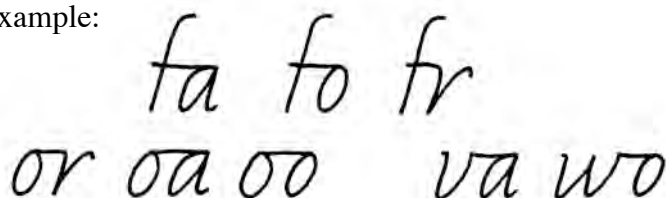


Horizontal Ligatures

Next, teach those letters which join with horizontal ligatures.

Basic script letters **f**, **o**, **v**, and **w** join horizontally to letters not starting with ascenders.

For example:



fa fo fr
or oa oo va wo

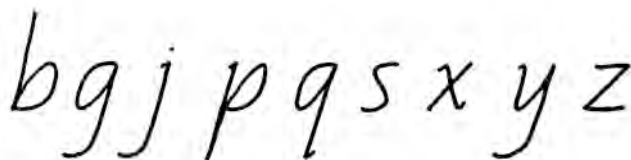
Horizontal ligatures are *not* made to basic script letter **e**. At a later stage, it is helpful if children practise groups of three letters, which are joined.

For example:



ama mam

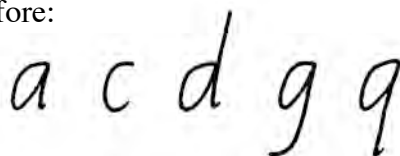
These steps provide for a functional handwriting style, owing to the absence of looped letters and, more importantly, allowing for “rests” where letters do not join naturally. The hand is lifted and moved along the page and the muscles have an opportunity to relax momentarily. Such rests occur after:



b g j p q s x y z

and may occur after basic script **i** to permit the dot to be made immediately.

Rests may also occur before:



a c d g q

Variations can be expected to show the beginning of an individual style.

Years 5 and 6

The objectives of teaching handwriting in years 5 and 6 are to:

- help the children consolidate their skill so they can write all upper and lower case letters automatically;
- enable teachers to diagnose the difficulties children are having and to correct them;
- help children to develop and maintain the quality of their handwriting.

In general, teachers will find that the lesson format suggested for children in junior classes remains appropriate at the middle level. The children may be encouraged or challenged to suggest their own manipulative exercises to assist them to develop greater skill in fine motor control.

Many pupils will need continuing guidance on how best to make particular ligatures. Handwriting is a skill which children learn through successive approximations, that is, by making attempts to form letters and gradually refining the process during their school