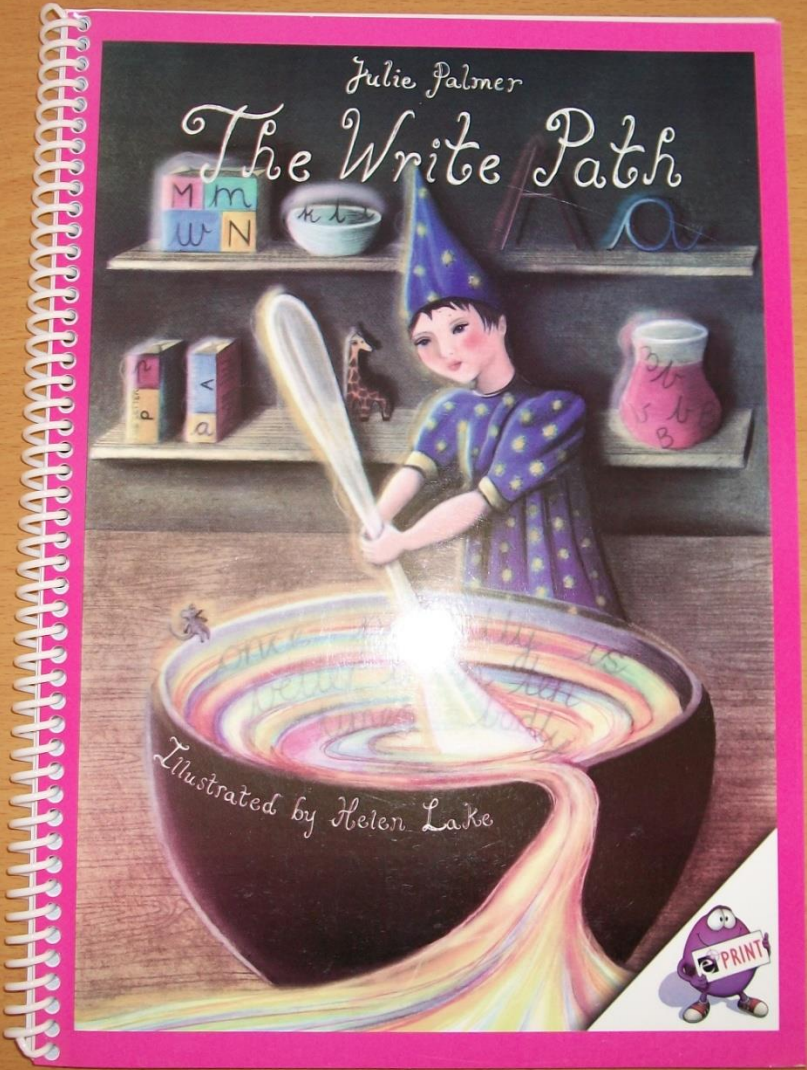


*An introduction
to 'The Write
Path'*





Aims:

- To provide you with an overview of the handwriting scheme '*The Write Path*'
- To provide successful examples of children's handwriting so far
- To demonstrate letter formations
- To answer any of your questions!

The Write Path by Julie Palmer

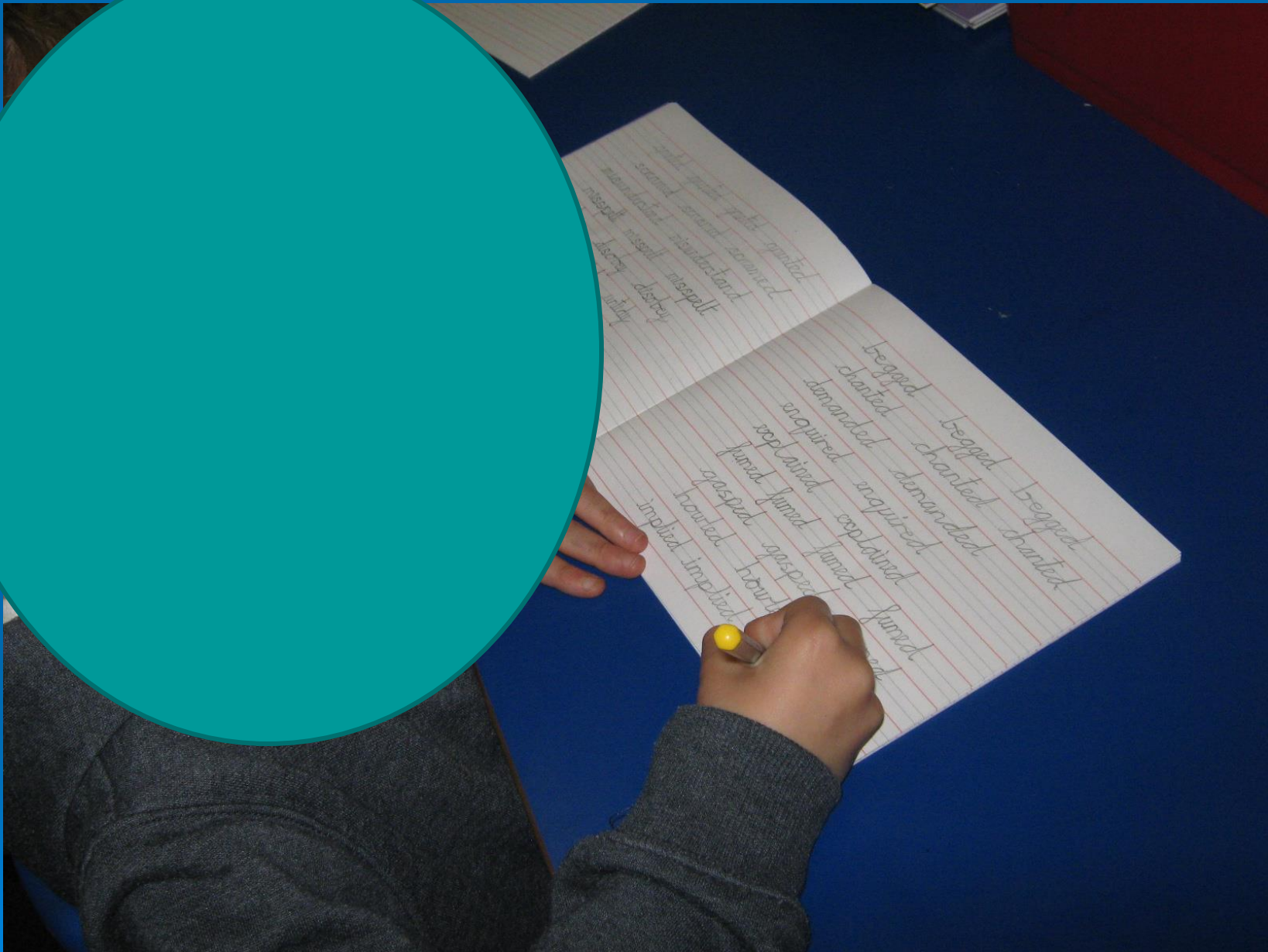
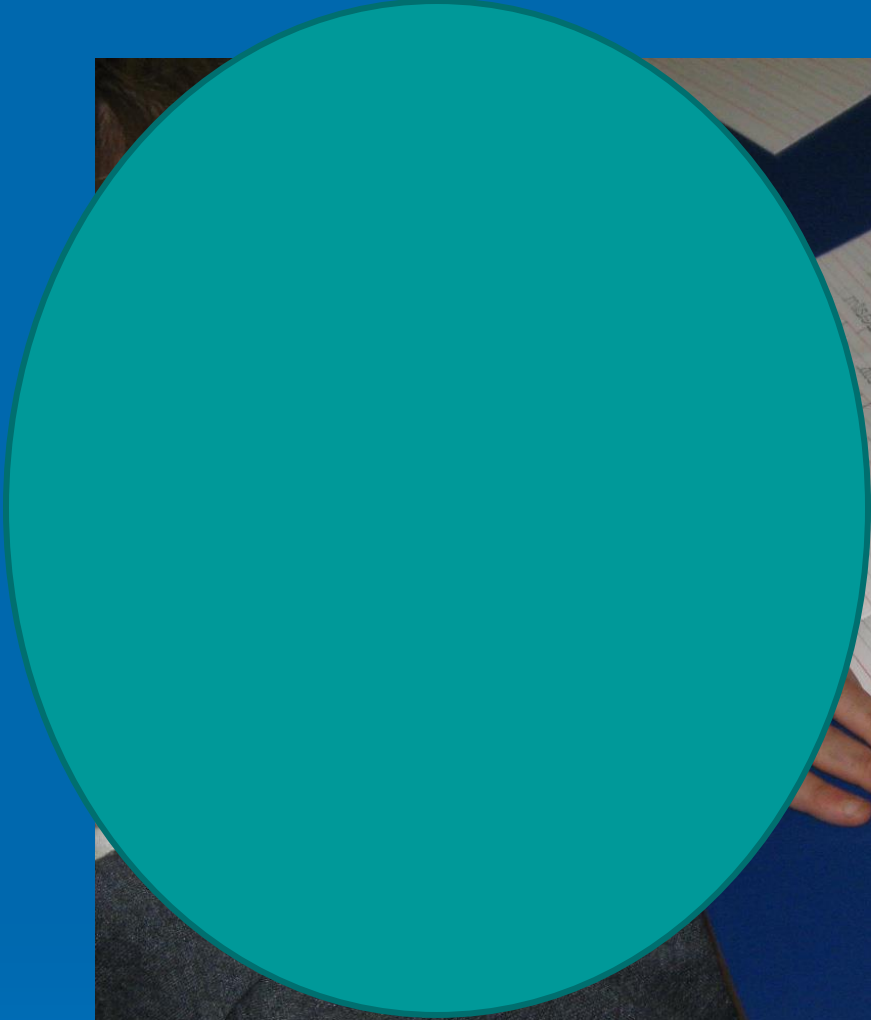
- The scheme contains a set of progressive lessons which aims to give the writer a steady flow in a legible style which can be speeded up easily.
- This cursive script has been successfully introduced in many schools

Julie Palmer

- “This cursive script has been tried and tested by a wide range of abilities and ages over a number of years. Its success comes from simple theories which are easily adhered to”
- “It will also enable dyslexic people and those with dyspraxia to achieve neat and functional writing because it is **DIRECTIONAL**”

Julie Palmer recommends...

- A good pencil grip
- Excellent posture
- Elbow on the table!! (contrary to table manners!)
- The other hand is flat on the paper
- Once these are sorted, then 'letter shape making' can begin...







^{2, 1, 1, 1, 1}
d d d d d d d d d
b b b b b b b b b
bread bread bread bread
dead dead dead dead
dread dread dread dread
said said said said
bones bones bones

Early letter building

- Plasticine and modelling dough
- Sand trays
- Large paintbrushes, water and a path or patio!
- Drawing in the air
- Pavement chalks
- Learn the CAPITAL and standard lower case alphabet THOROUGHLY by end of Reception

Learning the basics

- The letters are grouped by size and shape
- Every lower case letter begins with a FEEDER LEADER line
- CAPITAL LETTERS never join to each other or to any of the lower case letters
- All letters go IN and OUT in the same direction across the page
- The pencil does not leave the paper until the whole word is written

Feeder Leader Lines

- All the lower case letters have them!
- *“In the land where these letters were made, the little workers had to slide up to the top of the letter, make the shape, then jump off carefully ready for the next letter”*
- Each letter therefore starts on the line (so no floating words!)
- Each letter is made in a left to right movement, finishing on the right.

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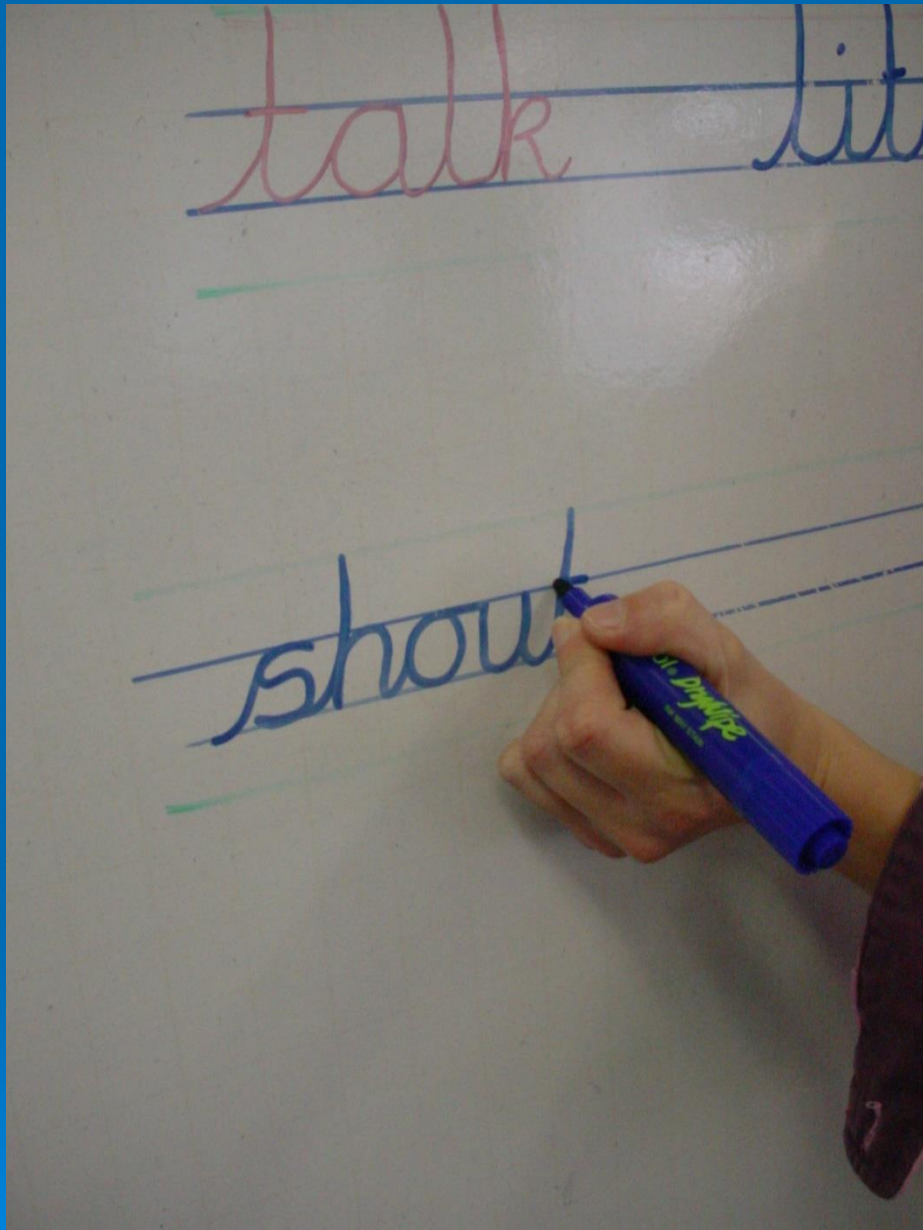


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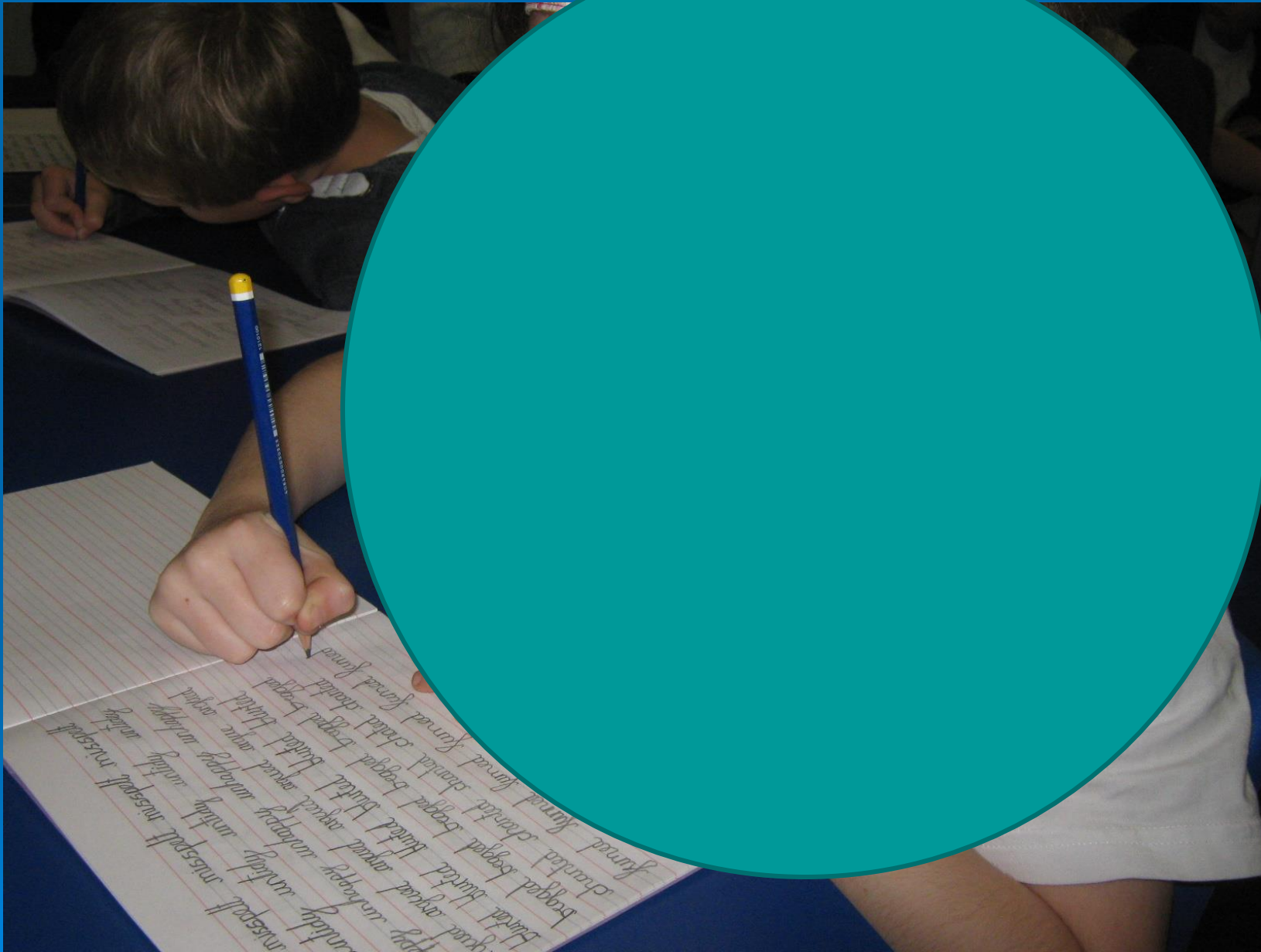


Perfect Circles

- Many of the letters that the children learn are based on the circle.
 - It is vital that they recognise the difference between a circle and an oval.
 - Bubble blowing is a great way of demonstrating this.
 - Anticlockwise movement
 - Clock faces
- 

The letter groups

- There are four size categories in which the letters may belong – Tall, small, dangly, tall and dangly
- The children quickly become familiar with the associated animals (giraffe, mouse, tadpole)
- They are based on a four line system



Small Letters

- The small letters are 'one mouse high'
- They fit perfectly in between the two middle lines
- The feeder leader line always starts on the lower of those two lines
- The letter touches the higher of the two lines
- There are thirteen letters of this size

Tall Letters

- Tall letters are exactly twice the height of small letters (two mice!)
- Tall letters always touch the top line (in the four line system)
- Capital letters are always tall like the giraffe!
- There are six lower case tall letters and all of the capital letters

Dangly Letters

- Dangly letters are the same size as 'two mice' but as this is uncomfortable for them, it is known as 'tadpole' size!
- The tadpole tails always curl round to be exactly the same size as the tadpole heads
- There are six dangly letters



Tall and Dangly!!

- You may have noticed that there is just one exception
- The lower case 'f' is both tall and dangly
- It covers all four lines
- It is the size of three mice!

Pattern groups

- Within the scheme, the letter formations are taught in their pattern groups rather than in alphabetical order e.g....
- Letters with a hook
- Letters based on a circle
- Close the door letters
- Table top letters
- Taking the plunge letters... etc

Progression...

- The children start by learning to form the letters
- They recognise pattern groups and size groups
- They make simple joins between two letters, then three letter words e.g. small letter words (can, van, in, sum)
- They write words containing a mixture of tall, small, or dangly letters

Weak fine motor control

- Includes some pupils with dyslexia and/or may have dyspraxia
- Encourage additional fine motor control exercises where possible e.g....
- Picking up sand grains a few at a time with finger and thumb
- Catching a selection of large and small items
- Folding a hanky in one hand etc

Left handed children

- The nature of left to right writing across the page is always slightly harder for left handed children
- This scheme helps to encourage neat and functional writing because it is 'directional'
- Many of the recommended worksheets in the scheme have the letter or word to be practised on the right as well so that the pupil can still see what they are copying even if their hand has covered up the ones on the left!

Dyslexia

- The scheme makes it virtually impossible for children to get letters the wrong way around e.g. the feeder leader line, left to right etc
- The letter 'b' and 'd' are formed in a completely different way so that there should be little confusion and muddling

Practise practise practise

- Regular practise is vital
- Make it fun!
- Encourage lots of pictures with repeating patterns
- Tracing pictures is great for practising continual and unbroken lines
- Remember that 'Once perfectly is better than ten times badly'!

Common questions

- 1. Will a child be able to cope if they have already started to join using a different style?
- 2. How do we teach children in EYFS and KS1?
- 3. Do the letters always join in the same way or does it depend on what the next letter in the word is?
- 4. How do you write the 'x'?