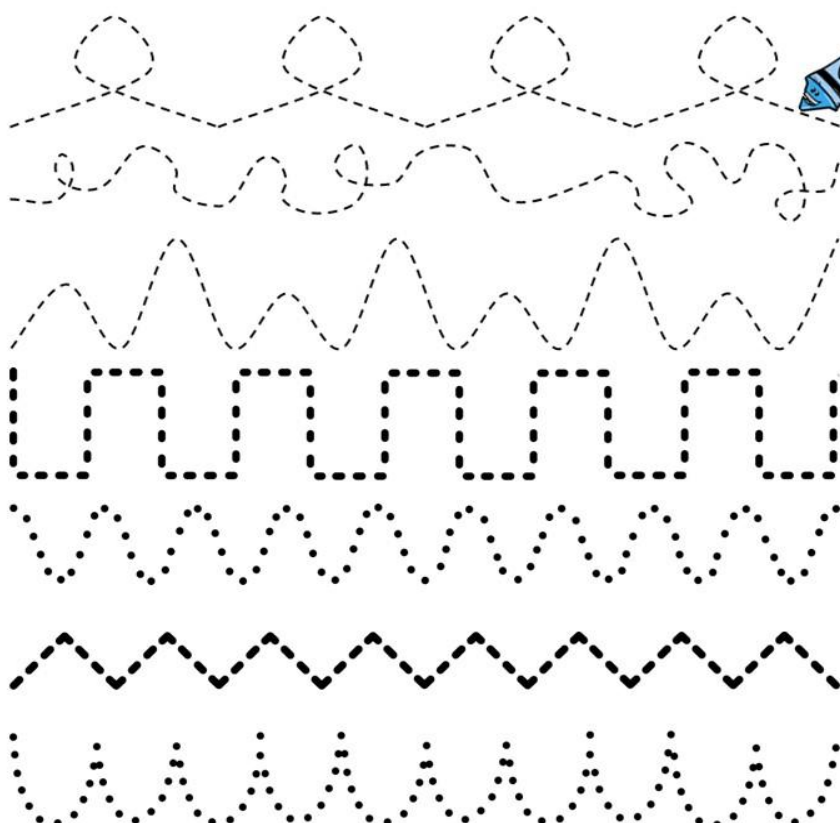
19. HANDWRITING RESOURCES

EXAMPLES OF PERCEPTUAL SKILLS ACTIVITIES:

1. TRACING SKILLS

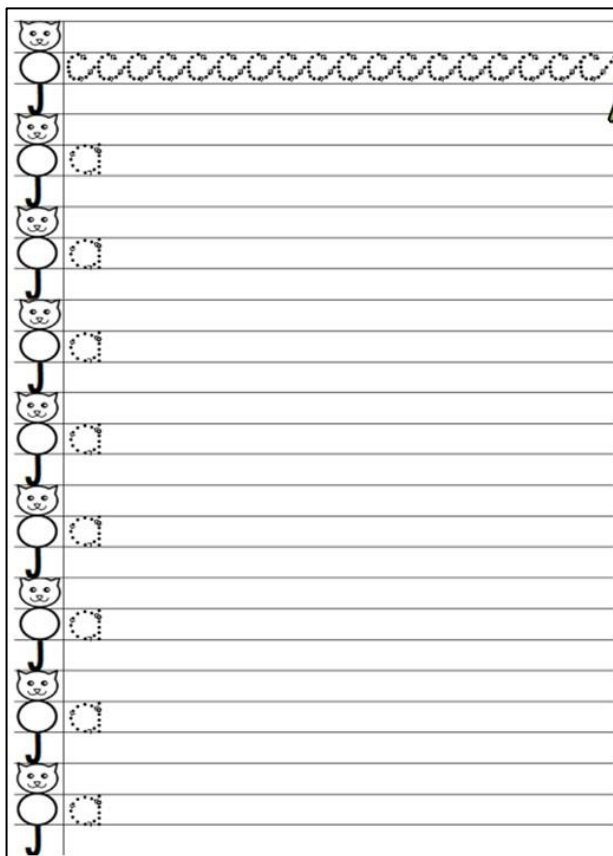


Trace the letter
using your finger,
playdough or
beans.



Trace the
following
patterns with
your fingers
and then with
your favourite
colour crayon.





Trace the following patterns and letters with your fingers and then with your favourite colour crayon.



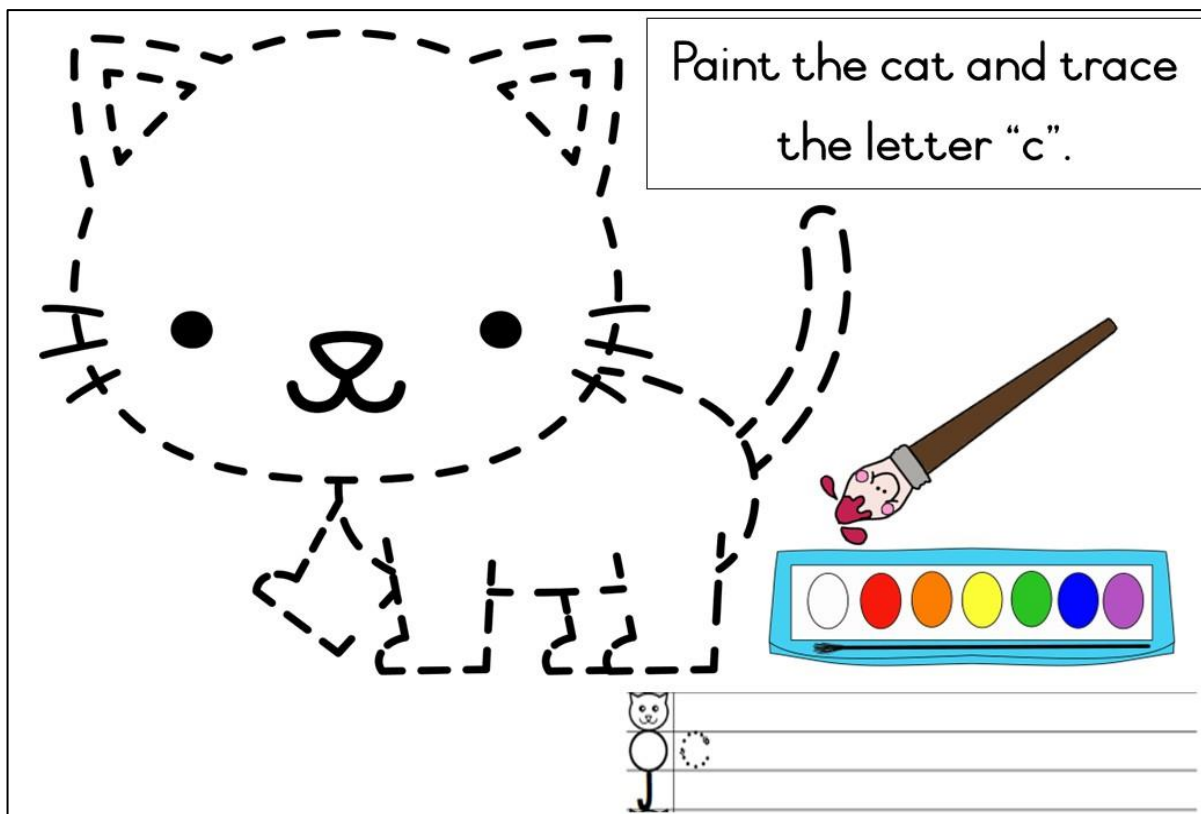
2. CUTTING ACTIVITIES



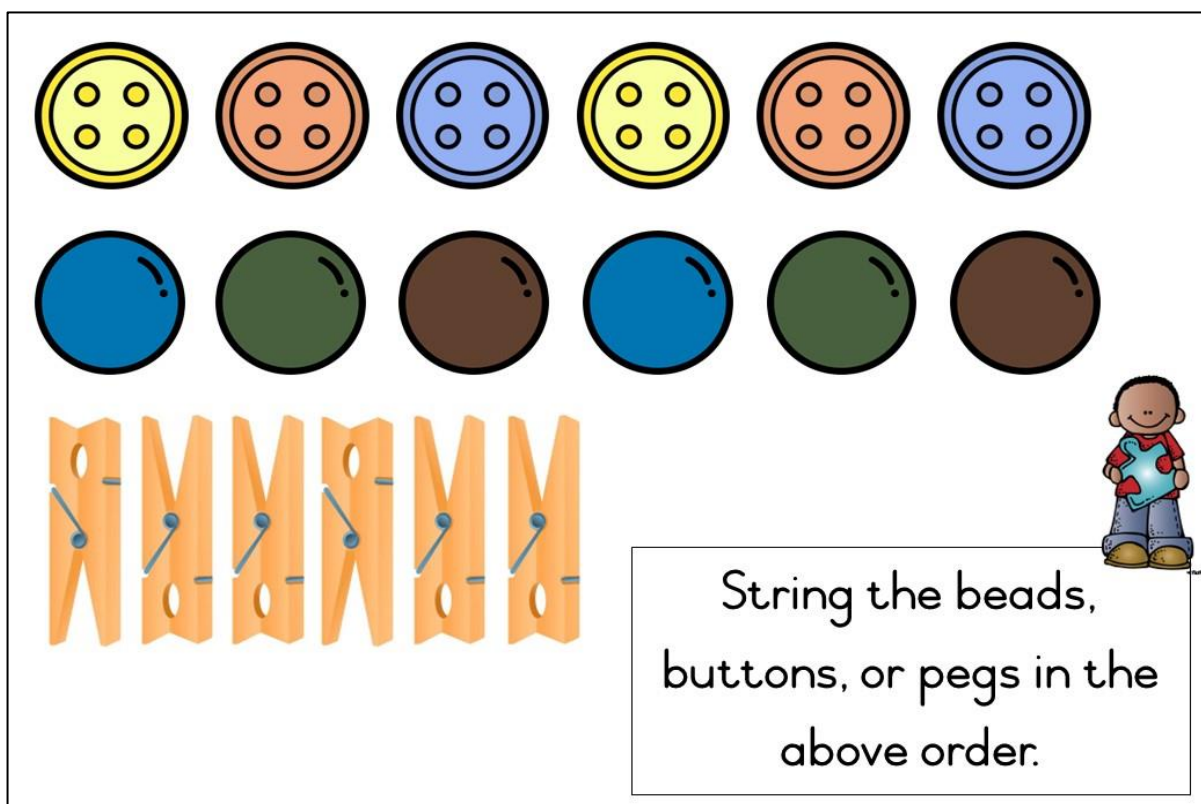
Find as many pictures in a magazine that start with the letter "a" and paste them inside the letter.

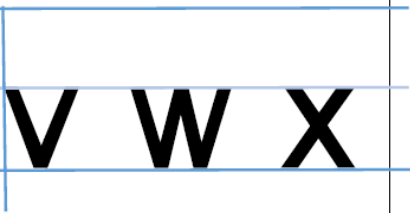
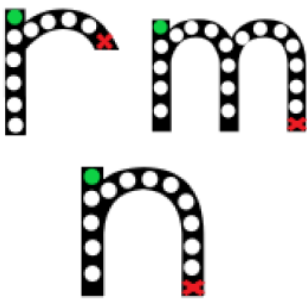


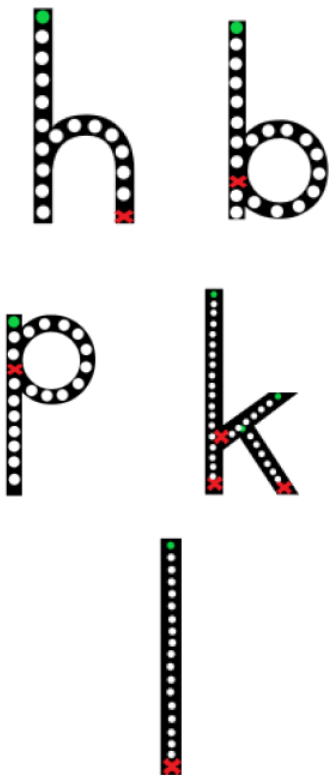
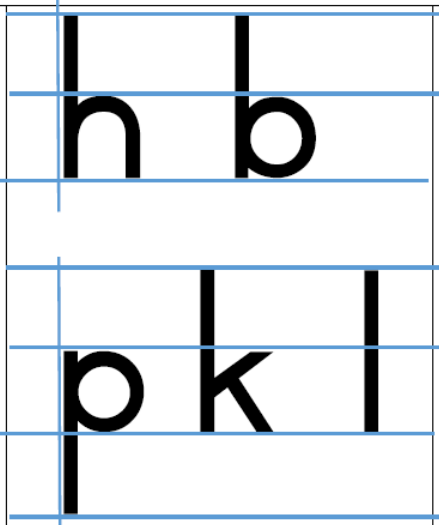
3. PAINTING AND TRACING ACTIVITY

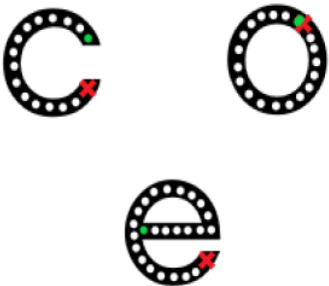
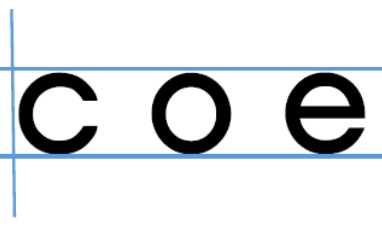
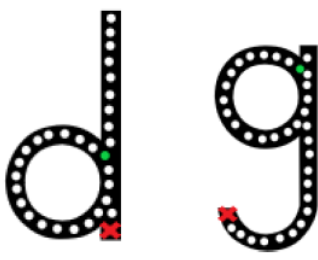
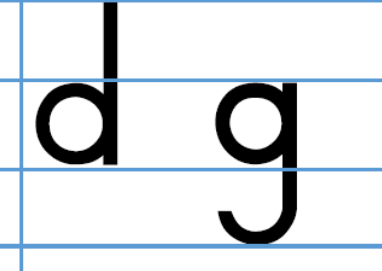


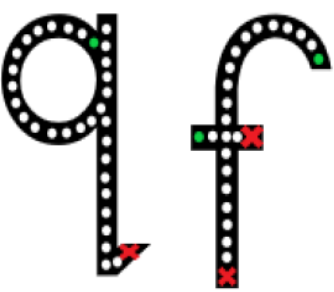
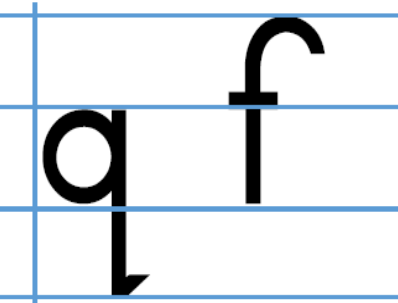
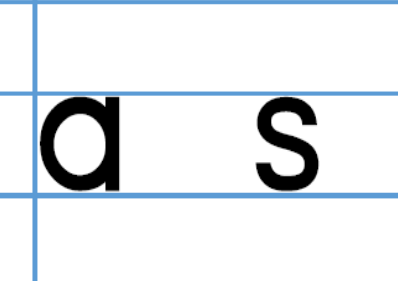
4. BEADING

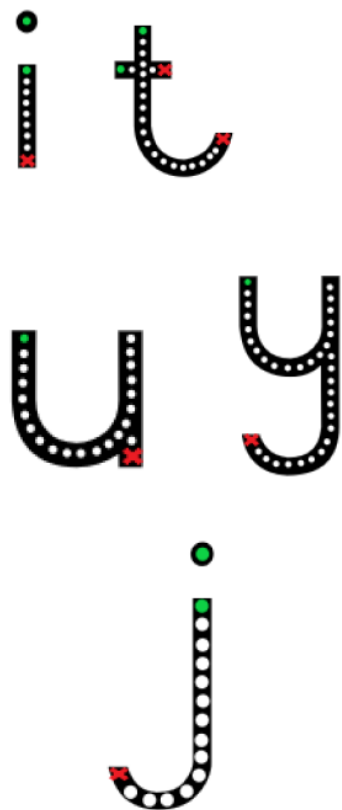
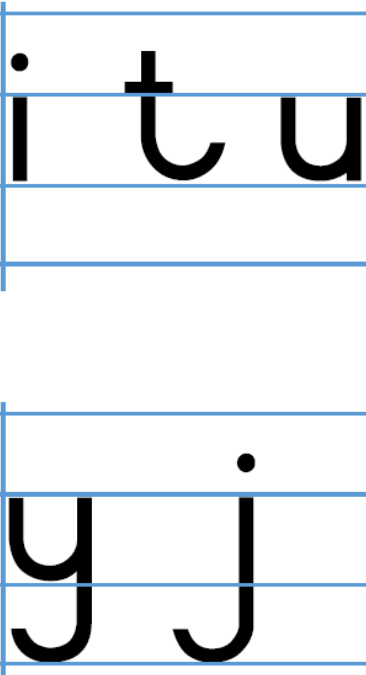
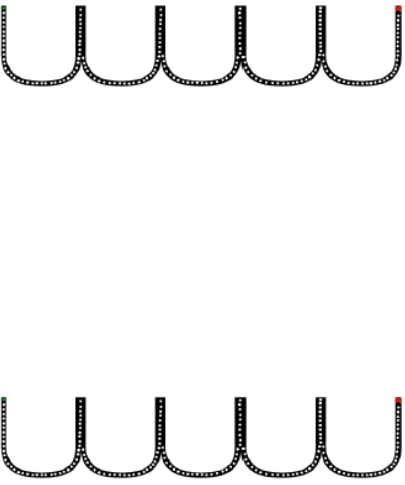


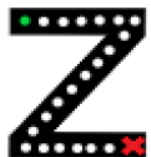
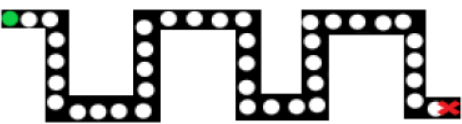
Exemplar on patterns and letter formation		
Letter formation	Spacing in lines	Patterns
		
		

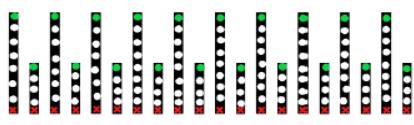
		
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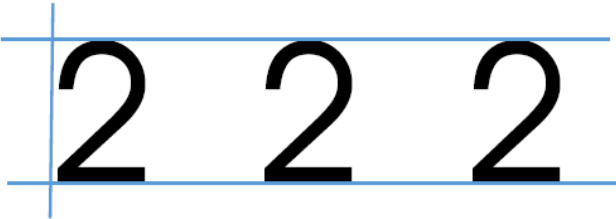
		
		

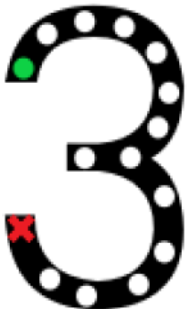
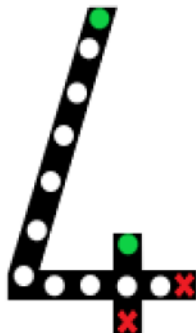
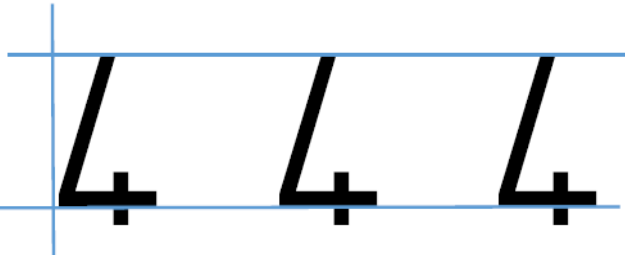
		
		

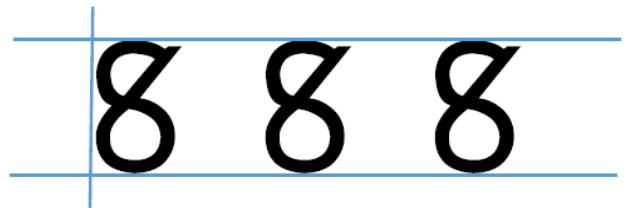
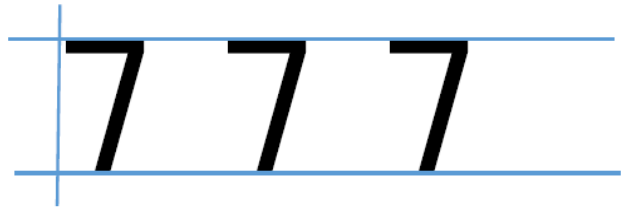
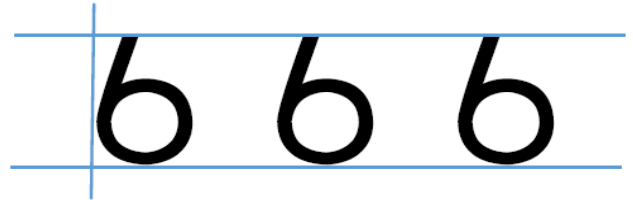
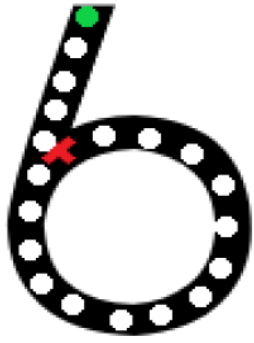
		
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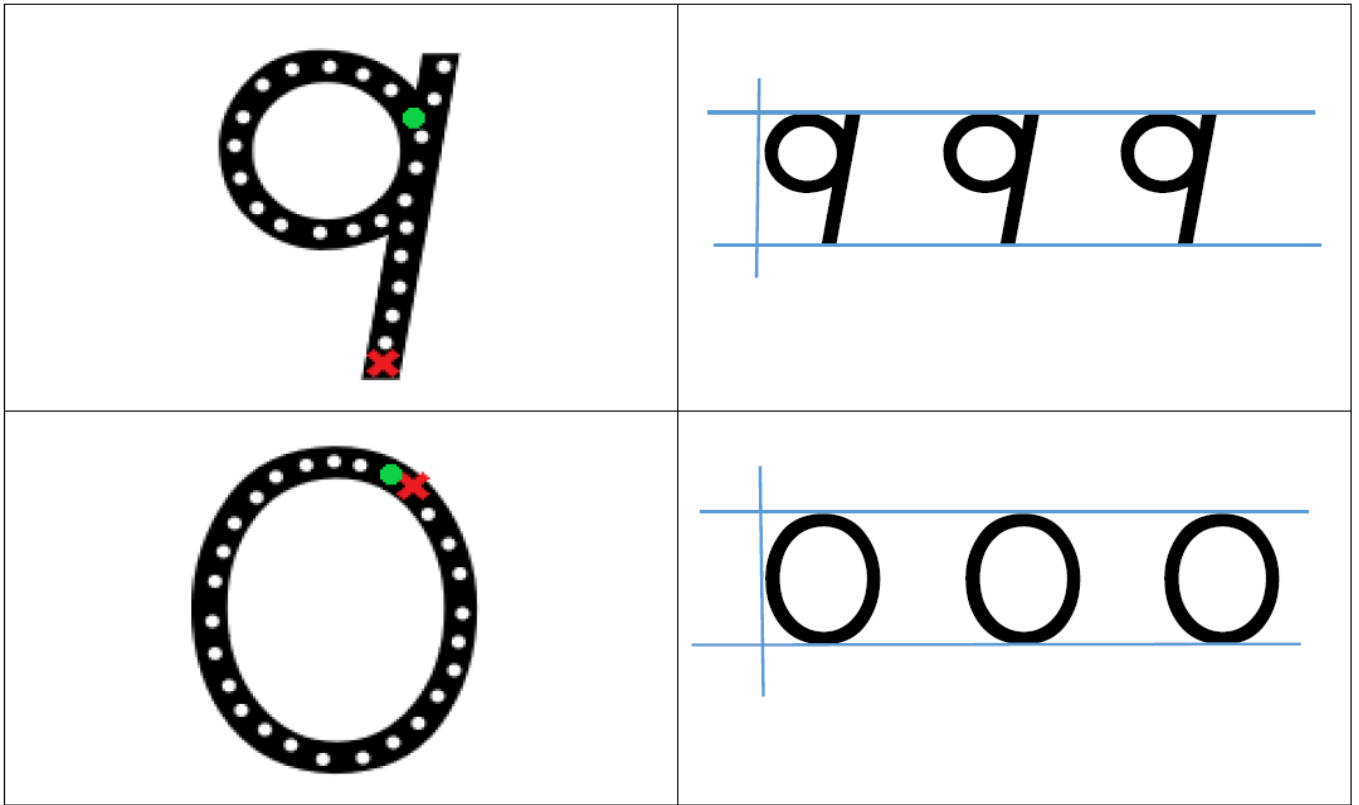
		
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Other patterns for Grade 1	
	
	
	

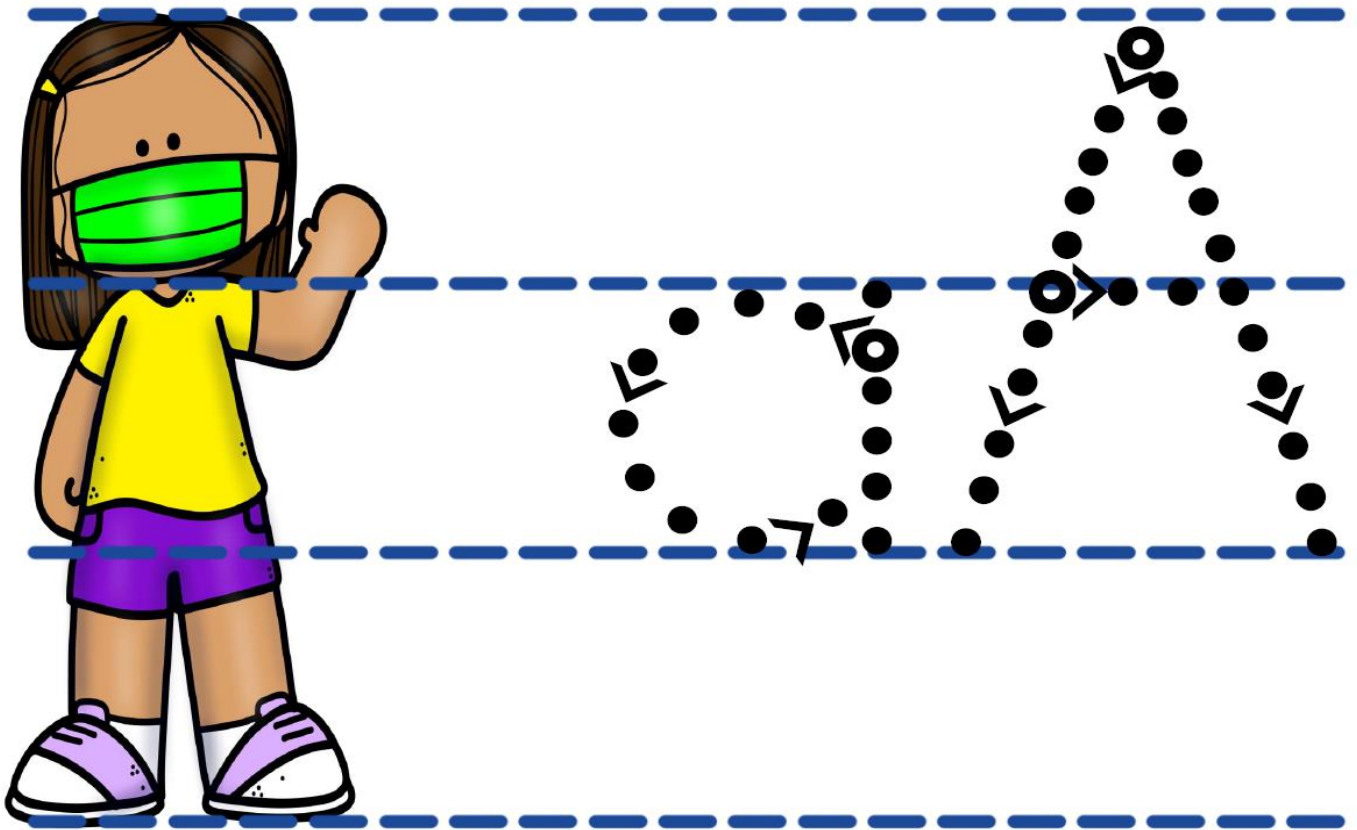
Number formation	
Numbers	Spacing in lines
	
	

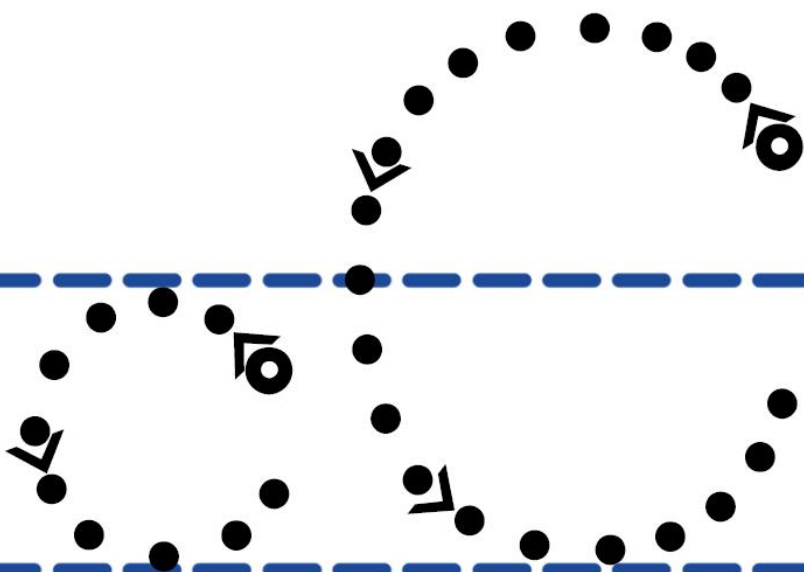
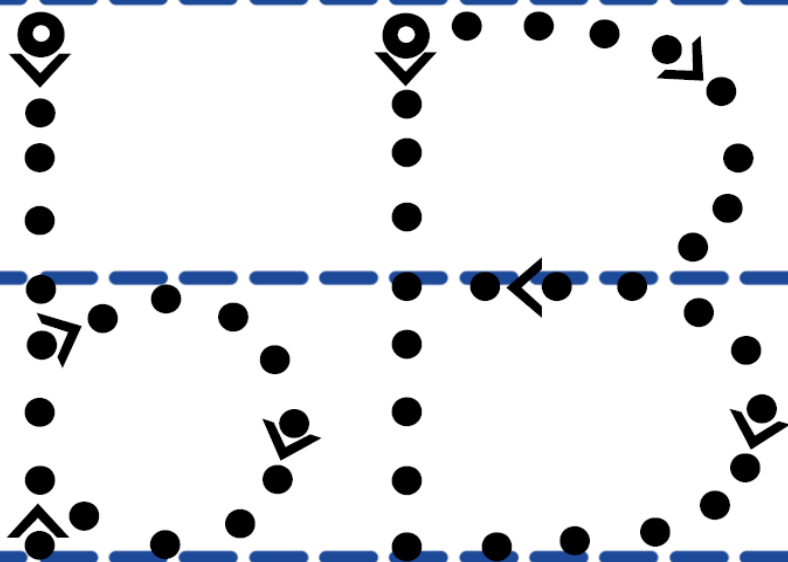
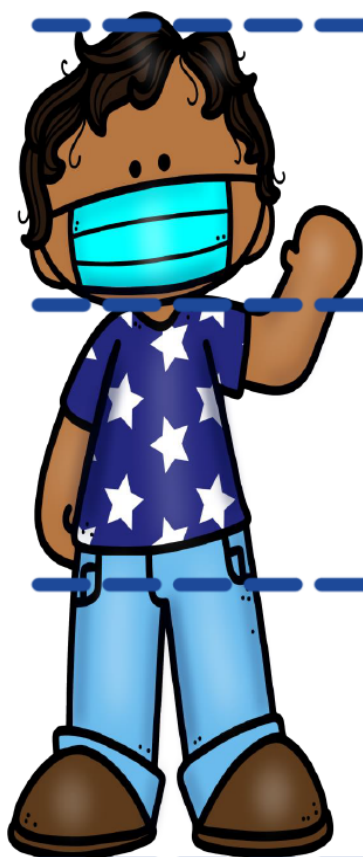
	
	

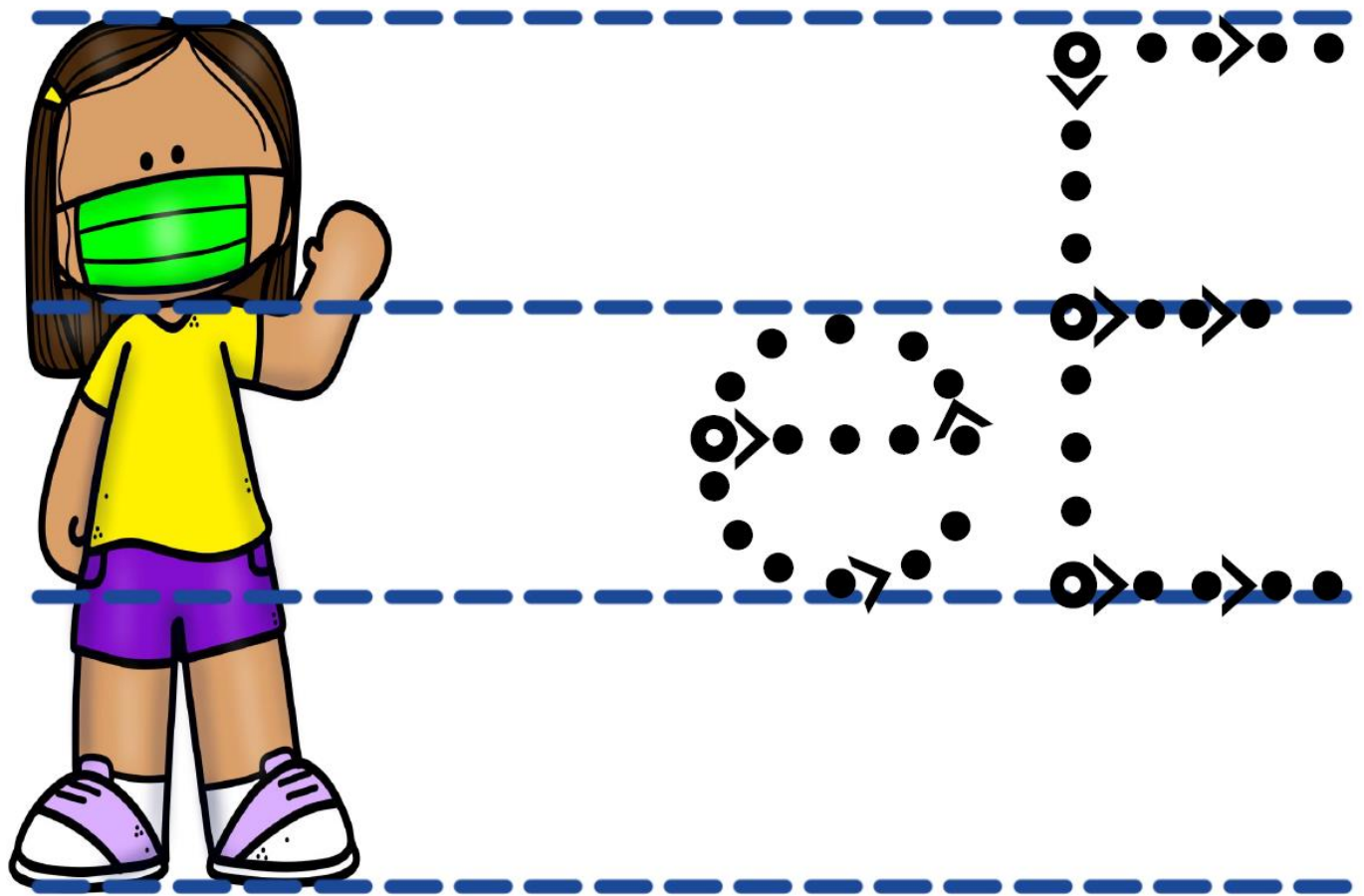
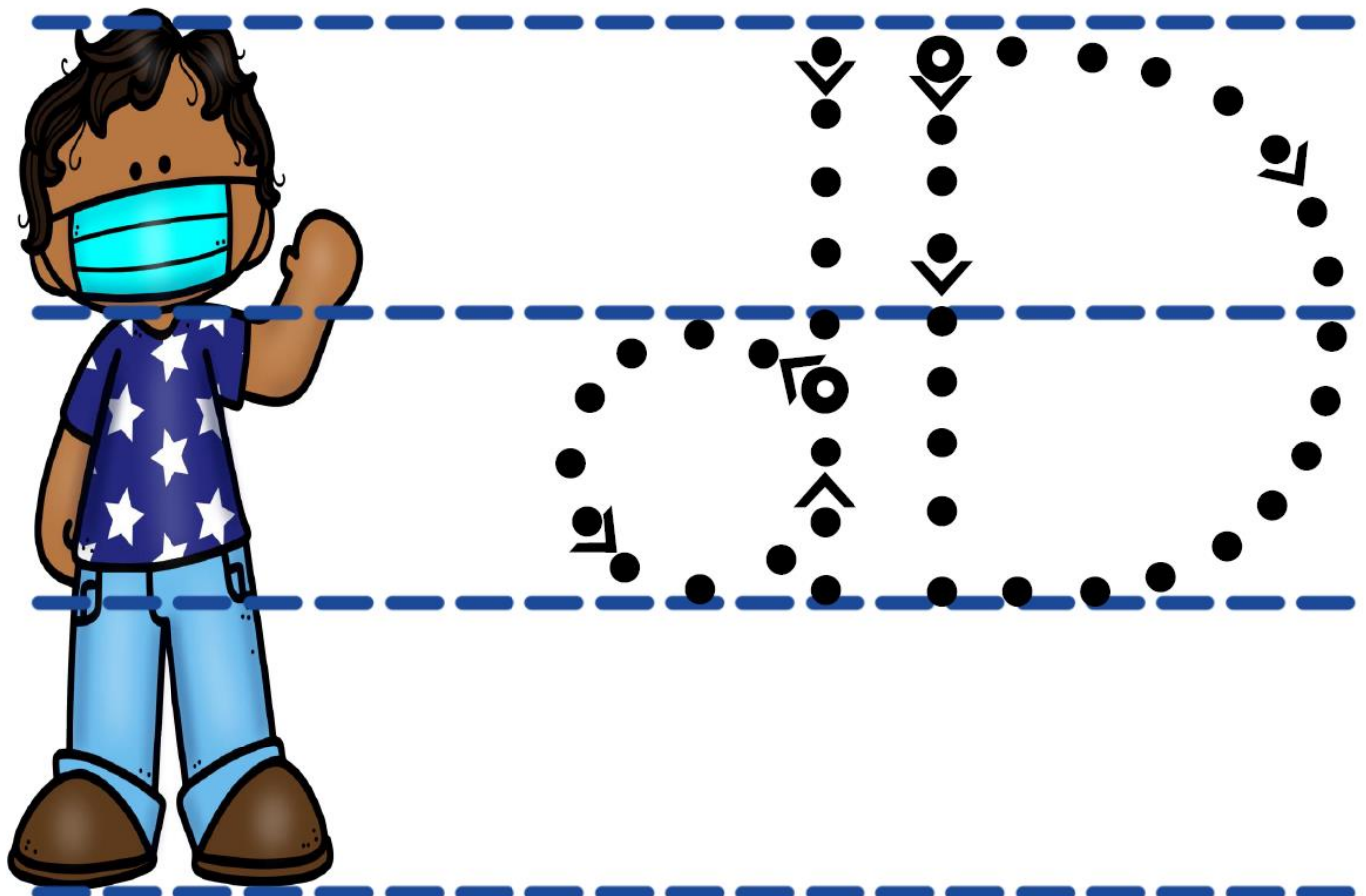


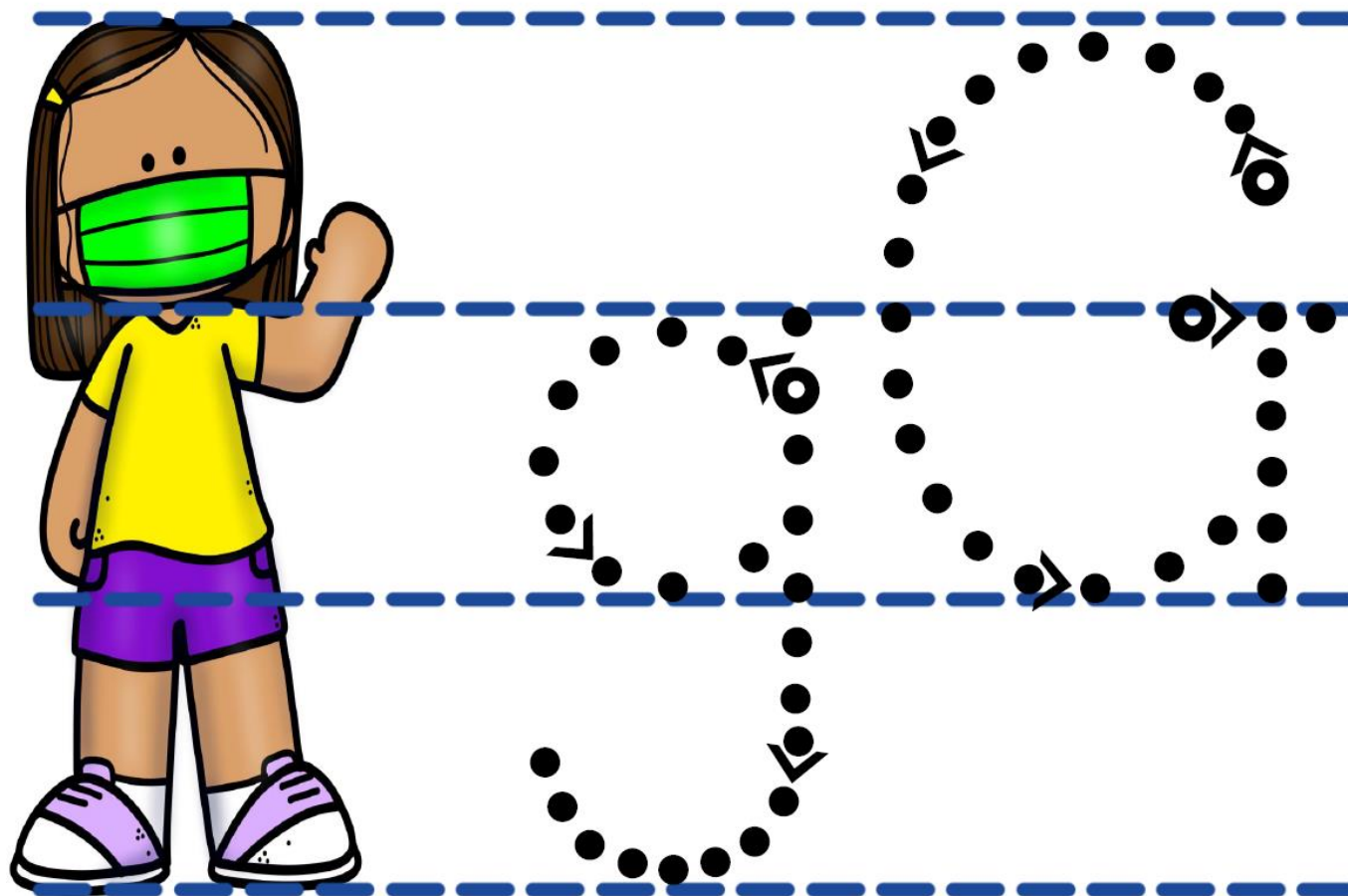
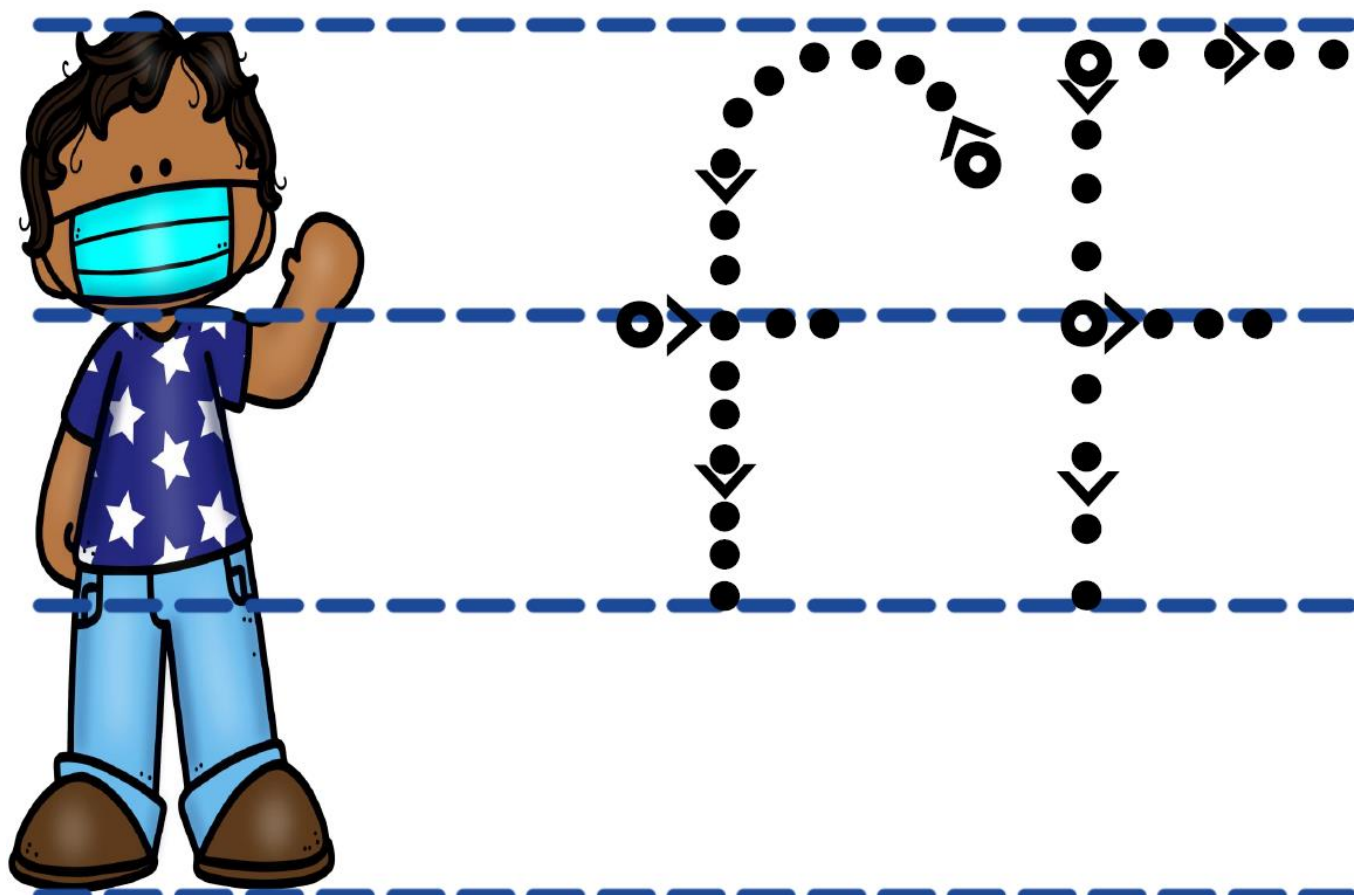


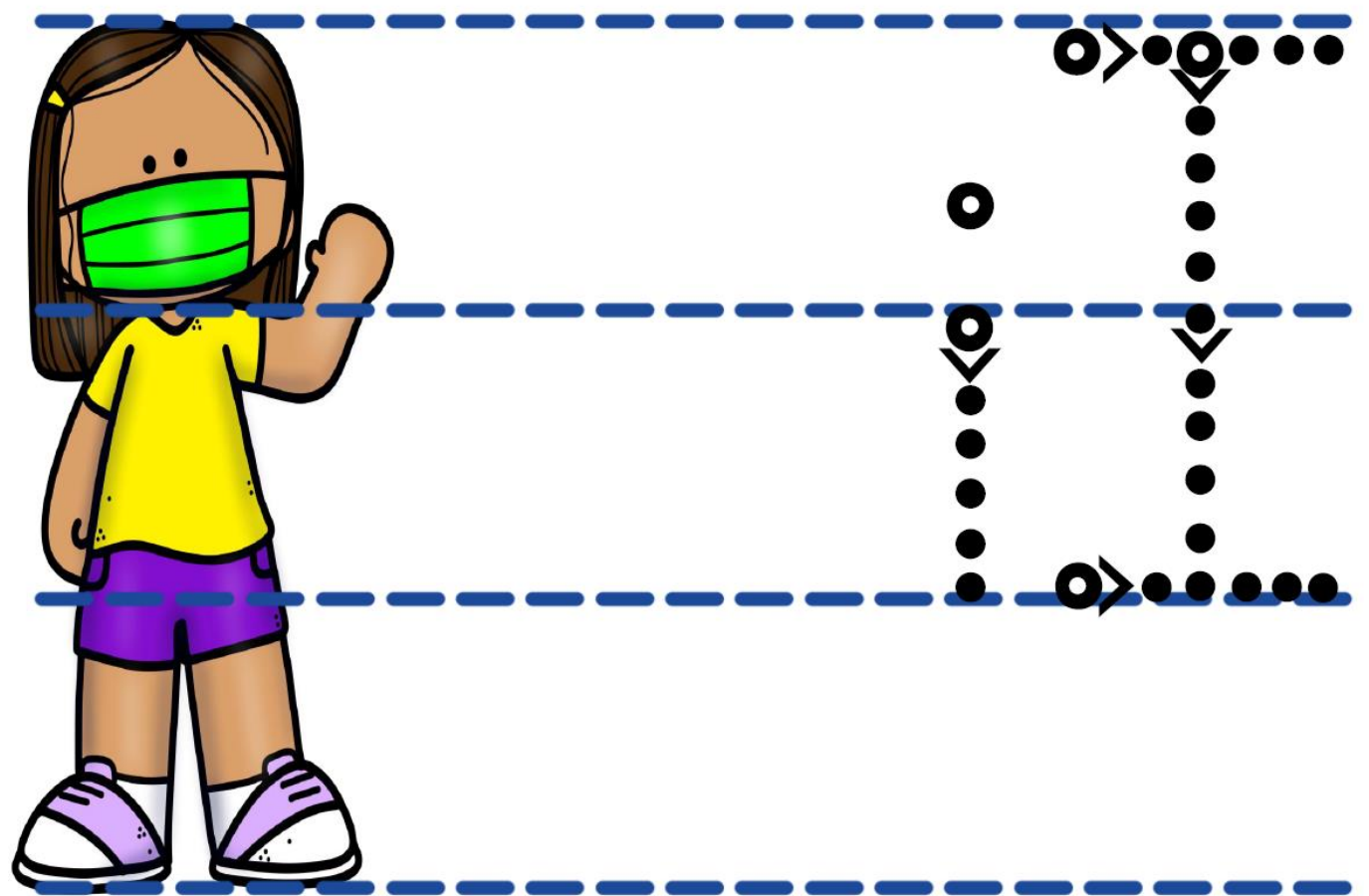
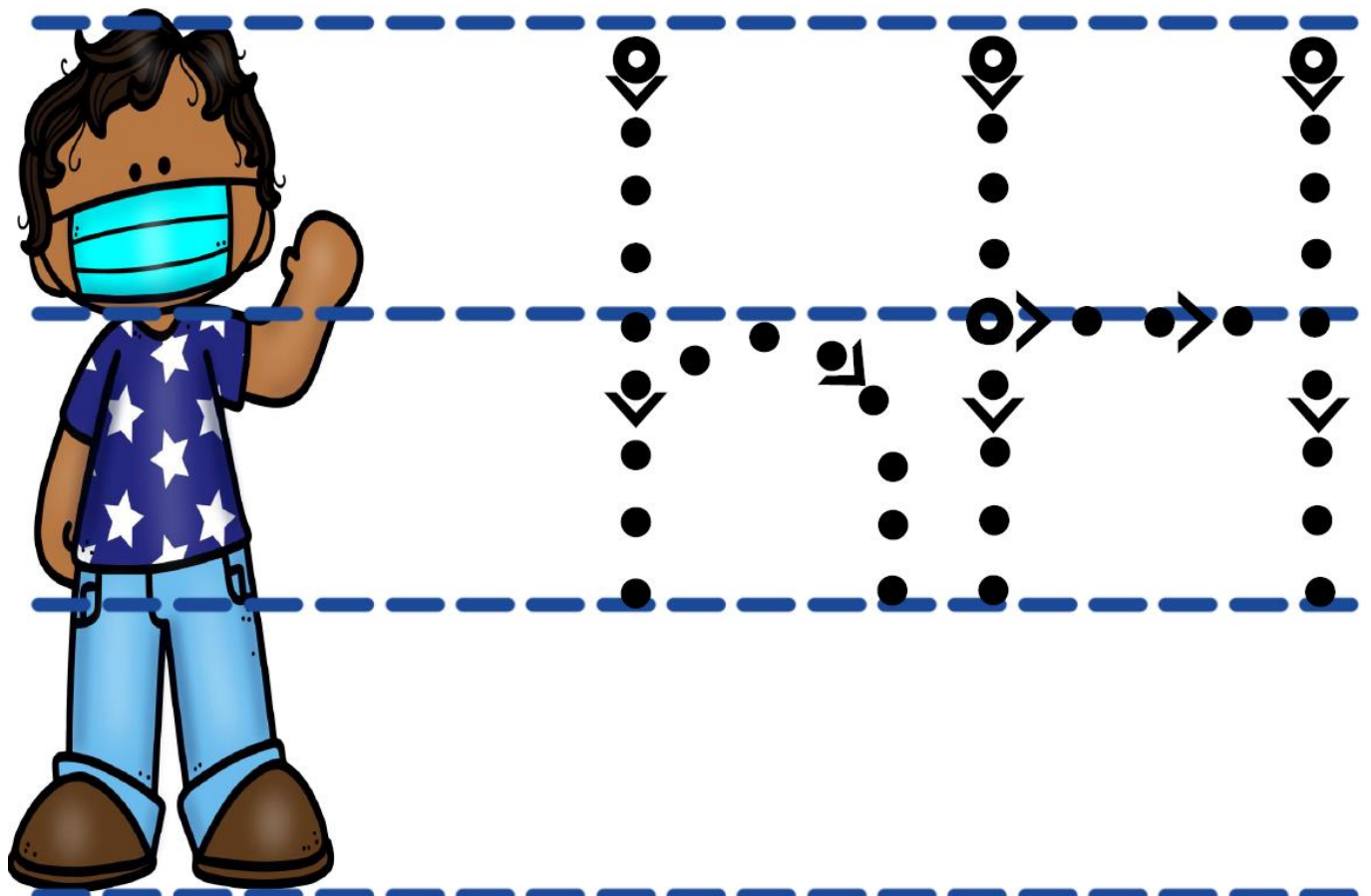
HANDWRITING PRACTISE CARDS

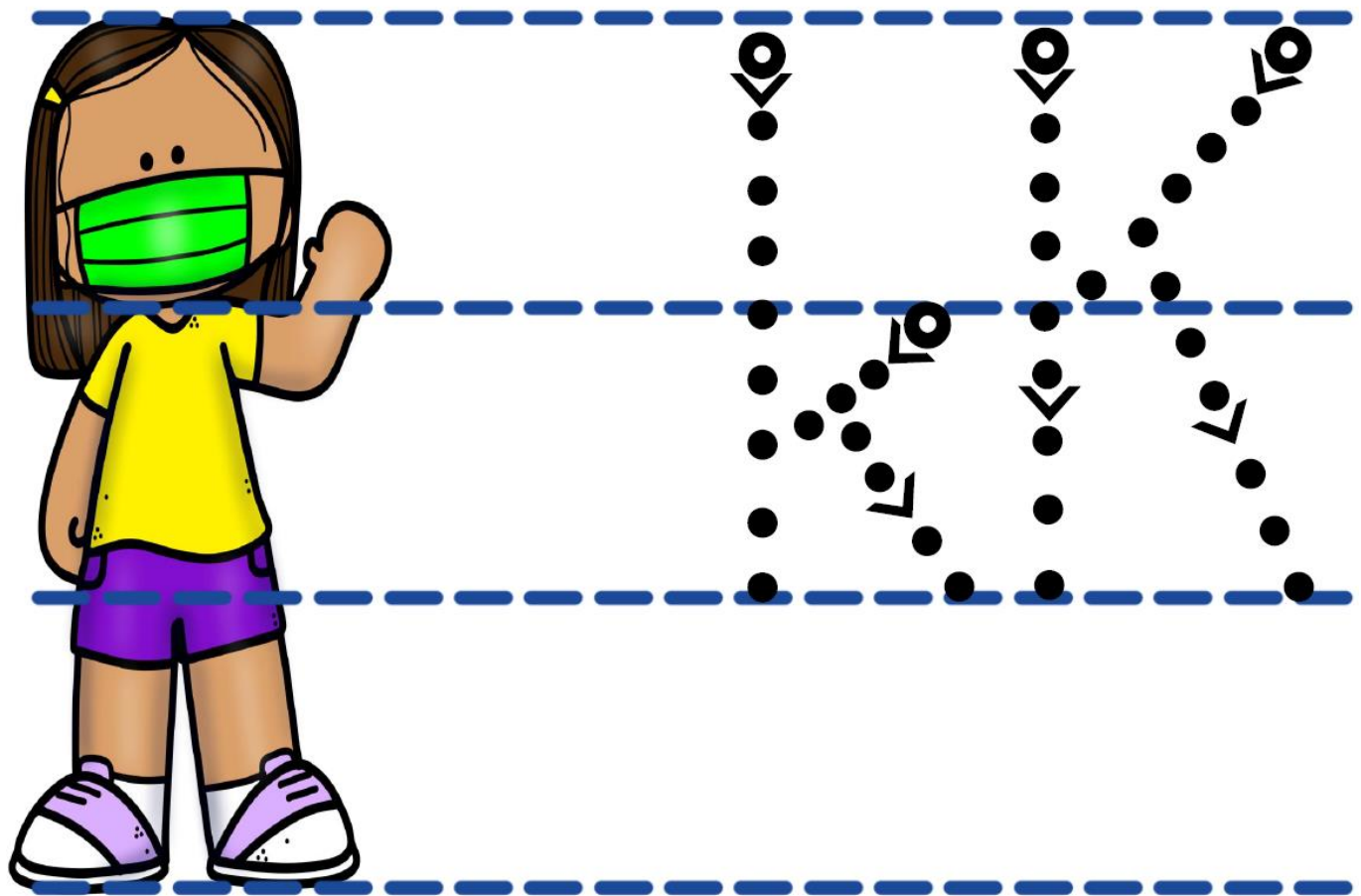
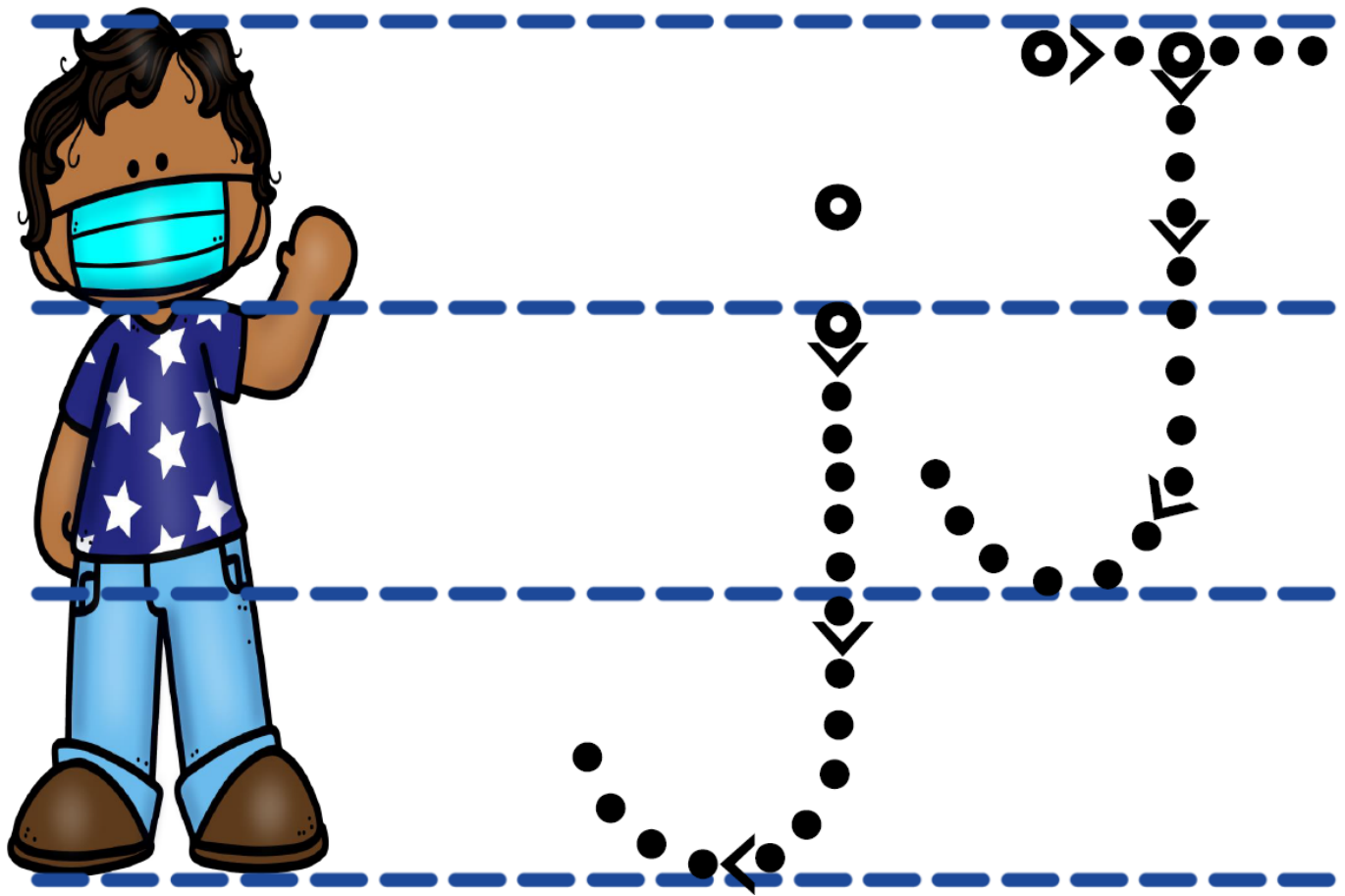


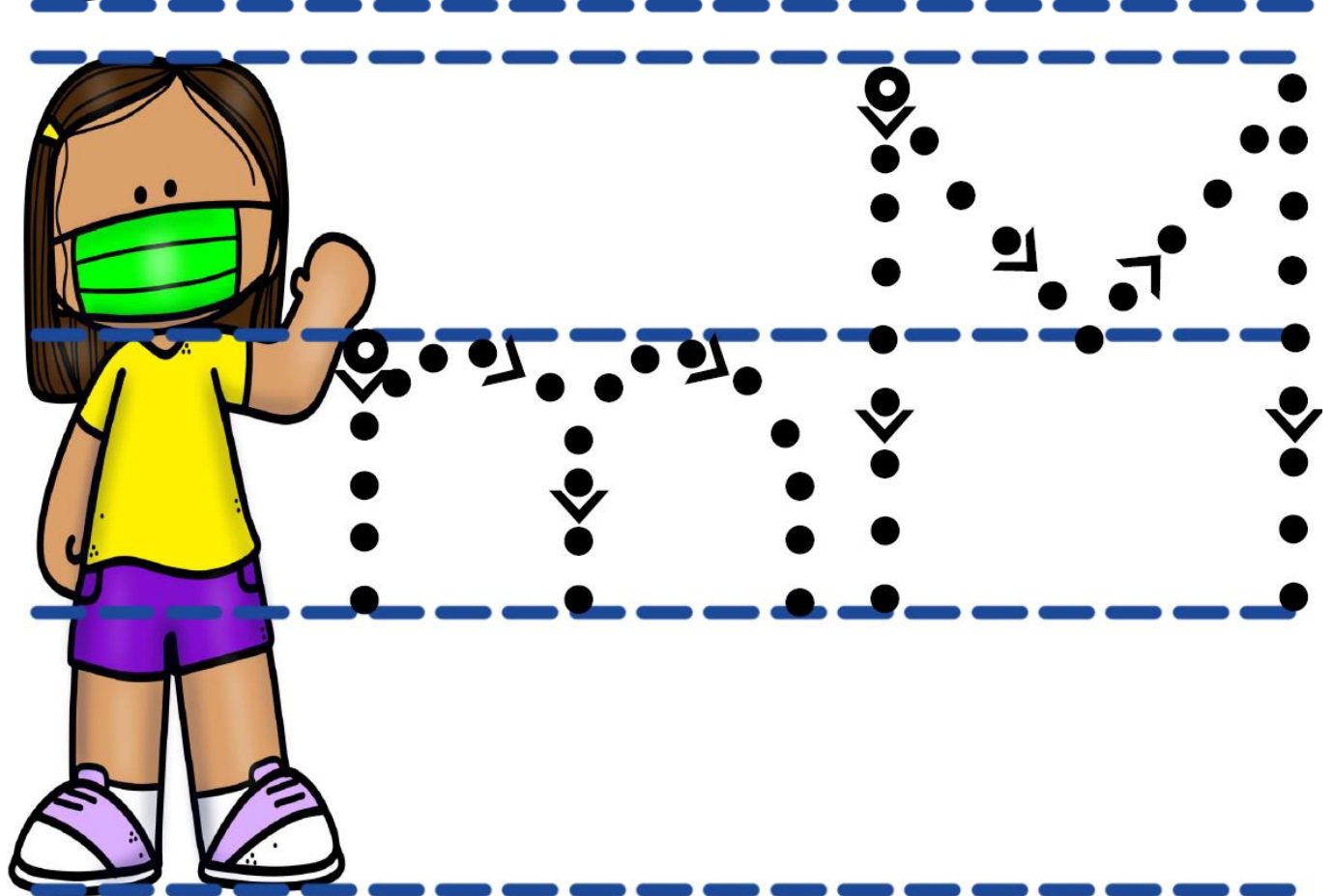
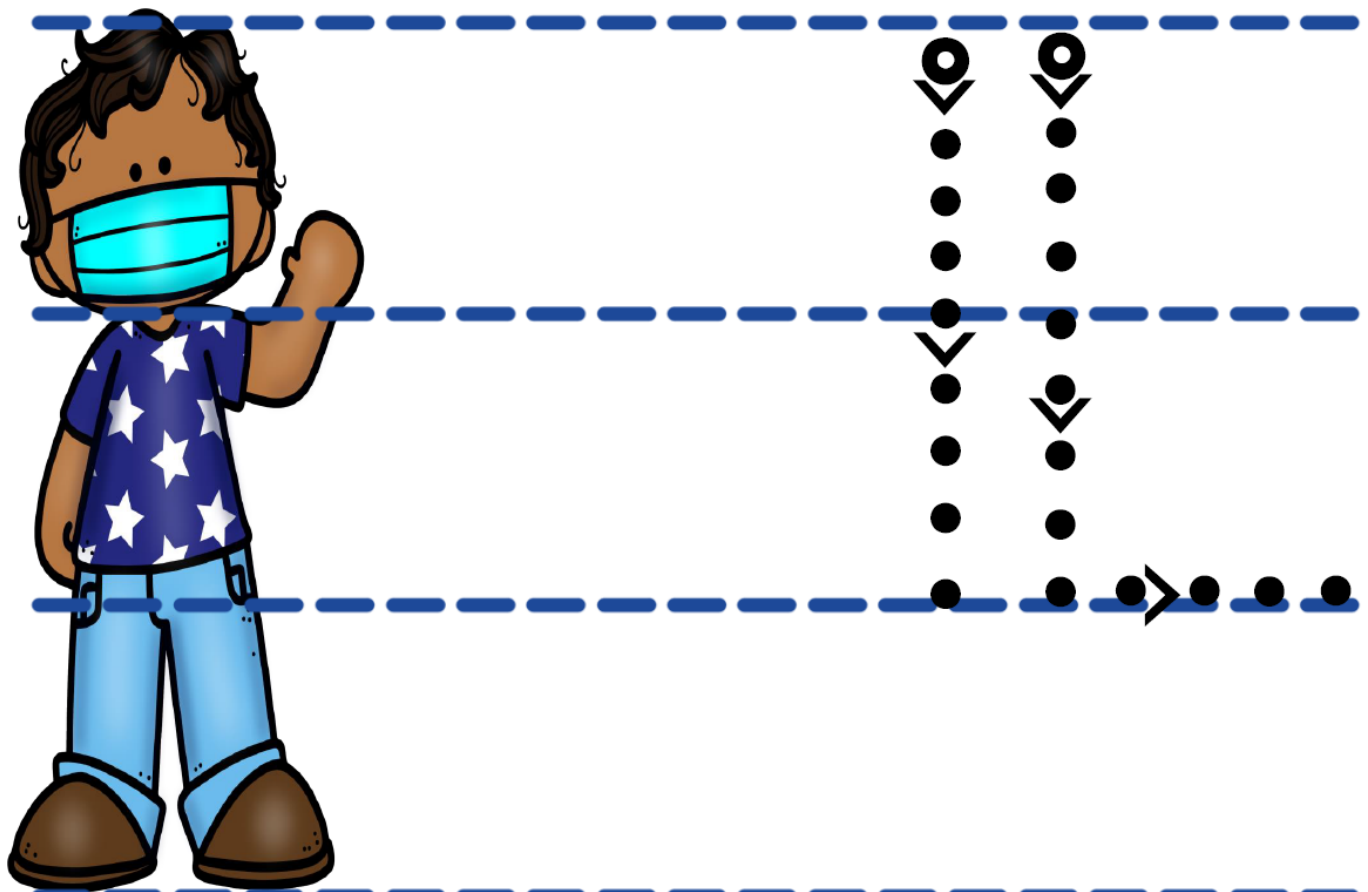


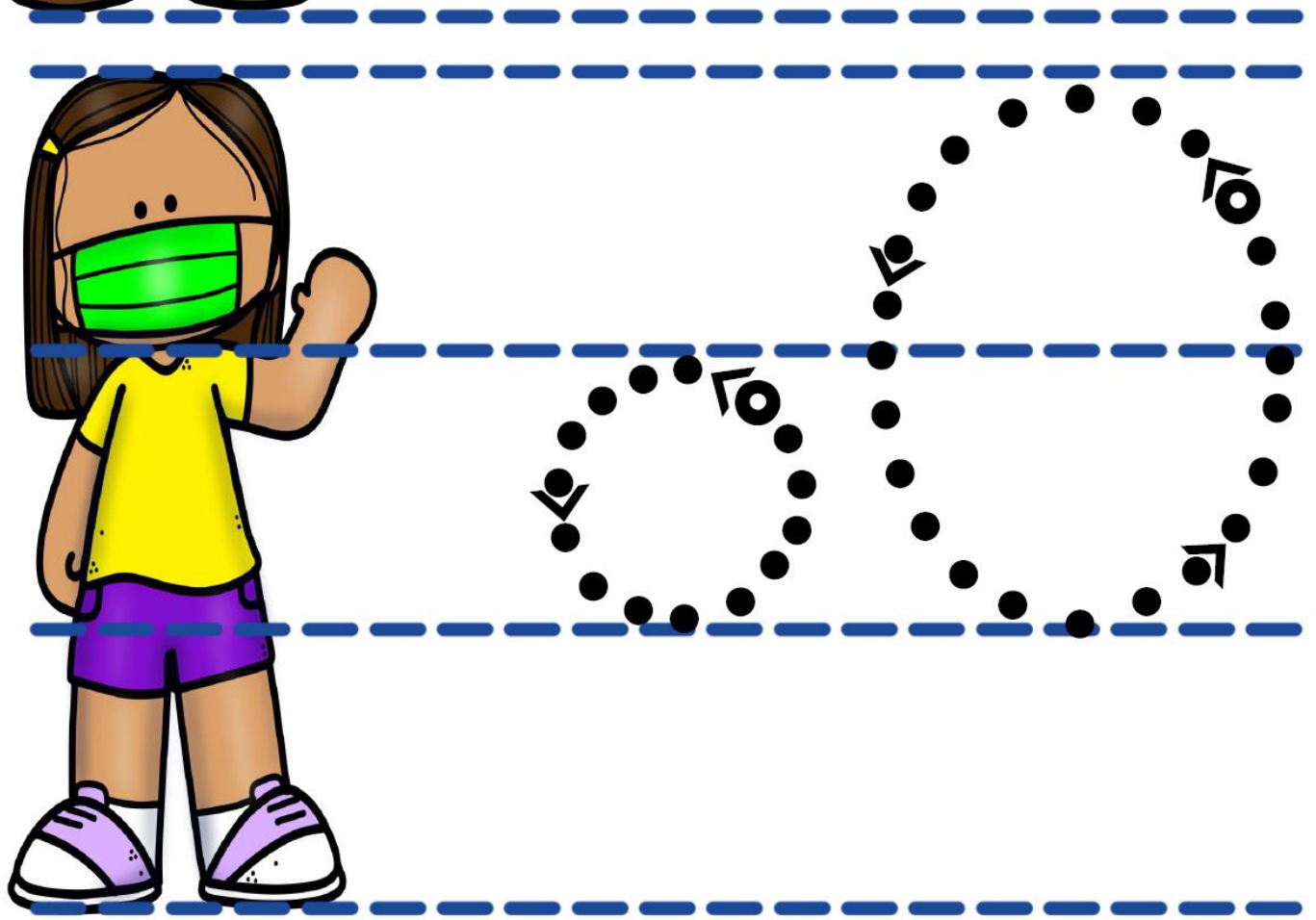
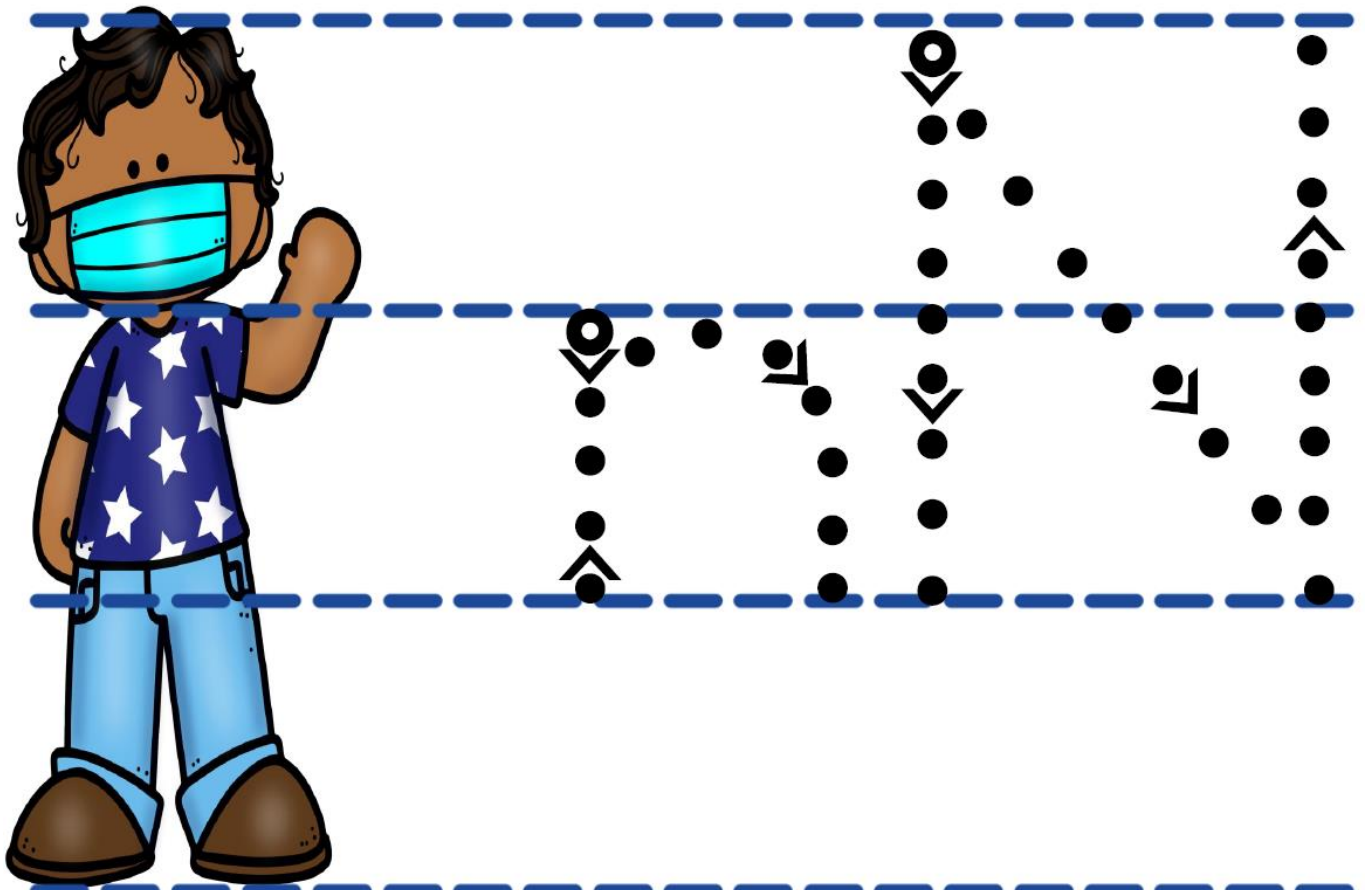


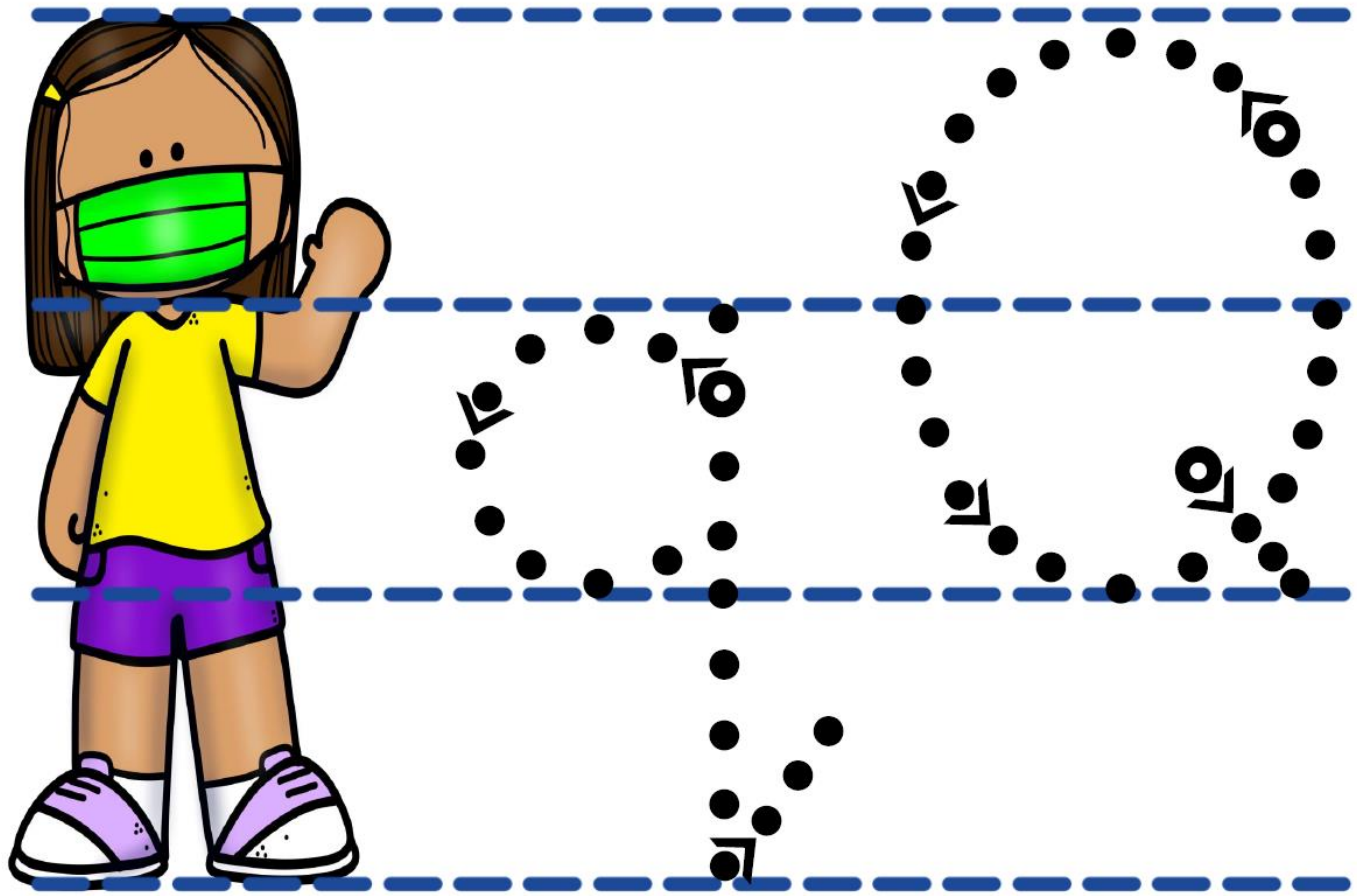
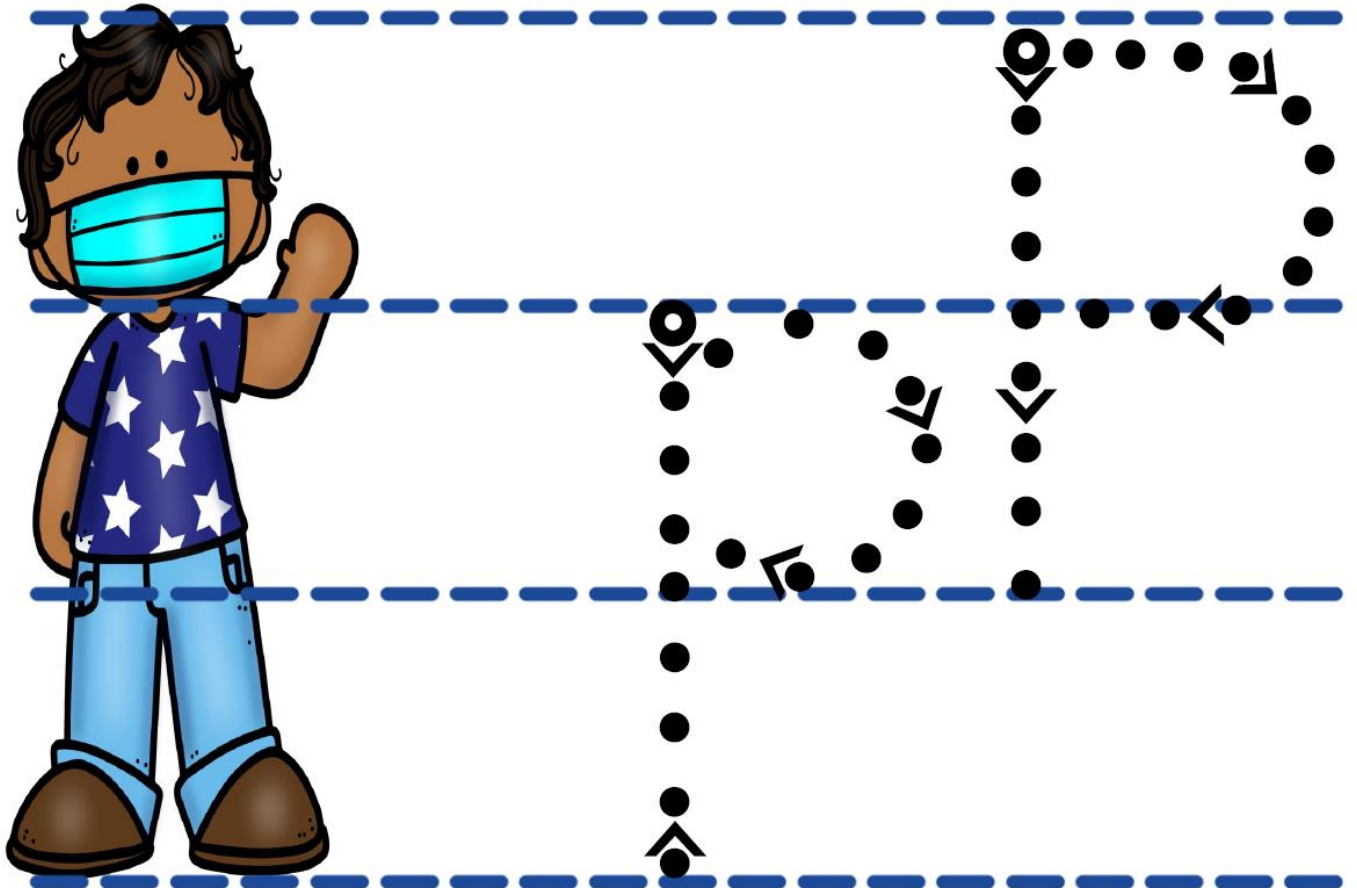


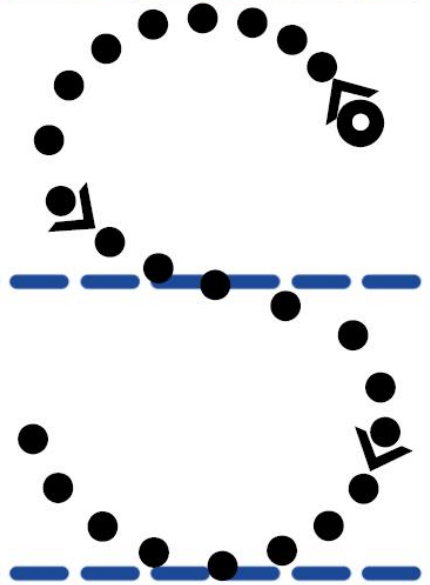
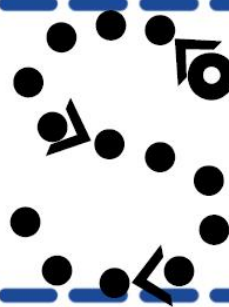
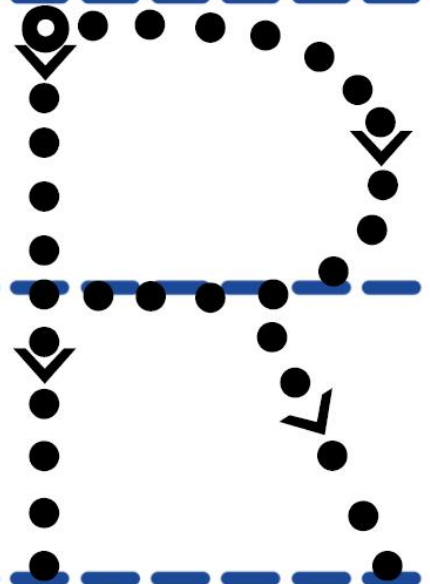
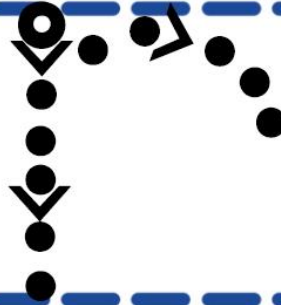


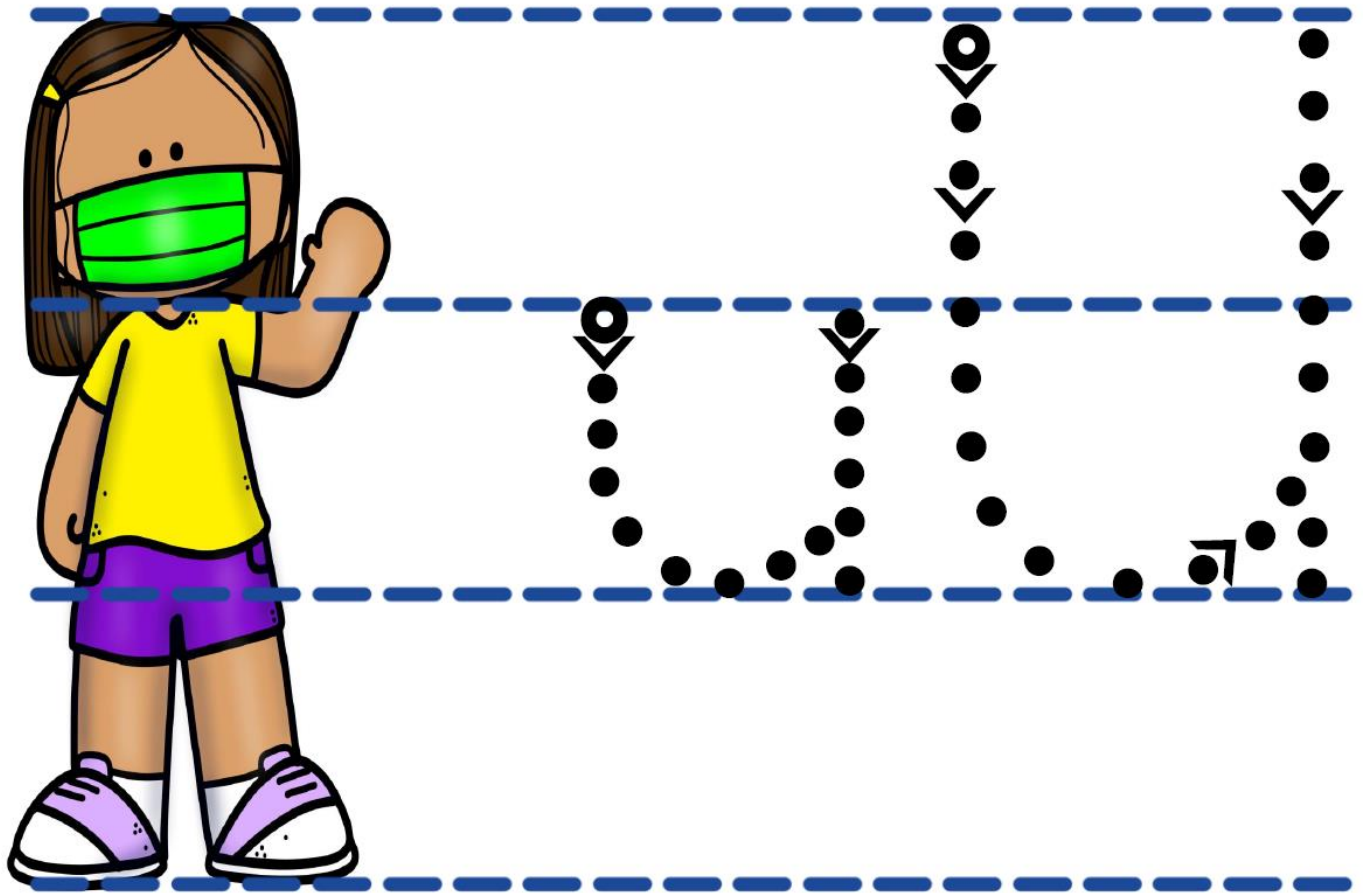
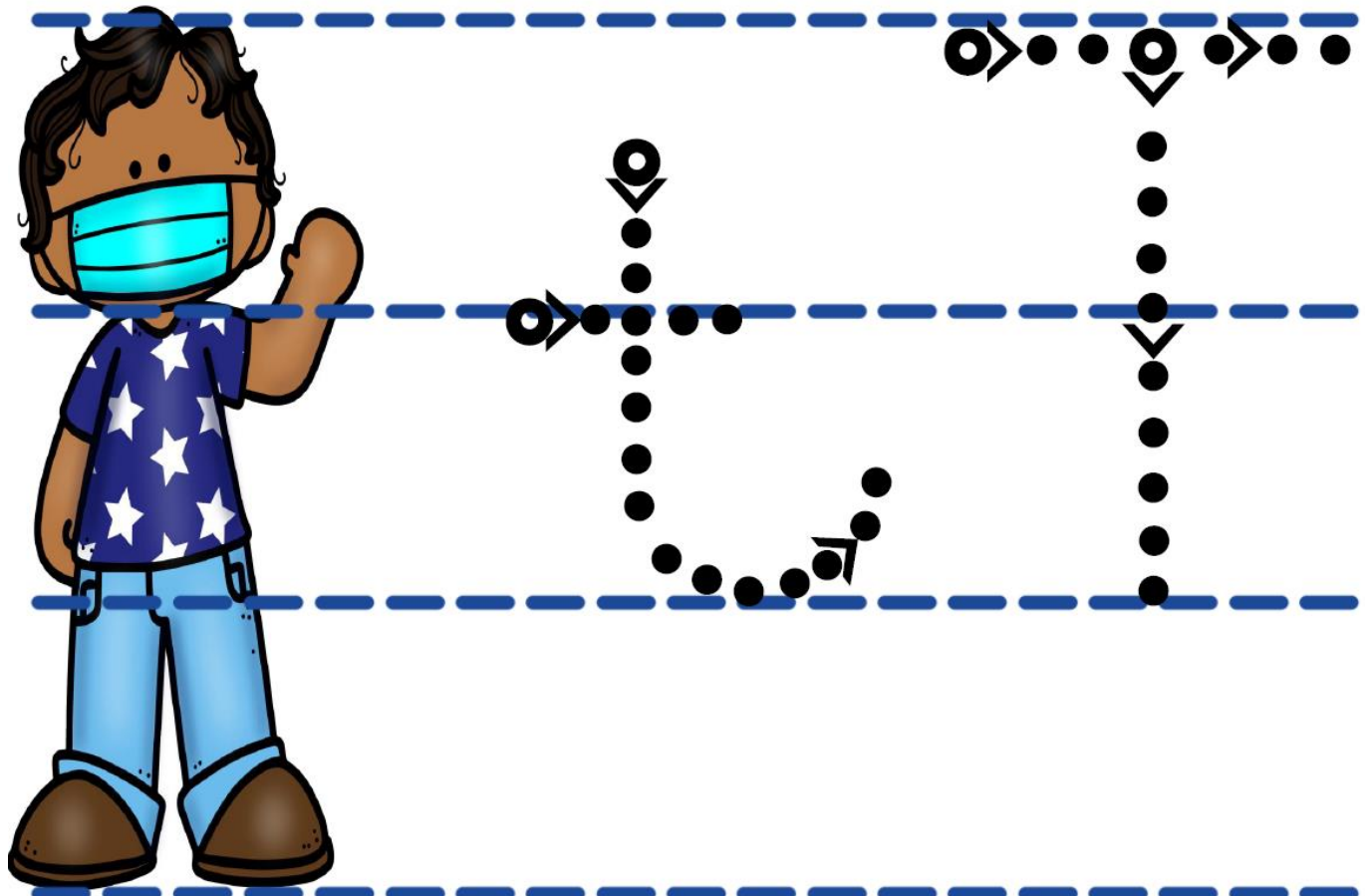


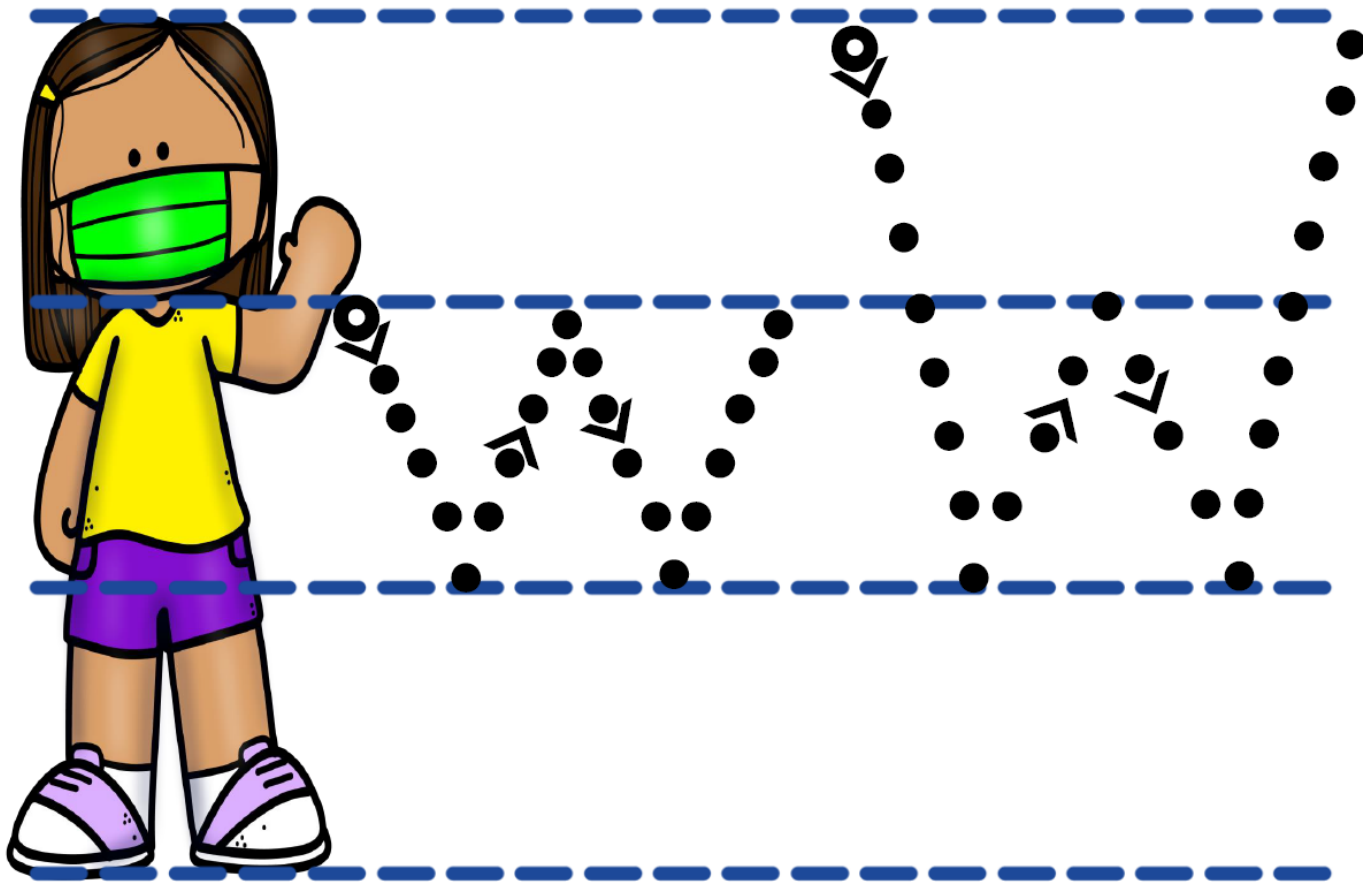
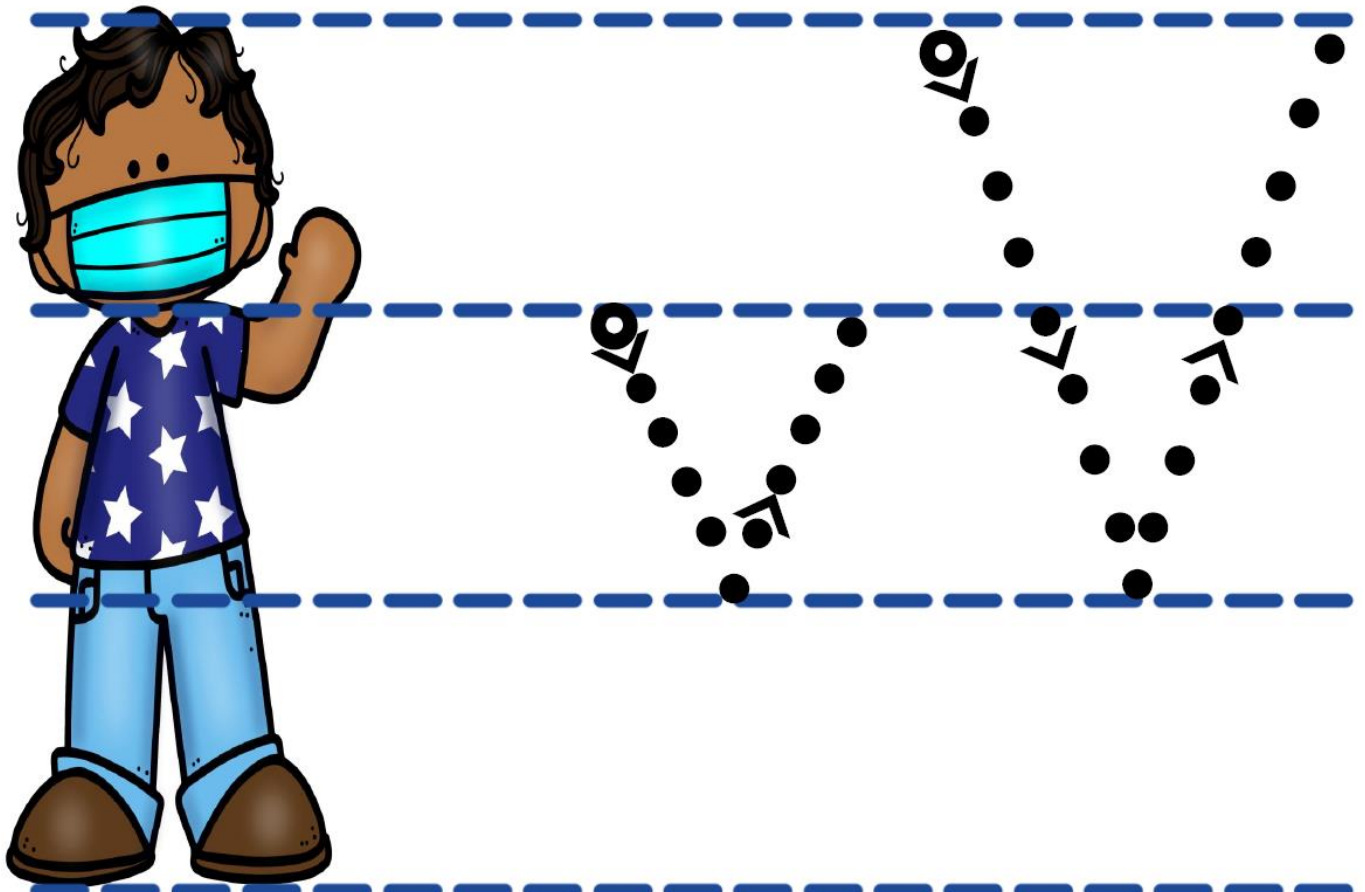


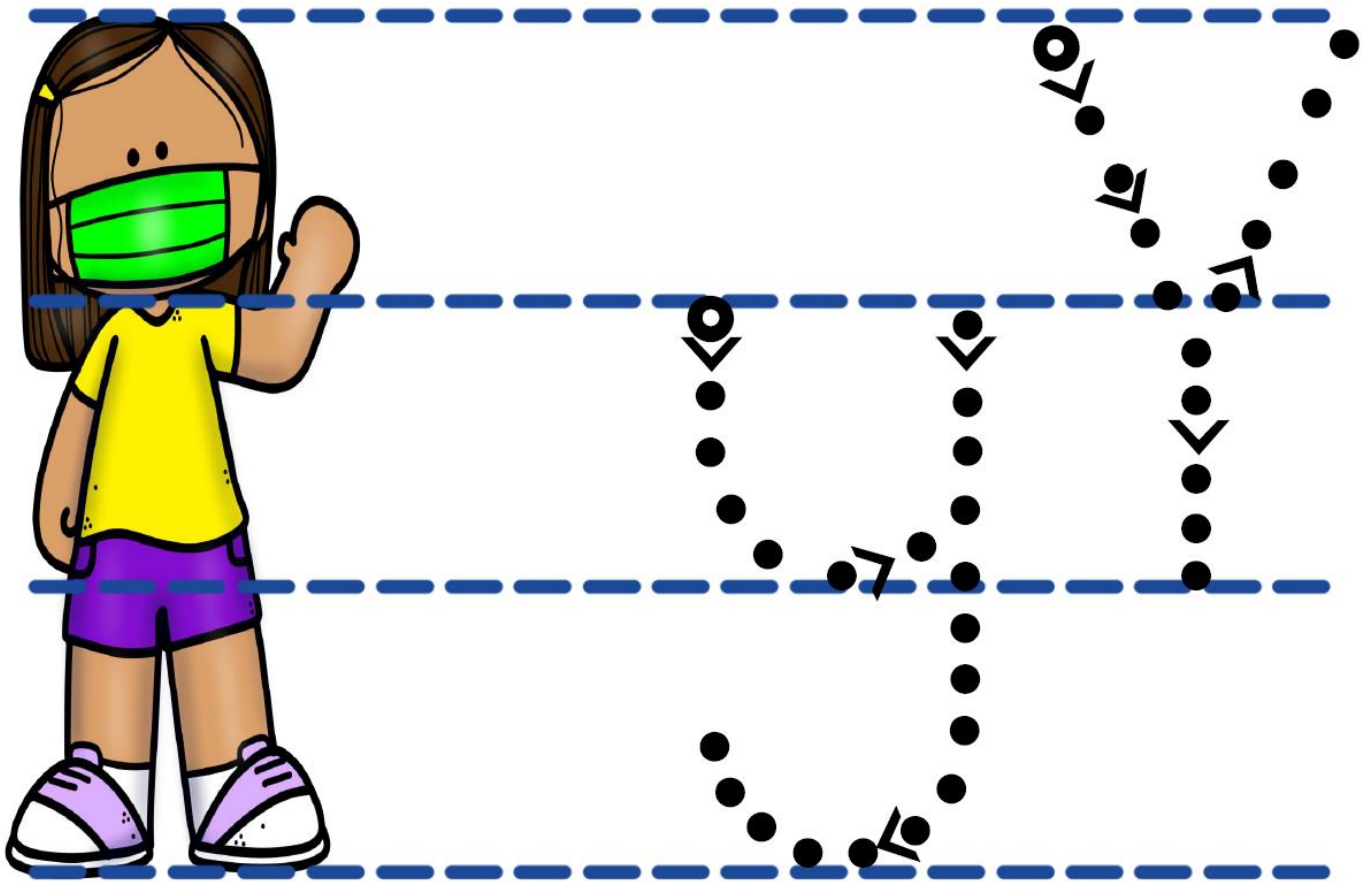
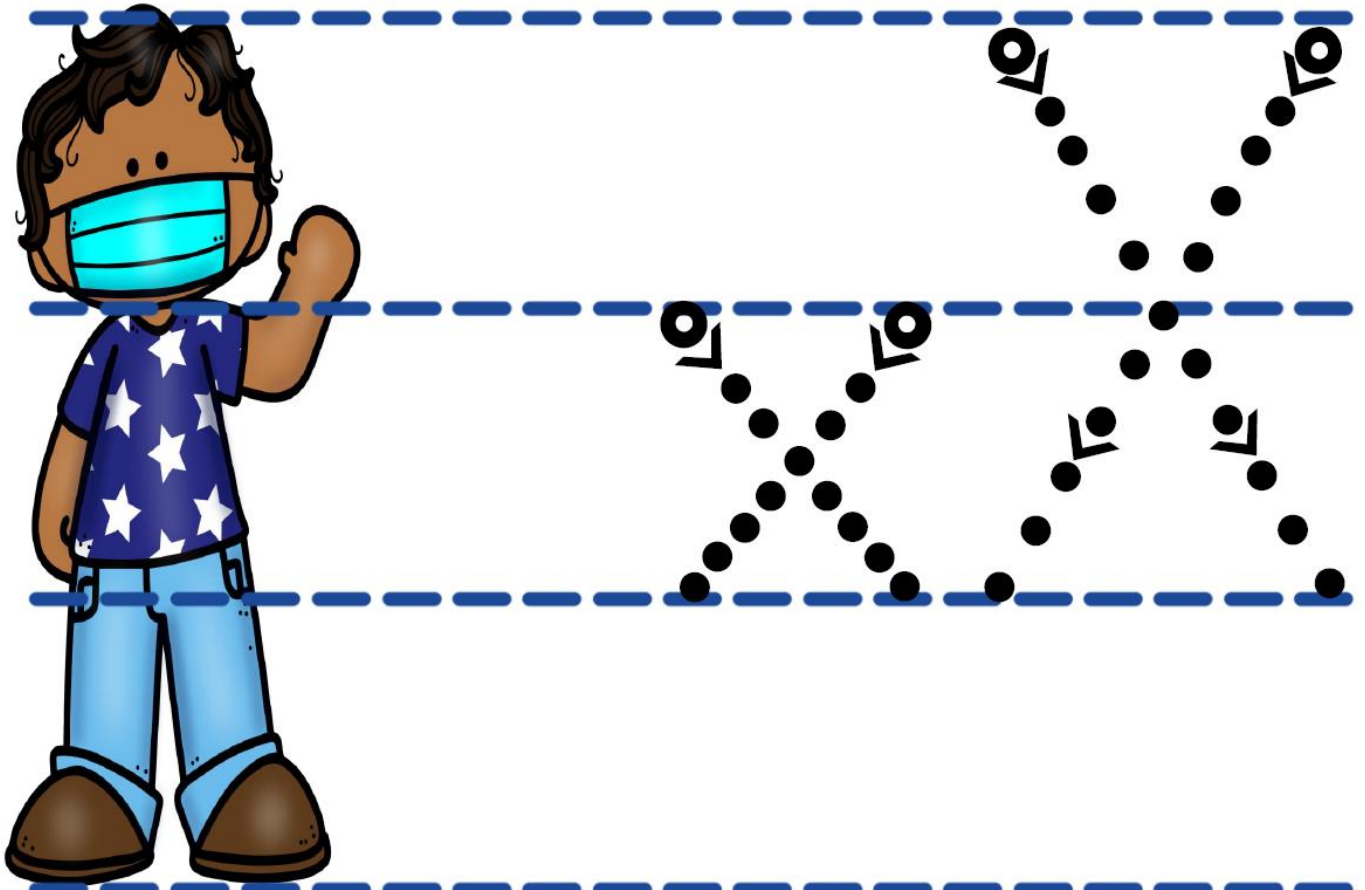


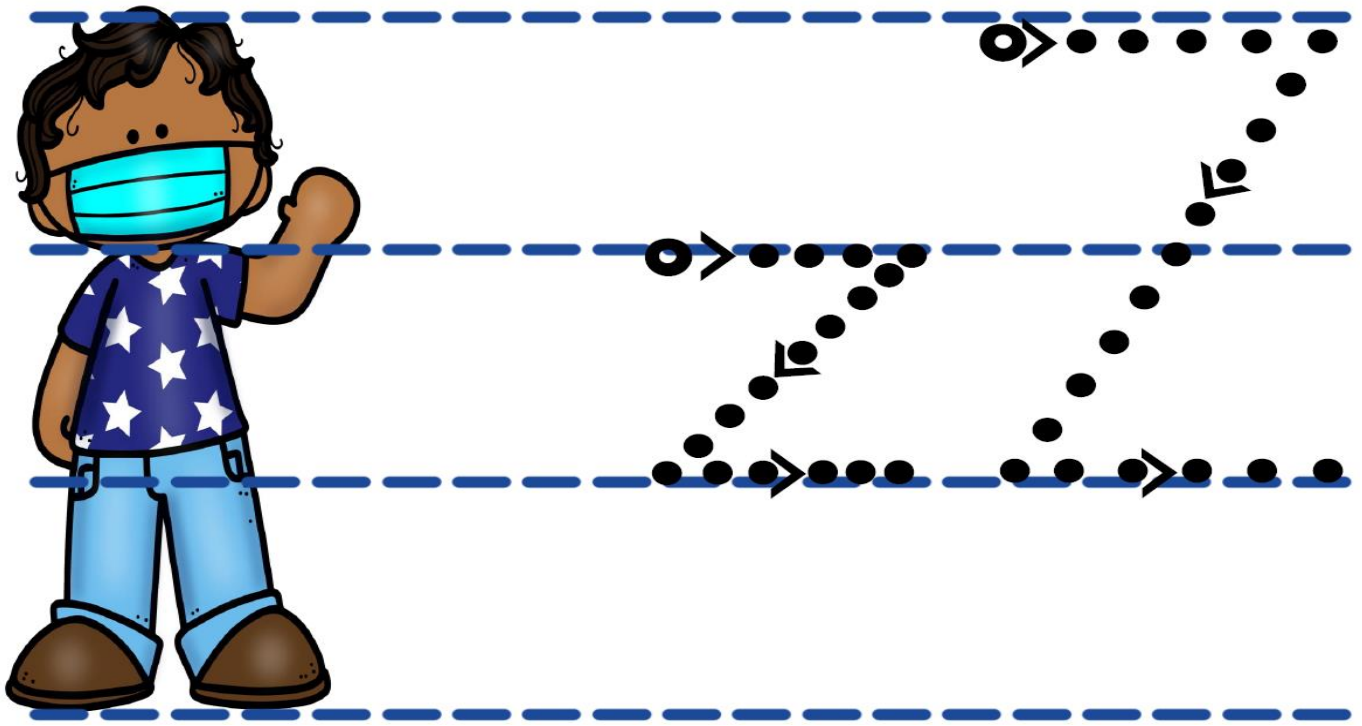












20. In conclusion...

- Educators in the Intermediate Phase should note that Handwriting is not a formally assessed activity.
- Having legible handwriting is an essential skill for all children. With clear handwriting, teachers can easily read what a child has written. Not only does it make a teacher's job much easier, but it also means that there are no misunderstandings, and that the child's work can be marked accurately.
- Handwriting that's completely illegible can be a struggle to mark. Illegible handwriting often leads to a child's work being marked inaccurately, which can be detrimental later down the line in important assessments.

I don't have a
bad handwriting.
I have my own font.

<https://images.app.goo.gl/uKhBG4AmoF8Xx3EL9>