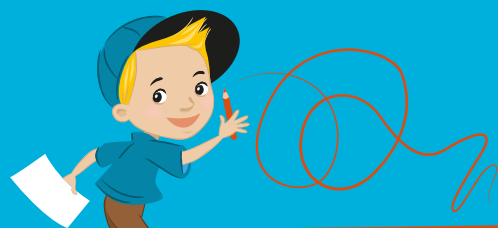


STABILO® Pen Licence

MODULE 5 Styles of Writing | KS2



1 of 5

This module includes a range of activities which develop the children's understanding of handwriting styles, font and technique. It helps the children to think about the reader and how they can best adapt their skills and techniques to entice others. This module includes a homework activity which enables the children to continue developing those all-important gross and fine motor skills.

Activity 1 | Celebrations

Activity outline

This activity encourages children to look at the impact of cards. We send cards to others regularly, but how often do we stop to look at the printing and images on them? This activity will help children to think about different styles and techniques that can capture the audience depending on the purpose of the card.

RESOURCES

A selection of celebration cards, card in a selection of colours, colouring pens and pencils, scissors and glue.



Main session

Children can choose to make their own celebrations card for a friend or family member. Encourage the children to think of their own style of handwriting depending on the target audience. Will the card be for a child or adult, a boy or a girl?

Provide the children with a selection of colourful cards, pens and crayons. The children can choose to use images and pictures from the selection of cards from the warm up, cut them out and stick them onto their new card.

Plenary

Look at the range of cards created in the session. What styles of writing have been used? Separate the cards into their different celebrations e.g. birthdays or religious festivals. Which cards are similar/different? Which cards would the children like to receive and why? How could they have changed their design to better suit their target audience?

Learning outcomes

- To develop writing in different styles.

Warm up

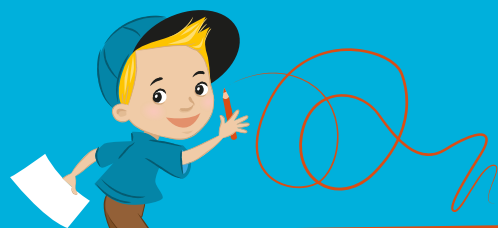
Give out a selection of cards per different celebrations including birthdays, religious festivals, mother's and father's day cards. Children to look at the range of writing used on the cards; are there different styles used for different ages, sexes, and for different celebrations? Discuss why the font and style of writing would be different for varying cards.

Further learning

At the next celebration in your school, choose one style of cards and collect resources for your class to make a celebration card for each other. Set up a post box in your classroom and encourage the children to send cards to their friends.

STABILO® Pen Licence

MODULE 5 | Styles of Writing | KS2



2 of 5

Activity 2 | Message in a Bottle

Activity outline

This activity is a fun way to think about the tools we use and the materials we write on. Imagine you were stranded on an island, how would you get a message to the outside world?

RESOURCES

A selection of materials found in nature (e.g. pebbles, bark, wood, sand, feathers), tea stained paper, a selection of bottles and jars, charcoal.



Learning outcomes

- To understand that many tools and implements can be used for writing.
- To practise writing with a range of tools and implements.

Warm up

Imagine you are stranded on a desert island, what would you do? How would you get a message to the outside world? Brainstorm your ideas as a group/class.

Show the children a selection of materials that may be found on the island (e.g. pebbles, bark, wood, sand, feathers). Which tools and materials could be most useful in creating messages to others? Children can practise using some tools and implements to create messages to others.

Main session

Give each child a piece of charcoal and some tea-stained paper. The children can now write a message to their friends and family, but be careful with the charcoal... there isn't much on the island so they need to make sure it doesn't break or get used up too quickly! This should help to encourage the children to write carefully with brittle implements.

Once the messages are written, roll them up and put them in the bottles. These will make a great display in your classroom.

Plenary

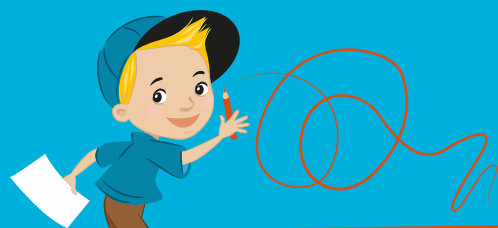
Talk about how it felt to write with the charcoal. What made it hard or easy? Can you imagine living in a time when people didn't have pens or pencils to write with?

Further learning

Give the children other writing implements such as chalk and blackboards, feathers and ink, or clay and clay tools. The children can practice writing in a range of other forms to broaden their knowledge of the differences when using a range of writing implements.

STABILO® Pen Licence

MODULE 5 Styles of Writing | KS2



3 of 5

Activity 3 | A Royal Welcome

Activity outline

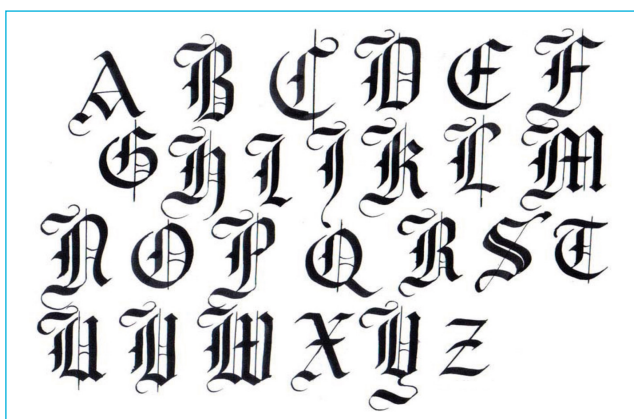
Calligraphy is an art form of writing that has been used for thousands of years and across many cultures. This activity shares the uses and purposes of calligraphy, teaching children the art of writing.

RESOURCES

Calligraphy letters poster, paper, and a selection of pens of different thickness.



EXAMPLE RESOURCES



Learning outcomes

- To understand how writing can be used as an art form.
- To practise a range of writing techniques.

Warm up

Display the calligraphy poster available as a download, look at the letters and tell each other what you can see.

Why are the letters written in this way? Brainstorm ideas of where calligraphy may be used, e.g. birth certificates, religious markings, or wedding invitations. Discuss the purpose of calligraphy and why it is still used today in many forms.

Practise writing one letter in calligraphy, is it easy or difficult and why? Would you like to write this way as your main form of writing?

Main session

Provide each child with pens and paper. The children are now going to come up with their own 'Royal Menu' using their most artistic handwriting yet! Encourage children to use the calligraphy poster when writing their menu; however if this is too difficult, the children can come up with their own 'royal writing'.

As the children write, talk about the swirls, curls and flicks in the letters, encourage the children to use as many as possible to make their writing as different and artistic as they can.

Encourage the children to embolden the titles 'Starters, Main Course, Dessert'. The children will need to think about the uses of each pen within their selection, which pens are best used to embolden the words?

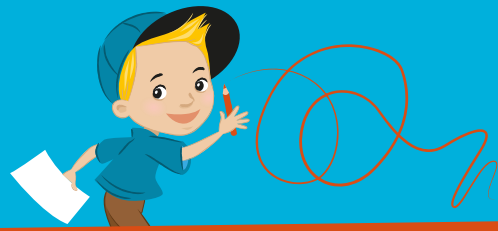
Plenary

In groups, the children can share their menus with their friends. Ask the children if there are any letters which particularly stand out and why? Which letters were hard to write?

Further learning: Encourage the children to write a 'royal invitation' to a banquet using the same writing style as in this session. The children can then also make a selection of foods from their menus and celebrate their hard work with a 'royal banquet'!

STABILO® Pen Licence

MODULE 5 Styles of Writing | KS2



4 of 5

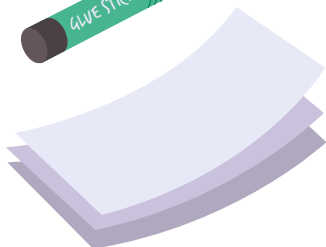
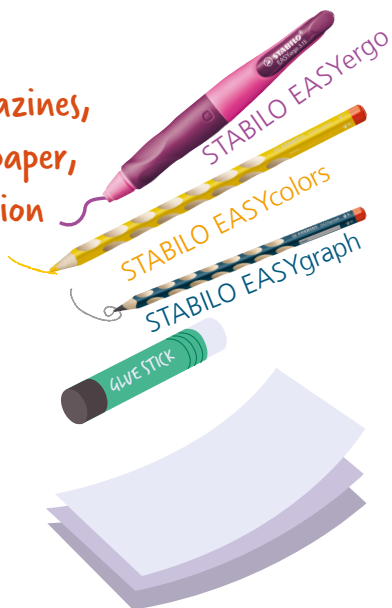
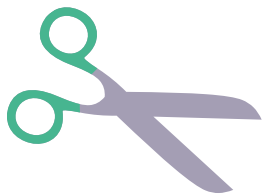
Activity 4 | Advertising

Activity outline

This activity encourages the children to look at the difference of styles and fonts in writing. Which styles are best used to attract the reader?

RESOURCES

Newspapers, magazines, scissors, glue, A3 paper, A4 paper, a selection of pens, pencils and felt-tip pens.



Learning outcomes

- To develop understanding of handwriting styles and fonts.
- To practise using a range of styles and fonts.

Warm up

Provide the children with a range of newspapers and magazines. The children can spend time looking through the articles, advertisements and headlines. They can choose the headlines and articles that stand out to them. Which do they like and why? Encourage the children to look at the text style and font rather than what may be being advertised.

Once the children have chosen a few that they like, they can cut them out and stick them on A3 paper. This can then be discussed in partners or in groups, talking about what fonts they think stand out and why.

Main session

Each child will now need to think about a product that they would like to advertise. This could be one that they have already seen advertised in the magazines, a toy they have at home, or a film at the cinema. They can choose which writing implements they would like to use to best advertise their product.

When the children design and write their advertisement, remind them to think back and look at the styles of writing they collected in the warm up. Would any of these styles work for their advertisement?

The children can create their advertisement on A4 paper using a mixture of images, drawings and text. Ensure they create a bold title and include sub-text to explain what the product is and how it may be used.

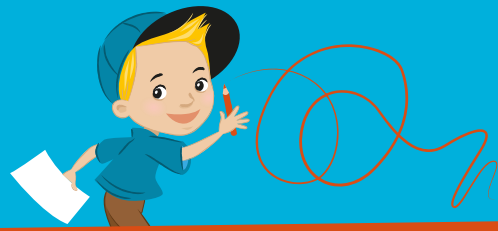
Plenary

Display the advertisements around the classroom. Give the children time to look around all the advertisements and talk about which stand out, which work well, and which styles of writing they enjoyed reading.

Further learning: Each child can 'present' their product to a small group. They can talk about the product and why they chose to advertise it in this style. The rest of the group can give feedback on the advertisement. Did it capture their eye? Would they buy a product if it was advertised in this way?

STABILO® Pen Licence

MODULE 5 Styles of Writing | KS2



5 of 5

Homework Activity | Doodle pads

Activity outline

Children's handwriting skills rely on their ability to be able to control their movement, practise their flow and write for periods of time without getting tired. This activity encourages the children to develop those areas in a fun, creative, and non-judgemental way.

Main activity

The children can begin with a blank page of paper and a selection of pens in front of them. The children can first choose which pen they would like to begin doodling with; this could be a black, thin pen to create outlines, or colourful pens to begin creating a range of marks.

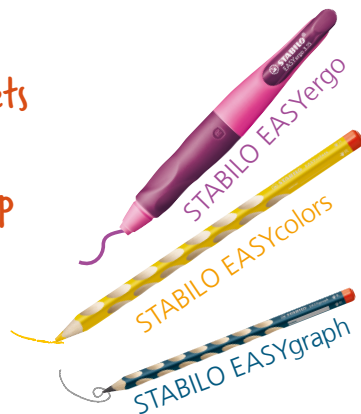
It can often help the child to put on music to increase their creative flare! Give the child space and time to create their own doodle pad. Encourage them to make a range of marks and movements depending on how they feel, if the music is fast or slow paced, or if they would like to draw pictures of their favourite objects.

Encourage the children to be as creative as possible in their mark making. There is no right or wrong ways with this activity as the main aim is for them to develop their own flow, style and creativity in writing!

Extension: Once the children have finished their own doodles, could they create a doodle pad for their friend? Encourage each child to use pens and pencils to outline drawing for their friends to colour in. When their drawings are completed, the children can either give them to family members to colour in or take them back into school for their friends to complete.

RESOURCES

White paper booklets and a selection of pencils and felt-tip pens in a range of colours.



Learning outcomes

- To develop both gross motor and fine motor skills.
- To practise using a range of writing implements to draw lines, colour and shade.