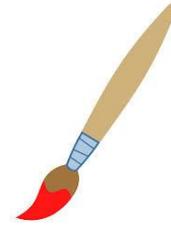


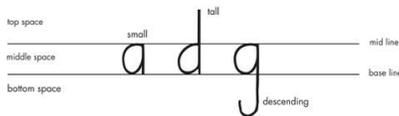
Multi-Sensory Writing Approach



Letter teaching:

- ☞ Using Shaving Foam
- ☞ Using Sand
- ☞ Using large playground chalk
- ☞ Using paintbrush and water
- ☞ Pencil on paper (Handwriting without tears worksheets or similar are appropriate)
- ☞ Wet dry try method on the blackboard:
 - Adult to use chalk to write letter on blackboard, demonstrate using wet paper towel to wipe over the letter in the correct formation then repeat with dry paper towel- Child then repeats.
- ✓ Emphasise correct start and end points during all methods (most letters start from the top with a few exceptions)
- ✓ The use of double spaced lines can help with learning the positioning of letters

Take a look at space.



Letter groups:

This is the letter grouping we use as they work through the movement patterns required; you may find others more convenient.

Magic C Letters	c	o	a	s	d	g	q
Slide down/climb up letters	v	w	u	y	x	z	e
Dive down letters	l	t	h	b	k	p	f
Pencil Letters	i	j	r	n	m		

Other Multi-sensory ideas:

- ☺ Writing on sand paper
- ☺ Writing on the back of the child, they have to guess the letter
- ☺ Letters made from playdoh
- ☺ Wiki-sticks
- ☺ Roll n write letters

Letter Positioning

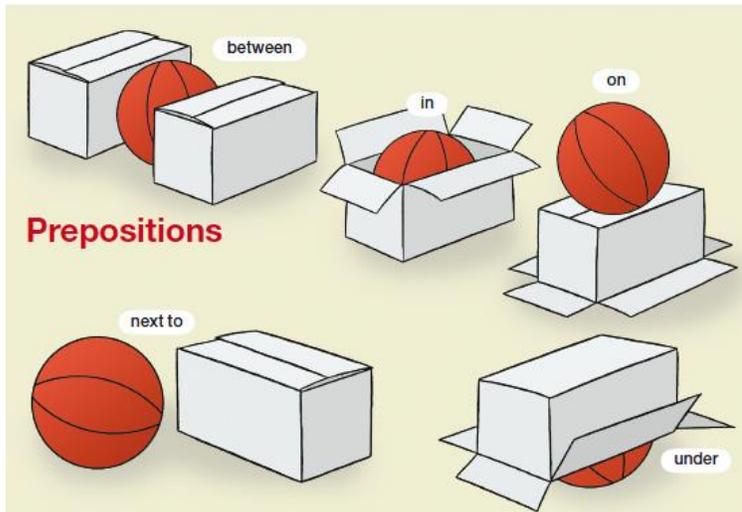
When revising letter formations always teach where the letter is placed on the line.

Positioning around the line

Before trying to position letters on the line ensure that your child knows what above, below, on, etc. mean (prepositions). Reinforce this concept by playing games.

Example Games:

- ❖ Using a small object (e.g. beanbag/ball/car) ask your child to put it on, over, above, below, in, out, next to, up, down, etc. in relation to another object.
- ❖ Take it in turns with your child to put an object in a position and then say what position it is in. You could use a score chart to make it fun.
- ❖ Using a piece of wide lined paper ask him to place a sticker (or dot, finger print, stamper) in different positions around the line.



Introducing Letters:

Break the letters down into groups according to how they are positioned on the line. Describe the letters as having:

- **A tummy:** the central part of the letter that sits on the line.

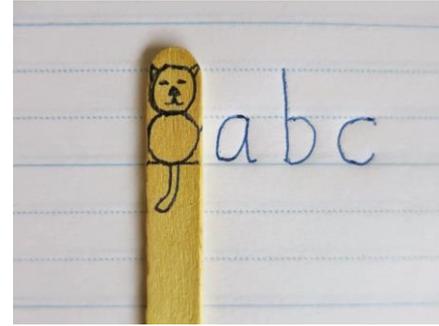
Tummy letters: a,c,e,i,m,n,o,r,s,u,v,w,x,z

- **A head:** the upper part of the letter above the tummy.

Head letters: b,d,f,h,k,l,t,

- **A tail:** the part that hangs below the line.

Tail letters: g,j,p,q,y



Note: The head and tail letters also have a tummy.

Make the letters out of plasticine and talk about making the tummy, tail, and head. Draw the letters in the air and on a white board. Talk about going up to the head and down to the tail. Before asking your child to write the letters reinforce if the letter has a head or tail and where it should be positioned. Use plastic/cardboard letters and ask him to place the letter correctly on a piece of paper with one bold line drawn across it.

When Practicing with Words:

- ❖ Start with all tummy words, for example, can, more, an, use, was, etc.
- ❖ Then introduce head words, for example, and, cat, his, able, had, the etc.
- ❖ Then add tail words, for example, pan, go, wage etc.
- ❖ Finally introduce the mixed words, for example, dog, frog, help, etc.

Paper Types:

It may be useful to experiment with different types of paper:

- ❖ Try handwriting paper that has an additional line above and below the line.
- ❖ Experiment with different width lines or squared paper.
- ❖ Use darker/different coloured lines.