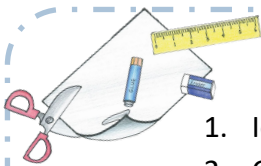




HANDWRITING ACTIVITY TEMPLATE

This template is a resource to guide you in selecting appropriate tools and materials to teach your child handwriting skills in a FUN way, and to identify opportunities to incorporate handwriting practices into your child's daily routine activities. Within this resource, you will find activity templates which you may use with your child and some ways to grade the activities to provide your child with a just right challenge!



How to use this resource:

1. Identify handwriting skills you would like to teach your child
2. Observe your child's interests and apply the 'H O W' acronym guide to incorporate handwriting practices in a fun way
3. You may use the sample activity templates attached or come up with your own ideas



Your task:

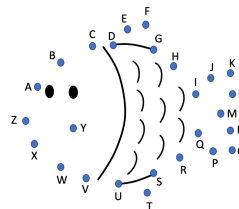
IDENTIFY

1. The activities/skills listed are in developmental order.
2. If your child has not learnt to write, you may introduce activities/skills from an earlier level.

For N2 level

A. Pre-writing activities:

Examples: tracing shapes / mazes / alphabets, dot to dot activities



B. Pre-writing strokes: *refers to the pencil strokes that most letters, numbers and early drawings are comprised of*





Mastered in sequential order (2 years – 7 years)

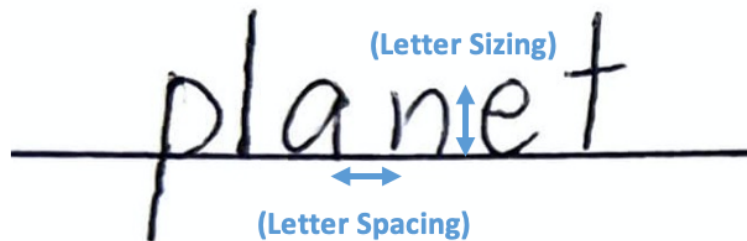


For K1 level

- A. Letter Formation:** *refers to how a letter is being written clearly and efficiently*
(Early K1) (see Pages 6-7 for the uppercase and lowercase letter formation guide)

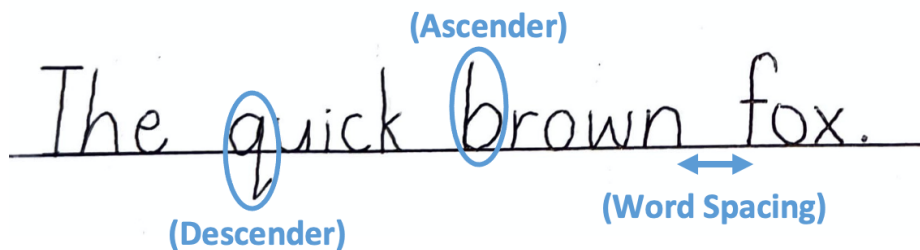
	
Beginning handwriting skill sample Printed the letter 'a' as a circle and a separate vertical stroke. Unclear formation due to the extra and separated stroke.	Proficient handwriting sample Printed the letter 'a' legibly with clear strokes. The identity of the letter 'a' is unquestionable.

- B. Letter Orientation:** *refers to whether the letter is written in reverse or mirror image*
(Early K1) (i.e. 'p' is written as 'p' instead of 'q')
- C. Letter Sizing:** *refers to the consistency of the size of all letters in proportion to each other*
(End K1)
- D. Letter Spacing:** *refers to how consistent is the spacing between letters within a word*
(End K1)



For K2 level

- A. Alignment:** *refers to whether letters should rest on the line except for descenders*
 - Ascenders:** refers to lowercase letters that extends above the line (b,d,f,h,i,k,l,t,j)
 - Descenders:** refers to lowercase letters that go beyond the line (g,j,p,q,y)
- B. Word Spacing:** *refers to how consistent is the spacing between words within a sentence*



H O W to work on it?

Use the acronym "**H O W**" on pages 3-5 to guide you in customizing activity templates to make it fun and meaningful to your child.

Develop **H**appy Learners

Your task:

OBSERVE

1. Sit down, be present and observe your child
2. Write down what you observed below

CHILD'S INTERESTS



*What does my child like to do during their play time?
What characters / topics do they enjoy talking about with me?
Tip: person, object, places*

ROUTINES



*What are some everyday routines I can use as meaningful writing opportunities?
Example: Mealtime – writing out Menu for the day / Grocery shopping – writing out grocery lists /
Shower time – writing letters on shower screen using bubbles*

GAMES, PLAY/ACTIVITIES



*What are some pretend play / games or board games my child enjoys?
How can I integrate writing into these activities? (eg. Writing signages, take down “customer”(s)” food orders, take down name/temperature/body weight of a “patient”, keeping score in a game)*

WRITING TOOLS/SURFACES



*What are some writing tools/surfaces I can use?
Tip: Use at least 3 different types of surfaces or tools to increase child's motivation and interest!
The thicker the writing tool, the easier it is for a child to grasp the writing tool.
Play around with different shapes and sizes of writing tools (eg. pebble crayons, triangular pencils)
Examples: Surfaces - sand, blackboard, flour/rice tray, textured paper // Tools – chalk, finger, paintbrush*

Make it **Q** bvious!

Your task:









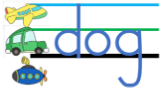



SUPPORT

1. Provide the level of support your child needs (not too much and not too little)
2. Give immediate and timely feedback
3. Encourage your child to check his/her work

DIRECT INSTRUCTION

Easy

Difficult

<p>Gradual Practice</p>	 <p>Pre-writing strokes</p>	 <p>Trace</p>	 <p>Copy</p>	 <p>Write from memory</p>
<p>Provide Assistance</p>	 <p>Hold child's hand</p>	 <p>Show child what to do</p>	<p>DIRECT Capital R starts with a big line down, then back to the top. Little curve to the right. Kick back down.</p>  <p>Talk about it (Direct & Indirect cues)</p>	<p>INDIRECT Where does 'R' start from?</p>  <p>Encourage child to write on their own</p>
<p>Paper Lines</p>	 <p>3-lines</p>	 <p>2-lines</p>	 <p>Single line</p>	 <p>Single line (no cues)</p>

Other Ideas to support child:



Provide Multisensory input

*Use more than 1 sense to teach handwriting

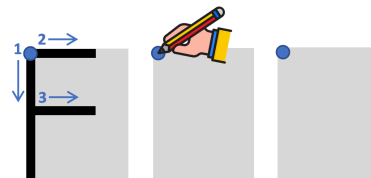
Examples:

1. **Feel:** write in the air with big arm movements, using a range of tactile materials (flour tray, shaving cream, playdough) to form letters
2. **Say:** to form letter 'L', say "big line down and little line to the side"
3. **See:** seeing the letter



Writing Boxes

*For children with reversal errors or large letter sizing



Other Visual Cues

*Consider placing a start dot to guide your child on the start point.

(see blue dot in picture above)

Make it **Q** obvious!



GIVE FEEDBACK

- Be positive and specific in telling your child what they have done well.
- Celebrate progress using charts, graphs, praise, and rewards.
- Display child's work on the wall, make them into wrapping paper or cards.



ENCOURAGE SELF-EVALUATION

- Ask child to identify what they did well and what can be improved.
- Purposely make mistakes in a sample for your child to correct.



- Let's circle the letters that are sitting on the line
- Which letter is the nicest and why?
- This letter looks much better than yesterday's letter! What did you do differently today?



Write Frequently

Your task:

CREATE OPPORTUNITIES

- Schedule frequent and short blocks of handwriting practices
- ~ 10-15 minutes per day



CREDITS: This activity template has been designed using resources from Flaticon.com

Activity Templates

How to use:

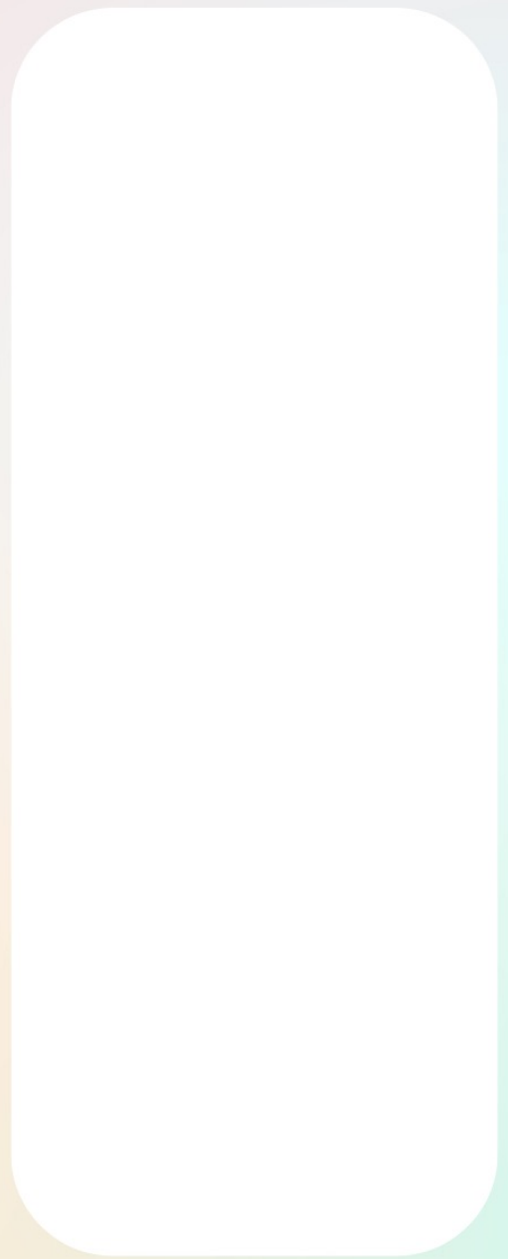
You will find the following in the subsequent pages:

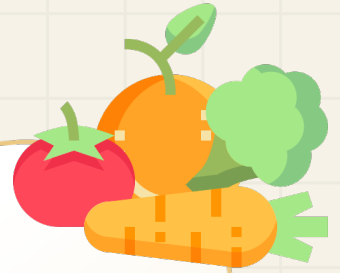
1. Instruction sheet on ideas to incorporate when using the activity templates
2. Sample activity templates to use with your child to practice handwriting
3. Graphics related to the activity templates for your child to cut out and use to decorate their activity template

Note:

You may choose to create your own templates or use stickers / other graphics as well! 😊

RESTAURANT





Food

\$

\$

\$

Drinks

\$

\$

\$

1. Menu Instruction Sheet

Preparation

- Come up with a name for the restaurant and write it at the top or child to write name
- List down the food and/ or drinks
- Draw a picture of the food or drink next to the item

Tips to use the Menu

- During cooking pretend play:
 - Taking others' orders
 - Writing down what is on the menu
 - Write the dishes available
- Before eating a meal: write what is being served
- Write what was served at school
- Bring this to a restaurant to engage child while waiting for food

Up an idea

- Start with your child's favourite food/ drinks to increase their interest and then progress to favourite food/ drinks of family members
- Practice writing numbers by listing down the price of the food
- Colour the pictures to incorporate some colouring practice
- Cut out pictures of favourite food/ drinks from magazines or from the graphic page of the activity pack to practice scissors skills

2. Card Instruction Sheet

Tips to use the card

- Choose who to write to
 - During occasions: Birthdays, Christmas, Father's/ Mother's/ Teacher's day
 - Apology cards to siblings/ friends
 - Thank you cards to appreciate service staff (eg. delivery men, cleaners)
- Child to come up with message
 - Parent can facilitate by providing the start of the sentence, eg. "Thank you for..." or "I love it when you..." or "You make me happy because..."
- Parent to write out a sample of the card for child to copy

Up an idea

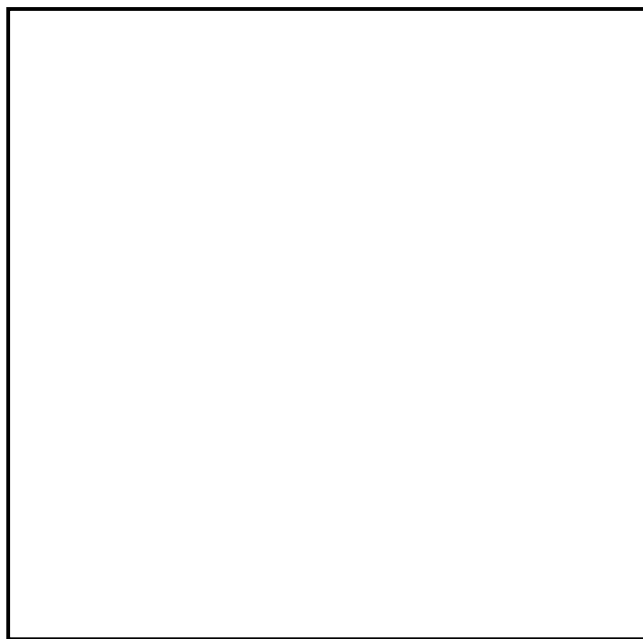
- Parent to verbally spell the words out to child to practice writing letters from memory
- Draw and colour a picture of child with the recipient
- Print a picture of your child with the card recipient and cut out the picture. To practice more accurate cutting, follow the outline of the person in the picture

Dear _____ ,



To _____

Love _____



Two sets of horizontal lines for writing. Each set consists of a solid top line, a dashed middle line, and a solid bottom line.

Activity Template cut-outs

How to use:

Cut out the pictures in the subsequent pages and use them to decorate your activity templates!

