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Altri autori (Persone)	SavagePat
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Note generali	Description based upon print version of record.
Nota di contenuto	Cover; Contents; Part I: Planning handwriting across the whole school; 1 - The priority for handwriting in the curriculum; 2 - The relationship between the skill of handwriting and other subjects; 3 - When to introduce handwriting in the reception class; 4 - The choice of a handwriting model; 5 - Balancing movement and neatness; 6 - How much emphasis on joining; 7 - Display writing - both by teachers and pupils; 8 - Liaison with pre-school groups, parents and other schools; 9 - A policy for left-handers; 10 - A policy for special needs; 11 - A policy for newcomers from other schools 12 - Terminology 13 - Assessment and record keeping; Part II: Classroom management; 14 - Layout of the classroom; 15 - Balancing whole class instruction with one-to-one attention; 16 - Posture; 17 - Appropriate furniture; 18 - Paper position and its effect on posture; 19 - Penhold; 20 - Materials: pencils and pens, paper size and lines; 21 - Making children aware of the importance of all these ideas; Part III: A system for teaching letters; 22 - The vital early stages; 23 - The concepts behind our writing system; 24 - Different approaches to teaching 25 - Explaining the act of writing in a logical sequence 26 - Introducing

letters in stroke-related families; 27 - Teaching the first letter family; 28 - Teaching the second letter family; 29 - Teaching the round letters; 30 - Complex letters and emerging problems; 31 - Name writing; 32 - Designing exercises; 33 - Starting to use letters; 34 - Lines; 35 - Drawing with writing; 36 - Remedial work often begins on day one; 37 - Joining as soon as possible; 38 - Personal letters lead to efficiency and speed; 39 - What handwriting problems may indicate; 40 - Layout for practice cards  
41 - Recommendations from research into children's handwriting  
42 - Some personal comments; Part IV: A new way of looking at handwriting problems; 43 - Handwriting as a diagnostic tool; 44 - Problems that show through handwriting; 45 - Specific problems for left-handers; 46 - Problems with directionality; 47 - Perceptual problems; 48 - Observing, assessing and dealing with tremors; 49 - Fatigue; 50 - Gaps in learning; 51 - Posture as an indicator, as well as a cause of problems; 52 - An attitude of understanding; Index

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Sommario/riassunto

Covering all aspects of the subject, Sassoon presents examples and imaginative ideas to make learning to write more effective and interesting for children and for teachers. This edition includes material on problems which children can have with handwriting, and how to diagnose and remedy them.

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