

Common Problems with Writing

<u>You might see:</u>	<u>You might try:</u>
Does not recognize/remember letters of the alphabet	<ul style="list-style-type: none"> ▪ Direct teaching of letters ▪ Use manipulatives – letter magnets, letter cards, felt letters, etc. ▪ Sing letter songs – alphabet song and other variations ▪ Play letter games – memory, match, find the hidden letter, etc. ▪ Have letter strips/cards displayed around classroom and on desk
Printed letters are not recognizable Do not know how to form all the letters Uses inefficient letter formation – bottom to top, left to right	<ul style="list-style-type: none"> ▪ Teach proper letter formation - Demonstrate, Imitate, Copy and Write ▪ Use a multi-sensory approach for practice ▪ Use auditory cues (songs, stories) to help remember correct formation ▪ Use a visual cue (sticker) as a reminder of where to start letters ▪ Play writing games – hangman, boggle, crossword puzzles ▪ Display letter strips/cards and formation chart
Large, small or inconsistent letter size	<ul style="list-style-type: none"> ▪ Teach student which letters should be big (capitals) and which letters should be small (lower case) ▪ Pick one style of paper to use all the time ▪ Teach how to fit the letters on the lined paper ▪ Avoid worksheets that are – overly busy, with confusing lines, not enough room to write ▪ Ensure student is using the “hand” for writing rather than the “arm” when writing ▪ Trial different types of lined paper - narrower/wider lined paper, interlined paper, double lined paper ▪ Use bold or coloured lined paper to make boundaries clear ▪ Use landscape rather than portrait paper
Reversals	<ul style="list-style-type: none"> ▪ Teach proper letter formation - Demonstrate, Imitate, Copy and Write ▪ Use a multi-sensory approach for practice ▪ Use box writing paper or graph paper ▪ Use a visual cue (sticker) to help with orientation ▪ Display wall cards and letter strips on desks
Letters above or below the lines of the page	<ul style="list-style-type: none"> ▪ Teach how letters are to be positioned on the lines of the paper ▪ Teach which letters go below the lines of the paper ▪ Try different types of lined paper – bold lines, coloured lines, raised lines ▪ Play start and stop activities – keep tally scores
Too much or too little spacing between letters and/or words	<ul style="list-style-type: none"> ▪ Demonstrate proper spacing between letters ▪ Teach how to space letters correctly within words ▪ Use an object as spacer – finger, stick, small eraser, etc. ▪ Make sure worksheets have adequate room to complete answers
Faint markings on the paper	<ul style="list-style-type: none"> ▪ use markers or gel pens ▪ write on layers of carbon paper to encourage more pressure ▪ place a piece of paper on top of an object (leaf, penny) and scribble with a crayon so that the image appears on the paper writing on sandpaper ▪ scribble out a picture on magic doodle books (scribble on a page and a picture appears) ▪ use a pen that lights up or performs an action when pressure is used
Presses too hard	<ul style="list-style-type: none"> ▪ write on paper over a towel, carpet or sandpaper ▪ mechanical pencil