

Handwriting Legibility Starter



Three pages that make writing easier to read: how letters sit on the lines, spaces between words, and a quick self-check.

4

PAGES

3

SKILLS

10

MINUTES A DAY

WHAT'S INSIDE

- How letters sit
- Spaces between words
- Check your writing

How Letters Sit on the Lines

Placement only — use the letter shapes your school teaches



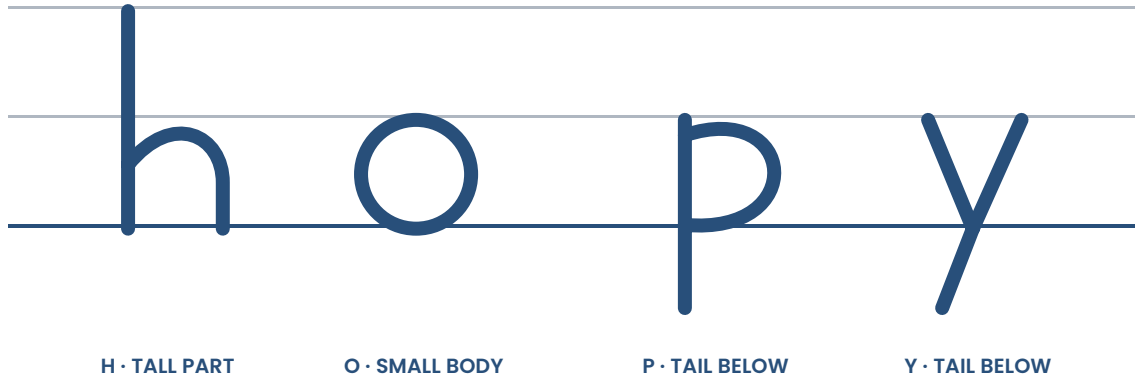
PLACEMENT ONLY — USE YOUR CLASSROOM LETTER SHAPES

TOP

MIDDLE

BASELINE

TAIL SPACE



Small letter bodies rest on the baseline and reach toward the middle guide. Tall parts extend toward the top guide. Tails, such as those in p and y, go below the baseline. Use the letter shapes taught in your classroom.

THREE LETTER SIZES

Tall letters

b d f h k l t

reach the top line

Small letters

a c e i m n o r s u v w x z

fill the middle space

Tail letters

g j p q y

drop below the baseline

Every letter of the alphabet is in one group. Some schools teach f as a tall letter and others let it drop below; follow your teacher.

Spaces Between Words

Read it, mark the gaps, then write it with spaces



SAME LETTERS — ONLY THE WORD GAPS CHANGE

CROWDED **weseeadog**

SEPARATED **we see a dog**

Read both aloud. Only the word gaps change; the letters stay in the same order.

WORKED EXAMPLE — FIRST READ, THEN MARK, THEN REWRITE

RUN TOGETHER **weseeadog**

MARK WORD BOUNDARIES **we | see | a | dog**

WRITE WITH GAPS **we see a dog**

The bars mark word boundaries. Do not copy the bars when you rewrite the sentence.

YOUR TURN: MARK THE GAPS

1. **weplantedseeds**
2. **thekitelanded**
3. **myfriendcanread**
4. **smallbirdsvisit**

REWRITE ONE WITH SPACES

Check Your Writing



Score the baseline and the final sample: 1 not yet, 2 getting there, 3 got it

TRAIT	WHAT IT MEANS	DAY 1	WEEK 4	CHANGE
Size	Tall, small and tail letters are the right heights.			
Spacing	A finger space between words; letters in a word stay close.			
On the line	Letters sit on the baseline.			
Readable	Someone else can read it the first time.			

1 Not yet

2 Getting there

3 Got it

I CAN SAY

- ☐ My words are separated so a reader can find them.
- ☐ Most letters rest on the baseline my teacher chose.
- ☐ I reread the line and can tell what it says.

The full lab adds a four-week plan, a baseline and final sample, size and on-the-line practice, two line sizes, a progress tracker and a certificate.