



The Shade Primary School

# Handwriting & Presentation Policy

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## Contents

Intent.....	3
Aims.....	3
Progression.....	3
Writing implements: .....	4
Equality of opportunity: .....	4
The Handwriting Session (Reception-Year 6):.....	4
Implementation.....	5
Supporting left-handed writers:.....	5
Handwriting in the Early Years Classroom .....	7
Handwriting in Pre-School:.....	7
Handwriting in Reception:.....	7
Handwriting in KS1 .....	8
Impact: .....	10
Assessment:.....	10
Monitoring:.....	10
Review .....	10
Appendix 1: Progression Map (adapted from Penpals).....	11
Appendix 2: Early Years Framework and the National Curriculum Requirements for Handwriting 14	
Appendix 3: Little Wandle Letter Formation Phrases .....	15
Appendix 4: Letter Families.....	17
Appendix 5: Development of Pencil Grip .....	18
Appendix 6: Posture when writing.....	19
Appendix 7: P Checks and S Factors .....	20
Appendix 8: P Checks and S Factors – information from the National Handwriting Association ..	21
Appendix 9: Agreed Terminology.....	22
Appendix 10: Warm Up Games .....	23
Appendix 11: Presentation .....	24

## Intent

We aim for our children to leave Year 6 with the ability to write using their own style of fluent, legible and sustainable handwriting, as well as other styles of writing for specific purposes. In addition to teaching handwriting during our regular handwriting lessons, we have high expectations that what is taught and practised in handwriting lessons, will be used in all writing activities across the curriculum. We believe that handwriting is integral to a child's personal development and know that children's engagement and self-esteem can be improved by their satisfaction and pride in good quality presentation. We know that it is crucial for children to develop automaticity in handwriting in order to free up working memory when writing. Therefore, it is important that the child's handwriting becomes a skill that requires little effort and thought, so that creative and physical energy can be focused on the content of writing, rather than upon the act of writing itself.

## Aims

Handwriting is a taught skill that develops at different rates for different children. At The Shade Primary School, we prioritise the teaching of handwriting and have high expectations for handwriting across the curriculum. Our school uses the attached progression document (in Appendix 1) to ensure that:

- Every child is able to form letters correctly and progress to joining their writing in a simple, modern, cursive script.
- Every child is able to write fluently, legibly, accurately and neatly.
- The importance of handwriting is recognised and given appropriate time.
- The progression of handwriting is consistent across the school.
- Handwriting is acknowledged to be a whole-body activity and emphasis is placed on correct posture and pencil grip for handwriting.
- Expectations of left-handed children are equal to those of right-handed children, and appropriate advice and resources are available to ensure that they learn to write with a comfortable, straight wrist.
- Children learn to write in different styles for different purposes such as in illustrated capitals letters for creating a poster, swift jottings for writing notes, making a 'best copy' for presentation and using fluent, legible and sustainable handwriting when writing across the curriculum.

## Progression

Our progression document (see appendix 1) enables us to teach and secure the development of handwriting throughout the school:

- First, children experience the foundation of handwriting through fine and gross motor activities in Pre-School and into Reception.
- Correct letter formation is taught in a non-cursive print in Reception. This is practised, applied and consolidated in Reception and Year 1.
- Joining is introduced in Summer 2 of Year 1, once correct letter formation is used automatically.
- Joins are introduced systematically and cumulatively from Year 2 to Year 6.
- As children practise joining, they pay attention to the size, proportion and spacing of their letters and words.
- Once the joins are secure, a slope is introduced in Upper Key Stage 2, in order to support increased speed and fluency.

- Children are introduced to different ways of joining so that they can develop their own preferred personal style by the end of Y6 (please see the attached progression document in [appendix 1](#) for more information).

Our progression document ensures that our children follow the requirements and recommendations of the National Curriculum and the relevant research into handwriting. We share the aspirations that children's handwriting should be 'sufficiently fluent and effortless for them to manage the general demands of the curriculum' and that 'problems with forming letters do not get in the way of their writing down what they want to say'.

## Writing implements:

Throughout their time in school, children use a range of tools for different purposes and styles of handwriting, including:

- A wide range of tools and media for mark-making in the EYFS.
- Whiteboard pens throughout the school.
- Art supplies including coloured pens and pencils for posters, displays and artwork.
- Pencils for writing across the curriculum in Reception and KS1, and a choice of pencil or pen from KS2.

Handwriting is always introduced and practised in English books, so that children quickly learn about letter orientation including ascenders and descenders. As children's fine motor skills improve and their letter formation or joining becomes increasingly accurate, the width between the lines they write on gradually decreases (see [appendix 11](#) for further information).

## Equality of opportunity:

Handwriting is part of whole school timetables for all children.

We recognise that some children take longer to develop the necessary skills and therefore we provide additional opportunities for skill development. Children who need additional fine or gross motor skills interventions or handwriting interventions are identified early and the impact of interventions is carefully monitored. Teachers use adaptive teaching and are well-equipped with knowledge of how to teach left-handed children and children with a physical disability are catered for, and progress is monitored, according to their individual targets.

## The Handwriting Session (Reception-Year 6):

- Each session begins with a 'warm up' to get the body ready for writing ([see appendix 8](#)).
- Teachers then move on to teaching a pattern to prepare the shape for the letter focus of the session. This is also recorded in books.
- The letter is then taught and modelled, with a handwriting loop (such as <https://edu-tools.github.io/>) used to play on the interactive whiteboard for children to refer back to whilst having a go themselves in their English book.
- Staff live mark, navigating around the room, assessing and giving individuals immediate live feedback whilst narrating the positives and reminding children of their P Checks and S Factors ([appendix 6](#)).
- Further modelling can be completed live with the child using a green pen as per the feedback and marking policy.

## Implementation

### Supporting left-handed writers:

Teaching a child to write with their left hand is not just the opposite from teaching how to write right-handed. If a left-handed child is only permitted to write with the left hand but not taught how to write, the child may develop a needlessly uncomfortable, inefficient, slow, messy way of writing that will be a lifelong hardship.

The most important factors to monitor when working with a child who is left-handed are:

- The position of the writing paper
- The position of the arm and wrist
- The grip on the writing instrument.
- The position of the child on a table in the classroom.



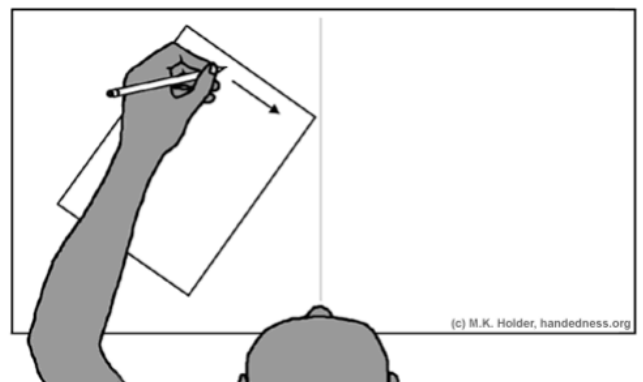
The "hooked" style of writing that you often see in left-handed writers results from lack of proper training -- this is not how a left-hander should write. Left-handers adopt this posture because they are trying to see what they are writing and not smear what they have just written with their hand. These problems are overcome by ensuring children have the correct paper positioning and pencil grip.

### Seating Position:

Position a left-handed child on the left side of the table so they do not bump writing hands with their neighbour and avoid placing them with a wall to immediately to their left. These children may need special directional help with letter formations and left to right orientation. The left-hander needs to keep the forearm slightly out and away from the body without pushing the elbow too far out. The fingers need to be further away from the pencil tip than a right-handed child.

### Paper Position:

The non-writing hand should always hold the paper steady which allows the writing hand to move freely across the page. For a left-handed child, the paper should be slightly to the left of the child tilted to about 20 degrees to the right. The angle that the paper is tilted to will vary according to individual children – the important thing for the child to remember is to keep the arm perpendicular to the bottom of the page. The wrist should be straight (not bent). And the writing hand should be below the writing line.



### Pencil grip:

Left-handed writers need to grip the writing instrument far enough back from the point to be able to see what is being written, and also to not smear what has just been written. If the child tends to hold the pencil too close to the point, the teacher can make a mark on the pencil at the right distance, to remind the student where to grip the pencil. The wrist should be fairly straight, not bent sharply.

(Information taken from [www.sendcorotherham.co.uk](http://www.sendcorotherham.co.uk))

### Adaptive teaching and provisions for children with SEND

In terms of handwriting, some children will require no additional support outside of the weekly taught session, whereas some may need additional help and guidance. For these children, depending on the level of difficulties they have, some key areas may take longer to develop.

For some children, their difficulties require more specialist support may be required from professionals such as occupational therapists, physiotherapists or specialist teachers. Where a child receives support from these professionals, this will form a part of their APDR plan.

If teachers have concerns around a child's handwriting, they assess which age group the child is working towards for handwriting and interventions are planned from here and evidenced on provision maps. Before starting a handwriting intervention group, teachers are asked to consider:

- What are the child's barriers?
- Which year group is the child working towards in terms of year group expectations? This can be identified by looking at the year group expectations across EYFS, KS1 and KS2.
- What is the child's general co-ordination like, including gross and fine motor co-ordination (e.g. moving their body in PE, using a knife and fork at lunch, etc)?
- Does where the child sits have an impact on their writing?
- Is the child supported with the correct lines in their books (handwriting lines, wide lines, narrow lines, etc)?
- Does the child have access to the correct type of writing implement (e.g. wide pencil, pencil with grip dots, pencils with finger indentations, etc)?
- Does the child require an additional support tool such as a pencil grip or a writing slope for their table?
- How does the child feel about their handwriting? Does it worry them? Do they find it difficult? Do they care about developing their handwriting?

Using the questions above will help the teacher to identify the type of support needed in class and in intervention groups. Teachers can use the strategies outlined on the Cambridgeshire Ordinarily Available Provision Toolkit (link below) for further guidance. If teachers continue to have concerns about a child's handwriting and co-ordination, they should discuss this with the child's parent and the school's SENDCo.

When children are working out of year group for their handwriting, they should only be expected to demonstrate the S Factors for the stage they are working at. Copies of each phase are attached in [appendix 6](#).

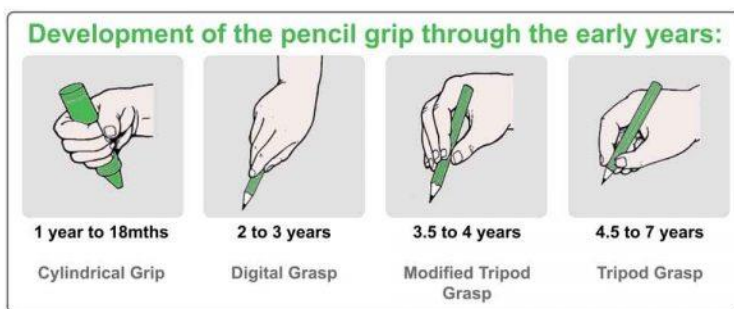
<https://www.cambslearntogether.co.uk/cambridgeshire-send/cambridgeshire-send-oap-toolkits/primary-and-secondary-send-oap-toolkit>

## Handwriting in the Early Years Classroom

In Early Years, there is a keen focus on developing the four key areas that support handwriting:

1. Gross motor control: The control and co-ordination of the big movements the body can make, including the shoulder girdle.
2. Fine motor control: Being able to fine-tune the movements of the arm, hand and fingers.
3. Visual control: Co-ordination of hand and eye movements working together.
4. Spatial control: Helping children to be able to move themselves confidently in a space with an awareness of direction (left/right) and plane (horizontal/vertical) and eventually helping.

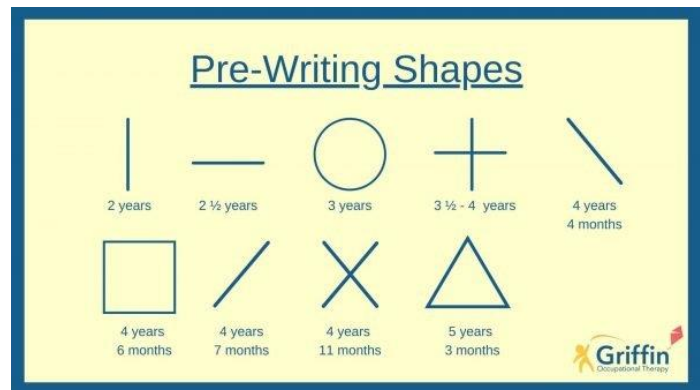
In Pre-School, children regularly see their names and are supported by an adult if they choose to try writing this independently. Across Pre-School and Reception, children will have access to a range of materials and implements to encourage mark-making within their environment.



Children are supported and encouraged to use a tripod grip where they are developmentally ready. Where staff and parents model writing, this should be in lowercase letters with a capital letter at the start of sentences and for proper nouns. Staff are encouraged to model tripod grips when children are mark making.

## Handwriting in Pre-School:

In Pre-School, learning focuses on developing the necessary fine and gross motor skills in readiness for handwriting. Children will practise a range of patterns including dots, waves and zig zags to prepare them for letter formation. Fine and gross motor skills are planned for within continuous provision and adult led activity. These are delivered through the physical development and writing parts of the EYFS curriculum.



## Handwriting in Reception:

Ss	Aa	Tt	Pp	Ii	Nn	Mm
Dd	Gg	Oo	Cc	Kk	Ee	Uu
Rr	Hh	Bb	Ff	Ll	Jj	Vv
Ww	Xx	Yy	Zz	Qq		

In Reception, children learn to write in print, using the letter formations taught in the Little Wandle scheme, as they learn the sounds ([appendix 2](#)).

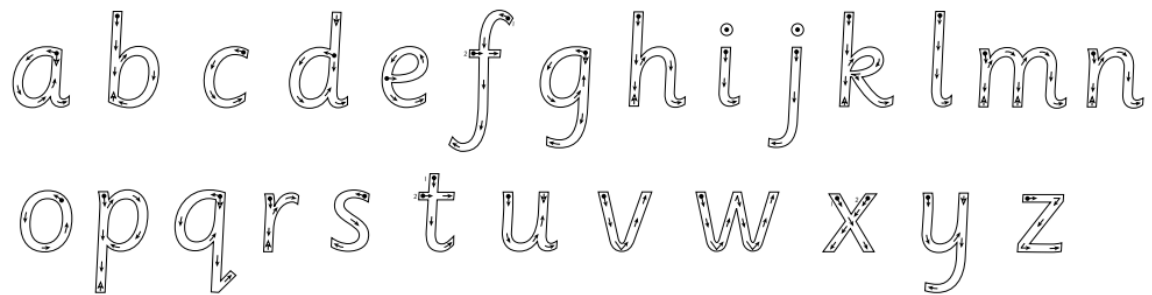
Writing is encouraged throughout continuous provision, however handwriting skills are taught and revisited implicitly in a specific handwriting session once per week.

During the weekly handwriting session, children learn about the different letter families, consolidating their learning from phonics lessons and practising their letter formation with a key focus on pencil grip, posture, pressure and paper positioning. At The Shade, we call these P Checks ([appendix 7](#)).

Teachers are mindful of how children are sat and ensure left-handed children are also supported in sitting and positioning their paper correctly. We use the rhyme, “Feet flat, straight back, shoulders ready, that’s that!” to remind children of the correct posture when writing ([appendix 6](#)).

Outside of the taught handwriting and writing sessions, continuous provision provides opportunities to develop fine and gross motor skills. Children will have access to a range of materials and implements to encourage mark-making within their environment. We are mindful of how children hold writing implements and keep an eye on progress related to their age ([appendix 5](#)).

#### Letter formation in Reception:



To ensure consistency with Little Wandle, the font used in Reception is ‘Sassoon Infant’. This is also available on Widgit Online for making labels around the classroom, which make the space more accessible to children, supporting their knowledge that marks have meaning.

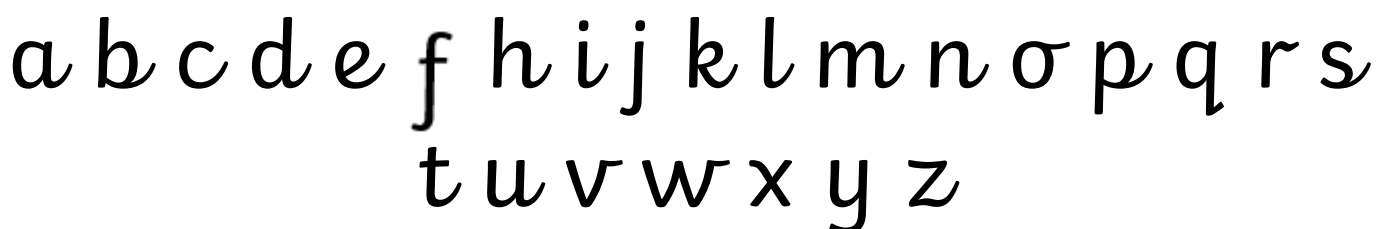
#### **Handwriting in KS1**

In Year 1, children develop their handwriting to include a ‘lead-out’ stroke and end the year by learning some joins, ahead of Year 2 where children are taught to join using horizontal and diagonal strokes.

In KS1, there is a weekly handwriting session as outlined in the progression map ([appendix 1](#)). Teachers are mindful of how children are sat and ensure left-handed children are also supported in sitting and positioning their paper correctly. We use the rhyme, “Feet flat, straight back, shoulders ready, that’s that!” to remind children of the correct posture when writing ([appendix 6](#) and [7](#)).

In the Summer Term of Year 1, children are introduced to four of the eight ‘S Factors’ used in school ([appendix 7](#)). Each of these are taught in a handwriting session and they are referred back to when writing across the curriculum. The four S Factors that Year 1 are introduced to are **shape, space, size, sitting on the line**. These go forwards into Year 2 and are consolidated throughout the year ahead of KS2.

#### Letter formation in Year 1



To ensure consistency with Little Wandle, we continue to use the ‘Sassoon Infant’ font for the rest of Year 1 but adults model using the ‘lead-out’ stroke when writing in class (e.g. on flipchart paper, on the interactive whiteboard and when marking books).



As per our agreed simple, modern, cursive font, we teach the children that descenders do not join (with the exception of 'p') and therefore do not need a 'lead-out' stroke.

### Letter formation in Year 2

The 'lead-out' strokes become the start of the joins:

abcdefghijklmnopqrstuvwxyz

The font used in Year 2 is 'Twinkl Cursive Unlooped' and adults model using the taught horizontal and diagonal joins when writing in class (e.g. on flipchart paper, on the interactive whiteboard and when marking books).

### Handwriting in Lower Key Stage 2:

In Year 3 and Year 4, children begin by revisiting their knowledge the horizontal and diagonal joins taught in Year 2 and then develop this further, learning about and practising trickier joins of letters such as 's', 'r', 'f' and double letters. Children also learn about break letters, spacing, sizing of letters in relation to capital letters and develop their speed and fluency further.

In Lower KS2, there is a weekly handwriting session where children are taught new joins and skills with a key focus on pencil grip, posture, pressure and paper positioning (P checks). Teachers are mindful of how children are sat and ensure left-handed children are also supported in sitting and positioning their paper correctly. We use the rhyme, "Feet flat, straight back, shoulders ready, that's that!" to remind children of the correct posture when writing ([appendix 6](#) and [7](#)).

In KS2, children are given the opportunity to choose between writing in pen or writing in pencil (with the exception of writing in maths books where they use pencil). These pens are used in line with the presentation policy.

From Year 3, children are introduced to an additional two of the eight 'S Factors' used in school. Both of these are taught in a handwriting session and they are referred back to when writing across the curriculum. The six S Factors that are expected in Lower Key Stage 2 are **shape, space, size, sitting on the line, stringing together and speed**.

### Handwriting in Upper Key Stage 2:

In Year 5 and Year 6, children are supported to begin developing their own style of handwriting. Children are taught about sloped handwriting and handwriting lessons reflect developing speed, fluency, different styles of writing for different purposes and children are encouraged to find their personal style of handwriting ahead of the move to secondary school.

In Upper KS2, there is a weekly handwriting session where children are taught new skills with a key focus on pencil grip, posture, pressure and paper positioning (P checks). Teachers are mindful of how children are sat and ensure left-handed children are also supported in sitting and positioning their paper correctly. We use the rhyme, "Feet flat, straight back, shoulders ready, that's that!" to remind children of the correct posture when writing ([appendix 6](#) and [7](#)).

From Year 5, children are introduced to the final two 'S Factors' used in school. Both of these are taught in a handwriting session and they are referred back to when writing across the curriculum.

The eight S Factors that are expected in Upper Key Stage 2 are **shape, space, size, sitting on the line, stringing together, speed, slant and style**.

### Letter formation in Key Stage 2

abcdefghijklmnopqrstuvwxyz

The font used in Lower Key Stage 2 is 'Twinkl Cursive Unlooped' and adults model using the taught horizontal and diagonal joins when writing in class (e.g. on flipchart paper, on the interactive whiteboard and when marking books).

In Year 5 and Year 6, children will be taught about writing with a slope and therefore their own style of handwriting may reflect that:

abcdefghijklmnopqrstuvwxyz

### **Impact:**

#### **Assessment:**

The most effective assessment is carried out through staff live marking, navigating around the room, assessing and giving individuals immediate live feedback whilst narrating the positives and reminding children of their P Checks and S Factors ([appendix 6](#)).

In EYFS, children's handwriting, gross/fine motor skills and engagement in mark making are assessed against the Early Years Framework (physical development and writing strands).

Teachers use formative and summative assessment to monitor progress and books and work completed in provision (photos taken) provide evidence of the progress children are making with their handwriting, co-ordination and mark making.

For children whose handwriting is the sole barrier to achieving expected progress in their year group, they will be identified and targeted, with their progress monitored against the Target Tracker statements.

#### **Monitoring:**

Teachers have the opportunity to share their judgements of handwriting and discuss progress during their termly pupil progress meetings. Leaders also undertake book looks where handwriting and the progression of this is closely monitored. Subject leaders across the curriculum monitor the presentation of books in their subject, with handwriting playing a key part in this judgement. Leaders are aware of those children who may require further support with handwriting and are mindful of this. Handwriting in books across the curriculum should match that in the child's writing book.

### **Review**

This policy will be reviewed every three years. This review may be brought forward as required by the Trust to reflect changes in supporting advice/guidance.

## Appendix 1: Progression Map (adapted from Penpals)

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	Week 1	Letter formation: i j t j y	Practising diagonal join to ascender: th, ch	Practising joining through a word in stages: no ascenders or descenders	Introducing diagonal join from p and b to ascender: ph, pl, bl	Introducing sloped writing in letter families	Style for speed: crossbar join from t: th, ti, tr, ta, tt
	Week 2	Letter formation: ll	Practising diagonal join, no ascender: ai, ay	Practising joining through a word in stages: parallel ascenders	Introducing diagonal join from p and b, no ascender: bu, bi, be, pu, pi, pe	Practising sloped writing: diagonal join to ascender: th, sh, nb, hd, ht, st	Style for speed: looping from g: gl, gi, gr, ga, gg
	Week 3	Letter formation: L I T U J Y	Practising diagonal join, no ascender: ir, er	Introducing joining from s to ascender: sh, sl, st, sk	Introducing diagonal join from p and b to an anticlockwise letter: pa, po, ps, ba, bo, bs	Practising sloped writing: diagonal join, no ascender: ai, ay, kn, er, ie, en	Style for speed: looping from j and y: je, ja, ye, yr, fo
	Week 4	Letter formation: b h k p	Practising horizontal join to ascender: wh, oh	Introducing joining from s, no ascender: sw, si, se, sm, sn, sp, su	Revising parallel ascenders and descenders: bb, pp	Practising sloped writing: diagonal join to an anticlockwise letter: ac, sc, ba, da, ea, ho	Style for speed: looping from f Style for speed: different joins to s
	Week 5	Letter formation: l r j p t b m u	Practising horizontal join, no ascender: ow, ou	Introducing joining from s to an anticlockwise letter: sa, sc, sd, sg, so, sq	Break letters: x, z	Practising sloped writing: horizontal join to ascender: wh, wl, ah, ol, of, ob	Style for speed: looping from b
	Week 6	Letter formation: R N M B H K P	Introducing diagonal join to e: ie, ue	Introducing joining from r to an ascender: rb, rh, rk, rl, rt	Spacing in common exception words	Practising sloped writing: horizontal join, no ascender: oi, oy, ou, op, ve	Style for speed: joining from v, w, x and z
	Week 7	Letter formation: d f g f q	Introducing horizontal join to e: oe, ve	Introducing joining from r, no ascender: ri, ru, rn, rp	Consistent size of letters	Practising sloped writing: horizontal join to an anticlockwise letter: oa, oa, wa, wo, va, vo	Handwriting for different purposes: abbreviations
	Week 8	Letter formation: ff	Introducing ee	Introducing joining from r to an anticlockwise letter: ra, rd, rg, ro	Relative size of capitals	Practising sloped writing: joining from r: ra, re, ri, ro, ru	Handwriting for different purposes: abbreviations
	Week 9	Letter formation: ss	Practising diagonal join, no ascender: le	Introducing joining from r to e: are, ere, ure, ore, ire	Speed and fluency	Practising sloped writing: joining from s: sh, su, sc, sl, sw, sp	Spacing between words
	Week 10	Letter formation: C A D O S G Q E F	Writing numbers 1–100	Introducing break letters: g, j, y, f, b, p, x, z	Speed and fluency	Speed and fluency	Spacing between words
	Week 11						
	Week 12	Consolidation	Consolidation	Consolidation	Consolidation	Consolidation	Consolidation

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spring	Week 1	Letter formation: h d y g	Introducing diagonal join to anticlockwise letters: ea	Introducing joining to f: if, ef, af, of	Revising parallel ascenders	Practising sloped writing: proportion – joining from f to ascender: <i>fl, ft</i>	Improving handwriting: the importance of consistent sizing
	Week 2	Letter formation: z v w x	Practising diagonal join to anticlockwise letters: igh	Introducing joining from f to an ascender: <i>fl, ft</i>	Revising parallel ascenders and break letters	Practising sloped writing: size – joining from f, no ascender: <i>fa, fe, fi, fo, fu</i>	Improving handwriting: the importance of proportion
	Week 3	Letter formation: zz	Practising diagonal join to anticlockwise letters: dg, ng	Introducing joining from f, no ascender: <i>fe, fi, fu, fr, fy</i>	Relative sizes of letters	Different styles for different purposes: writing a paragraph	Improving handwriting: the importance of spacing
	Week 4	Mixing all the letter families	Introducing horizontal join to anticlockwise letters: oo, oa	Introducing joining from f to an anticlockwise letter: <i>fo, fa</i>	Proportion of letters	Practising sloped writing: speed: <i>ff</i>	Improving handwriting: the importance of consistent sizing of parallel ascenders and descenders
	Week 5	Practising all the capital letters	Practising horizontal join to anticlockwise letters: wa, wo	Introducing ff	Spacing between letters	Practising sloped writing: speed and legibility: <i>rr</i>	Improving handwriting: the importance of closed and open letters.
	Week 6	Practising all the numbers 0–9	Introducing mixed joins for three letters: air, ear	Introducing rr	Writing at speed	Practising sloped writing: size, proportion and spacing: <i>ss</i>	Improving handwriting: pen breaks in longer words
	Week 7	Writing words with ck and qu	Practising mixed joins for three letters: oor, our	Introducing ss	Improving fluency	Practising sloped writing: building speed: <i>qu</i>	Handwriting for different purposes: annotations
	Week 8	Practising long vowel phonemes: ai, igh, oo	Practising mixed joins for three letters: ing	Introducing qu	Speed and fluency	Different styles for different purposes: decorative alphabets	Handwriting for different purposes
	Week 9	Practising vowels with adjacent consonants: ee, oa, oo	Size and spacing	Revising parallel ascenders and descenders	Speed and fluency	Different styles for different purposes	Choice of handwriting tools
	Week 10	Practising vowels with adjacent consonants: ee, oa, oo	Size and spacing	Revising parallel ascenders and descenders	Speed and fluency	Different styles for different purposes	Choice of handwriting tools
	Week 11						
	Week 12	Consolidation	Consolidation	Consolidation	Consolidation	Consolidation	Consolidation

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Summer	Week 1	Numbers 10–20: spacing	Building on diagonal join to ascender: ck, al, el, at, il, ill	Revising joins: letter spacing	Consistency of size	Sloped writing: proportion, joining p and b to ascenders: <i>ph, pl, bl</i>	Handwriting for different purposes: fast-joined and print letters
	Week 2	Practising ch unjoined	Building on diagonal join, no ascender: ui, ey, aw, ur, an, ip	Revising joins: spacing between words	Proportion	Handwriting for different purposes: joining from p and h, no ascender: <i>hu, bi, pe, pu, pi, pr</i>	Handwriting for different purposes: note making
	Week 3	Introducing diagonal join to ascender: ch	Building on horizontal join to ascender: ok, ot, ob, ol	Revising joins: consistency of size	Spacing between letters and words	Practising sloped writing: parallel downstrokes: <i>pp, bb</i>	Handwriting for different purposes: neat writing
	Week 4	Practising ai unjoined	Building on horizontal join, no ascender: oi, oy, on, op, ov	Revising joins: fluency	Size, proportion and spacing	Practising sloped writing: all double letters	Handwriting for different purposes: print letters for personal details
	Week 5	Introducing diagonal join, no ascender: ai	Building on diagonal join to anticlockwise letters: ad, cc, eg, ic, ad, ug, dd, ag	Revising joins: parallel ascenders	Fluency: writing longer words	Practising sloped writing for speed: <i>tial, cial</i>	Different styles of writing
	Week 6	Practising wh unjoined	Building on horizontal join to anticlockwise letters: oc, og, od, va, vo	Revising joins: parallel ascenders and descenders	Speed and fluency	Practising sloped writing for fluency	Handwriting for different purposes: presentation
	Week 7	Introducing horizontal join to ascender: wh	Introducing joins to s: as, es, is, os, ws, ns, ds, ls, ts, ks	Revising horizontal join from r to an anticlockwise letter: rs	Revising break letters	Personal style	Handwriting for different purposes: decorated capitals
	Week 8	Practising ow unjoined	Practising joining ed and ing	Revising break letters	Print alphabet: presentation	Personal style	Handwriting for different purposes: layout
	Week 9	Introducing horizontal join, no ascender: ow	Practising joining ed and ing	Capital letters	Capital letters: presentation	Handwriting for different purposes: print alphabet	Handwriting for different purposes: handwriting patterns
	Week 10	Horizontal joins to ascenders: ch ai wh ow	Capital letters	Consolidation	Consolidation	Capitals	Consolidation
	Week 11						
	Week 12	Consolidation	Consolidation	Consolidation	Consolidation	Consolidation	Consolidation

## Appendix 2: Early Years Framework and the National Curriculum Requirements for Handwriting

### Early Years Framework:

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>


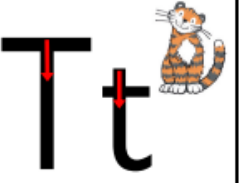
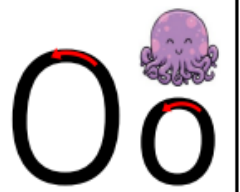





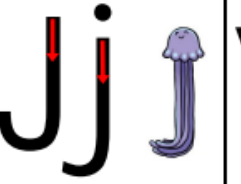

### National Curriculum:

<https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum>

	Statutory Requirements	Non-Statutory Notes and Guidance
Year 1 Age 5-6	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• sit correctly at a table, holding a pencil comfortably and correctly</li> <li>• begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• form capital letters</li> <li>• form digits 0-9</li> <li>• understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</li> </ul>	<p>Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided.</p> <p>Left-handed pupils should receive specific teaching to meet their needs.</p>
Year 2 Age 6-7	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• form lower-case letters of the correct size relative to one another</li> <li>• start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</li> <li>• write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>• use spacing between words that reflects the size of the letters.</li> </ul>	<p>Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.</p>
Years 3 & 4 Age 7-9	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</li> <li>• increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</li> </ul>	<p>Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.</p>
Years 5 & 6 Age 10 -11	<p><b>Pupils should be taught to write legibly, fluently and with increasing speed by:</b></p> <ul style="list-style-type: none"> <li>• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>• choosing the writing implement that is best suited for a task.</li> </ul>	<p>Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an un-joined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.</p>

Handwriting requirements from the English programmes of study: Key Stages 1 and 2 National Curriculum in England

### Appendix 3: Little Wandle Letter Formation Phrases

						
Down the snake from head to tail.	Around the astronaut's helmet and down into space.	Down the tiger and across its neck.	Down the penguin's back, up and around its head.	Down the iguana and dot the leaf.	Down, up and over the net.	Down, up and over the mouse's ears.
						
Round the ducks body, up to its head and down to its feet.	Round the goat's face and curl under its chin.	All around the octopus	Curl around the cat.	Down the kite, up to the top corner and down to the bottom corner.	Around the elephant's eye and curl down its trunk.	Down and around the umbrella, and back down to the ground.
						
From the cloud to the ground and over the rainbow.	Down, up and over the helicopter.	Down the bear's back, up and round his tummy.	Down the flamingo to its foot and across its wings.	Down the lollipop stick.	Down the jellyfish and dot its head.	Down to the bottom of the volcano and back up to the top.
						
Down and up and down and up the waves.	From the top, across the box to the bottom. From the top again across the box to the bottom.	Down, around the yo-yo and curl around the string.	Across the top of the zebra's head, zig-zag down its neck and along.	Round the queen's face, down her robe and a flick at the end.		

## How to write capital letters


Use this document to ensure correct letter formation when you are teaching children to form capital letters.

Letter	Capital letter formation phrase
A	From the top, diagonally down to the left, up to the top, diagonally down to the right. Lift up and across.
B	From the top, down, back to the top. Round to the middle, round to the bottom.
C	From the top, curl around to the left to sit on the line.
D	From the top, down, back to the top. Curve right, down to the bottom.
E	From the top, down, back to the top. Across, back. Lift up and across the middle. Lift up and across the bottom line.
F	From the top, down, back to the top. Across, back. Lift up and across the middle.
G	From the top, curl around to the line, carry on up, then straight down. Lift up and across.
H	From the top and down. Space. From the top and down. Lift up and join the lines across the middle.
I	From the top to the bottom and stop.
J	From the top, all the way down, then short curl to the left.
K	From the top, down, up to the middle. Diagonally up, back and diagonally down to the line.
L	From the top, down and across the line.
M	From the top, down, back to the top. Diagonally down, diagonally up. Straight down to the line.
N	From the top, down, back to the top. Diagonally down, then straight up to the top.
O	From the top – all around the o.
P	From the top, down then back up. Curve right to halfway down.
Q	From the top – all around the o. Lift off. Short line diagonally down.
R	From the top, down, then back up. Curve right to halfway down. Diagonally down to the line.
S	From the top, under the snake's chin, slide down and round its tail.
T	From the top, down and stop. Lift up and from the left, make a line across the top.
U	From the top, down and curve right, then straight up to the top.
V	From the top diagonally right to the bottom, then diagonally up to the top.
W	From the top diagonally right to the bottom, diagonally up to the top, diagonally down to the line, then diagonally up again.
X	From the top, diagonally right to the bottom. Space. Start at the top, then diagonally left to the bottom.
Y	From the top diagonally right to the middle. Space. From the top diagonally left to the middle. Straight down to the bottom.
Z	From the top go across, diagonally down to the left and across the bottom.



## Appendix 4: Letter Families

Curly caterpillar letter family



c a d o s  
g q e f

PENALS for Handwriting

© National Handwriting Foundation

Long-legged giraffe letter family




l i t  
u j y

PENALS for Handwriting

© National Handwriting Foundation

One-armed robot letter family




r b n h  
m k p

PENALS for Handwriting

© National Handwriting Foundation

Zig-zag monster letter family

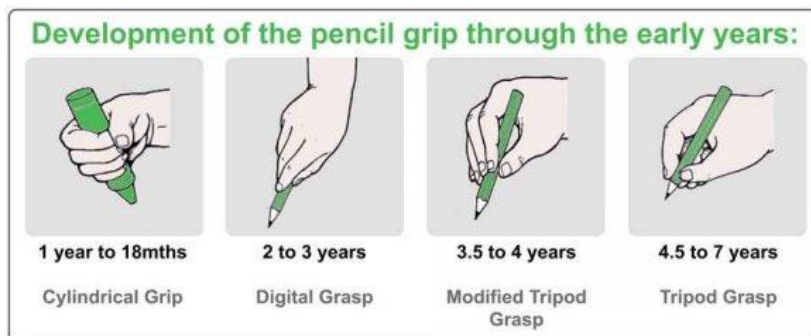


z v w x

PENALS for Handwriting

© National Handwriting Foundation

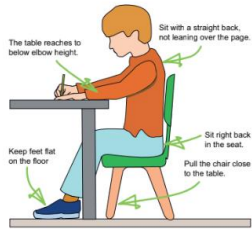
## Appendix 5: Development of Pencil Grip



# Appendix 6: Posture when writing

## Right handed children

How to sit correctly to be comfortable for handwriting.



How to hold and position the paper.



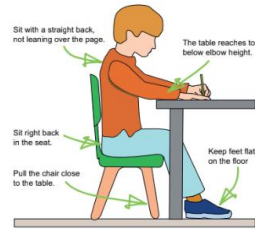
## Sitting position

Sit left-handed children to the left of their partner so they have plenty of room to write.



## Left handed children

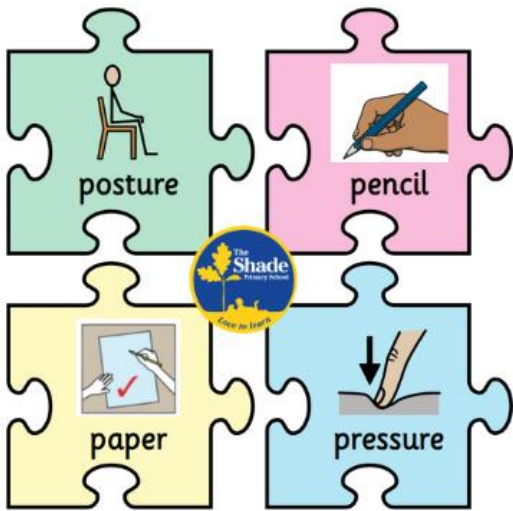
How to sit correctly to be comfortable for handwriting.



How to hold and position the paper.

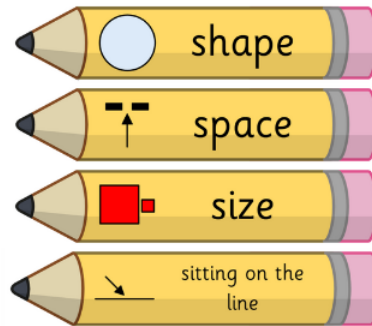


## Appendix 7: P Checks and S Factors



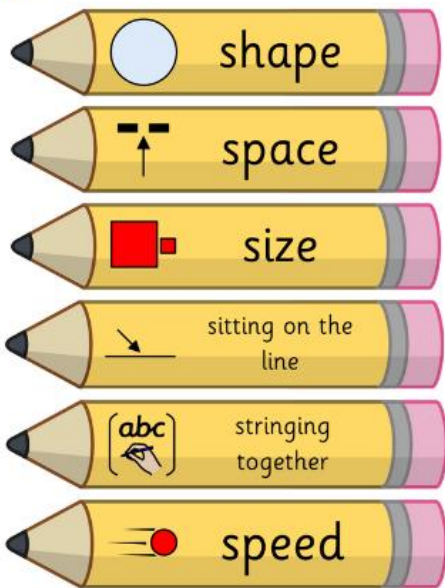
KS1

'S for Success'!



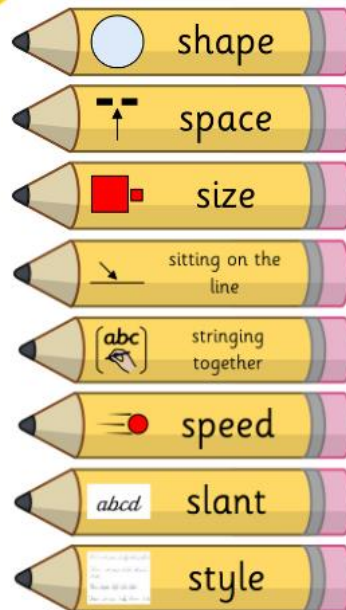
Lower KS2

'S for Success'!



Upper KS2

'S for Success'!



## **Appendix 8: P Checks and S Factors – information from the National Handwriting Association**

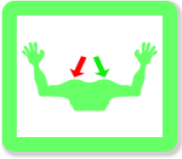
Teams: English: Handwriting: P Checks and S Factors: 'Tips for Teaching'

## Appendix 9: Agreed Terminology

- **Anti-clockwise** - in the opposite direction to the way in which the hands of a clock move round.
- **Ascenders** – An ascender is a letter where the top part exceeds the main line of the font. E.g. b, d, h, k, l, and t.
- **Automaticity** – the ability to automatically and accurately form letters through motor planning, requiring little to no effort.
- **Break letters** – The letters that do not join (all descenders).
- **Capital letters** – The uppercase form of lowercase letters (A, B, C, D, etc).
- **Clockwise** - in the direction in which the hands of a clock rotate as viewed from in front or as if standing on a clock face
- **Descenders** – A descender is a letter where the bottom part exceeds the main line of the font. E.g. f, g, j, p, q and y.
- **Lead-out stroke** – The short line that shows where a letter leads out.
- **Starting point** – Where you start the formation of a letter.

# Appendix 10: Warm Up Games

Five areas to support the body with handwriting are covered in the warm up exercises:



## Shoulder stability and strength

When we talk about the shoulder, we are actually referring to the shoulder girdle a number of bones, ligaments, muscles and tendons that work together to support arm strength and give the full range of arm movements.



## Crossing the mid-line

To make handwriting comfortable the writing arm has to be able to cross the vertical central line of the body (crossing the mid-line). It is a key skill that enables us to write comfortably with the paper positioned appropriately and to sit at a desk correctly.



## Wrist strength and flexibility

Having the full, pain free, range of wrist movements and the strength to hold the correct, slightly extended, position for handwriting is important. In this position the tendons, which run over the wrist bones, can work the finger muscles more easily giving better finger control for handwriting.



## Thumb and finger strength and dexterity

Thumb and finger strength are important for the coordinated movements and strengths required to hold and maintain an efficient pencil grip as well as to move the pencil effectively for handwriting and drawing.



## Whole hand strength and dexterity

Whole hand dexterity and strength is important for in-hand manipulation, grip and grip release skills as well as being able to judge the appropriate amount of pressure required to hold and release items safely, all required for handwriting.

(<https://teachhandwriting.co.uk/handwriting-warm-up-exercises.html>)

# Appendix 11: Presentation

## A. Children's work

### 1 Book covers should indicate:

- Child's full name
- Subject
- Children should not write on the covers of their books
- All book labels are printed using Twinkl unlooped font.

### 2 Date & Title of work in books:

- Date is **left aligned** with full written date in English books. Digital date to be written in maths & topic books.
- Children are encouraged to work towards writing the date and learning objective or title independently as soon as they are able, until then teachers give a slip of paper with the date left aligned and title centred.

### 3 General presentation

- Children should use pencils when illustrating work in books
- Teachers should hold high expectations of presentation and encourage children to take pride in their work
- Errors should be crossed out with a ruler using a single pencil line or by using a rubber.
- Children should set up their pages for writing by following DUMTUMS (**D**ate, **U**nderline, **M**iss a line, **T**itle, **U**nderline, **M**iss a line, **S**tart)



Books:

SUBJECT	COLOUR	KEY STAGE	DESCRIPTION
Maths	Blue	Rec	A4 20mm Squared
	Blue	KS1	A4+ 10mm Squared
	Blue	LKS2	A4+ 7mm Squared
	Blue	UKS2	A4+ 5mm Squared
English	Red	Rec	A4 12mm Ruled Half Plain
	Red	Y1	A4 with wide handwriting lines (20mm)
	Red	Y2	A4 with narrow handwriting lines (15mm)
	Red	Y2/KS2	A4+ 8mm Ruled with Margin
	Red	SEND	A4+ 10mm Ruled with Margin
KS2 Spelling Books	Red	KS2	A5 8mm Ruled with Margin
Reception Topic	Blue	Rec	A4+ Plain 40 pages
Science	Green	KS1	A4+ 10mm Ruled with Margin
	Green	KS2	A4+ 8mm Ruled with Margin
History	Purple	KS1	A4+ 12mm Ruled with Margin
	Purple	KS2	A4+ 8mm Ruled with Margin
Geography	Orange	KS1	A4+ 12mm Ruled with Margin
	Orange	KS2	A4+ 8mm Ruled with Margin
Topic	Yellow	KS1	A4+ 10mm Ruled with Margin
	Yellow	KS2	A4+ 8mm Ruled with Margin
KS2 Reading Logs	Green	KS2	A5 8mm Ruled with Margin
Sketch Book	Black	KS2	A4 Matt Black Plain Card Cover Sketchbook