

Things to look for:

Positioning:

1. **Body:** Feet should be flat on the floor and he should be sitting up straight.
2. **Paper:** For right-handers, the paper should be slightly tilted with the top right corner of the paper higher than the top left corner.
3. **Pencil:** Fingers should rest close to the tip of the pencil/pen, not up high. Ideally he should be using a tripod (3 fingers) or quadrupod (4 fingers) grasp.

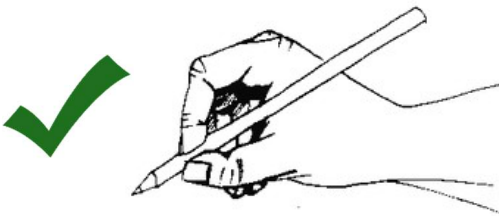


Dynamic Tripod



Dynamic Quadrupod

4. **Wrist:** Should be neutral or extended, no 'hook' (see below)



extended wrist



hooked wrist

5. Make sure he is using his left hand to hold the paper still when he is writing.

Writing:

1. Is he pressing too hard or too lightly?
2. Are his letters legible or sloppy?
3. Are letters well-spaced or overlapping?
4. Does he have trouble holding writing utensil?
5. Does he know all of his letters?



DEVELOPMENTAL TEACHING ORDER

The HWT teaching order is planned to help children learn handwriting skills in the easiest, most efficient way. It's also developmentally planned to start with a review of the easy letters: the capitals. They are the first letters children learn. Your first graders probably know them, but you want to be sure they print them correctly. The capital teaching order will help you teach:

1. Correct formation: All capitals start at the top. Strokes are made in the correct sequence.
2. Correct orientation: No reversals.

To do this, start by teaching letters in groups on Gray Blocks.

Frog Jump Capitals

F E D P B R N M 

These letters start at the top left corner with a big line on the left. When the first line is on the left, the next part is on the "right" side. This prevents reversals, while teaching good stroke habits.

Starting Corner Capitals

H K L U V W X Y Z

Reviewing these letters ensures that children start at the top left and use the left-to-right formation habit. Printing follows the same order as reading—top to bottom and left to right. This group promotes that habit.

Center Starters

C O Q G S A I T J

C O Q G start with a Magic C stroke. The good habits children learn here with **C O S T J** will make learning **c o s t j** much easier. There will be no problems with stroke direction or reversals.

The lowercase teaching order promotes similar success:

1. Good habits for letter formation: All lowercase letters (except **d** and **e**) begin at the top.
2. Correct placement: The tall, small, and descending letters are in proportion and placed correctly.
3. Correct orientation: No **b - d** confusion, no **g - q** confusion, no reversed letters!

To do this, the letters are taught in these groups:

c o s v w †

The first five letters are exactly like their capitals, but just smaller. What an easy start! Just bring your good habits from capitals. Lowercase † is made like **T**, it's just crossed lower.

a d g

These high frequency letters begin with the familiar Magic c. Starting with **c** placed correctly helps children make and place the **d** tall and **g** descending.

u i e l k y j

Here are the rest of the vowels: **u i e**. Letters **u k y j** are familiar from capitals. The focus will be on careful placement and size.

p r n m h b

They dive! They start with the same pattern: dive down, come up, swim over! We avoid **b - d** confusion by separating the letters and teaching them in different groups.

f q x z

Finally **f**! Letter **f** has a tricky start. Letter **q** is taught here to avoid **g - q** confusion. Letters **x** and **z** are familiar, but infrequently used.