



**St Mary's
C of E School**



**Madron
Daniel
C of E School**

Our Schools' Vision

'Rise up, take courage and do it!'

Ezra 10:4

Our Schools' Values

Hope, Courage and Perseverance

Handwriting Policy September 2025

Aims

For Teachers

1. To know the correct style, letter formations and joins in handwriting to ensure consistency across the school
2. To understand the progression in handwriting so that pupils are taught in every lesson and pupils' handwriting develops and improves
3. To ensure high expectations in handwriting lessons and that pupils are expected to apply the same standards in other independent writing

For Pupils

1. To know the importance of clear and neat presentation to communicate meaning effectively
2. To write legibly in both joined and printed styles with increasing fluency and speed by;
 -  Having a good pencil grip
 -  Knowing that all letters and digits start from the top, except d and e which start in the middle
 -  Forming all letters and digits correctly
 -  Knowing the size and orientation of letters of digits

Handwriting

Good handwriting is an essential skill and must be actively taught by demonstration, explanation and practice across the whole school. A good standard of neat handwriting is a life skill, which enhances the presentation of work across different areas of the curriculum.

We believe that handwriting is a developmental process with its own distinctive stages of progression from letter formation through to letter joins while practising speed and fluency. Being taught letter formation in the correct families during the early foundation years of a child's education will ensure a lasting and fluent handwriting habit. It is of utmost priority that the correct letter formation, letter direction and spacing are all embedded and used with skill before introducing joined up handwriting.

This handwriting policy is intended to enable all children in the school to develop a flexible, fluent and legible handwriting style, which will enable the children to write with confidence and creativity. It is vital that children are able to write with ease, speed and legibility.

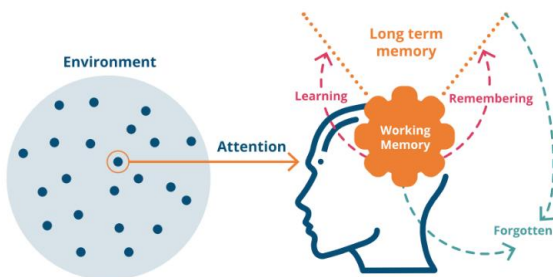
Scientific research stipulates that to write, children require:

- postural control
- bi-lateral integration
- midline crossing
- binocular vision
- sound and visual processing skills
- integrated primitive reflexes.

However, many of these are not in place until a child is 7 -8 years old. Writing is all to do with muscle movement; both the hand muscles and the muscle memory.

Research also informs us that poor postural control can lead to a weak inner ear and poor sound processing. This is why it is important to ensure every child is sitting correctly to write. Handwriting should become an automatic process, ensuring that children are not overloaded cognitively, which frees pupils to focus on the content of their writing. For this to occur, it is important that all adults always model the correct letter formation when teaching handwriting, when marking, teaching and for display.

The success of this handwriting policy depends on the correct application of the policy throughout the whole school. Our responsibility as teachers is to ensure that high standards are achieved and maintained by following the whole school handwriting policy.



Repeated practice beyond the handwriting sessions is integral if the learning is to move to the long-term memory.

‘If children do not practise reading and writing enough, they fail to make sufficient progress. Activities must be high quality, practical, efficient and focused on the main goal.’
(DfE, 2023)

Handwriting in the Foundation Stage

The National Handwriting Association states that:

Good handwriting relies on secure motor control and hand-eye coordination. Children should learn handwriting through movement with the actual writing of letters and numbers as the ultimate aim.

Children in the EYFS:

- ✚ Engage in activities requiring hand-eye coordination
- ✚ Use one-handed tools and equipment
- ✚ Draw lines and circles using gross motor movement
- ✚ Manipulate objects with increasing control
- ✚ Begin to use anticlockwise movement and retrace vertical lines
- ✚ Begin to form recognisable letters and numbers
- ✚ Use a pencil and hold it effectively to form recognisable letters and numbers, most of which are correctly formed.

Handwriting is an incremental process that builds on children reaching a good level of physical development, language and communication. In the Progress Check at age 2 (from the EYFS), teachers will be assessing children’s overall physical development including their gross motor skills as well as their fine motor skills. These early movement skills are an important foundation for children to become successful hand writers. Core strength and balance are vital for children to be able to sit to write. Fine motor strength and dexterity are important for children to be able to hold a pen or pencil. A good level of communication and language are imperative for children to be able to understand and follow instructions when learning to write. A solid understanding of positional language is also needed when children are learning to write so that they can understand what is meant when letter formations are described.

At age 2, teachers would be working at the child’s level and would be encouraging mark making in the form of using paints and chalks to make pictures and shapes; teachers would also be encouraging children to understand that their marks have meaning. By the time a child starts the reception class, teachers would be supporting them to develop their mark making into recognisable shapes and letters dependent on ability. Throughout the Foundation Stage, children need lots of opportunities to develop:

- Physical control through large-scale movement such as outdoor play. Balancing, climbing, marching and moving to music.

- Manipulative skills such as using tools, cooking utensils and scissors.
- Fine motor control and hand-eye coordination, through activities such as jigsaws, threading, cutting and manipulating 'small world' equipment.
- The key movements underpinning letter formation should be introduced through large scale movements, from the shoulder.

In the earliest stages children should make the movements symmetrically using both arms. Once the movement is firmly established in kinaesthetic memory, it can be reduced in scale using activities such as sky writing, using sticks in sand etc. and then reduced further in art activities using felt tip pens, crayons and chubby pencils.

Teachers should model letter and number formation using the correct letter pattern from Little Wandle. (See Appendix 1)

We recognise the importance of ensuring all children become fluent in their writing, we also ensure we are tailoring our approach to meet the individual needs of each child. Although this policy outlines year group expectations, it's essential to consider the developmental stage of every child to foster their handwriting formation, progression, and fluency. We understand that not all children will have the same level of motor skills at a given age, and those working outside of the expected year group benchmarks may require additional handwriting support as an intervention. Our goal is to nurture every child's writing ability in a supportive and encouraging environment.

Therefore, at the start of every new academic year, we will assess our class and plan accordingly.

Reception

Teaching time

- 🎨 EYFS daily - discrete handwriting session, within phonics and continuous provision (planned gross and fine motor control activities).
- 🎨 Expectation of coverage
- 🎨 Pre-writing stage- patterning
- 🎨 Individual letter and number formation

*Cursive or pre-cursive **must not** be taught in Reception. This is in line with the DfE policies and The reading framework (2023), which explain why teaching cursive can be deleterious:*

'... it slowed down children's writing, at a point when they already found manual dexterity tricky and the muscles in their shoulders, arms and hands were still developing.'

When modelling to children, use a multisensory approach and remember to use the correct Little Wandle mantras to help children visualise – see appendix

Why teach printed letter formation first?

The national curriculum states that children should learn to write in print using the handwriting families. This is imperative for three very important reasons:

- We want to encourage binocular vision and bi-lateral integration, working through the midline from the start. Letter formation and printing until the age of 7 years old actively encourages this.
- The printed letter c and its family of letters o, a, g, q and d start across the midline, pulling anti-clockwise to form the letter. The lead-in stroke letters all start on the baseline but do not encourage the writer to push up and over through the midline.
- The letter d belongs to the c family of letters and the letter b belongs to the letter r family. Learning these letters in their handwriting families without a lead-in stroke prevents letter reversals

Key Stage 1

Teaching time

Years 1-2 - Daily handwriting for minimum of 10 minutes with the expectation of the children continuing this in all subjects.

Expectations

The National Curriculum English Programmes of Study provide guidance on teaching handwriting for key stage:

Year 1 pupils should be taught to:

-  Sit correctly at a table, holding a pencil comfortably and correctly (see appendix)
-  Form lower-case letters in the correct direction, starting and finishing in the right place
-  Form capital letters
-  Form digits 0-9
-  Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these (see appendix for letter families)
-  Make links with phonics and spelling

Year 2 pupils should be taught to:

-  Form lower-case letters of the correct size relative to one another
-  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 not joined
-  Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
-  Use spacing between words that reflects the size of the letters

Key Stage 2

Teaching Time

Years 3-6 - Daily handwriting for minimum of 10 minutes with the expectation of this happening in all subjects. When teaching the joins, use this as a time to consolidate common exception and spelling patterns.

Year 3-4 pupils should be taught to:

-  Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left not joined
-  Increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.

Year 5-6 pupils should be taught to:

-  Write legibly, fluently, with increasing speed and personal style by: Choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters
-  Choosing the writing implement that is best suited for a task (e.g. quick notes, letters)

SEND

For pupils identified with SEND, practitioners must ensure reasonable adjustments are in place to enable them to make progress and be included in all aspects of the curriculum.

Nasen provides some excellent overviews of the SEND Code of Practice which highlight, at a glance, how practitioners and settings can ensure success for SEND pupils.

For pupils with specific physical disabilities practitioners should engage specialist support through their local authority and liaise with relevant health professionals to ensure the necessary equipment and adjustments are in place.

PDNet is a national charity that aims to support practitioners to successfully adapt and understand which reasonable adjustments should be made to ensure inclusion for children and young people with physical difficulties. They offer free training for staff working with pupils with physical difficulties and disabilities. Specialist teachers from the local authority should be in place to assist pupils with vision or hearing impairments (QTVI and TOD). Specialist teachers and health professionals may offer further guidance around how to successfully ensure adjustments in the teaching and learning of handwriting.

Appendix

EYFS Nursery and Reception

Children must be able to complete these movements before they can successfully form letters.

Progression

First Pre-Writing Shapes			
			
			

Second Pre-Writing Shapes with Flow		
		

Phase 2 grapheme information sheet

Autumn 1

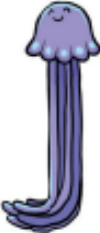
Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 s	 snake	Show your teeth and and let the s hiss out ssssss sssss	Down the snake from head to tail.
 a	 astronaut	Open your mouth wide and make the a sound at the back of your mouth a a a	Around the astronaut's helmet and down into space.
 t	 tiger	Open your lips; put the tip of your tongue behind your teeth and press t t t	Down the tiger and across its neck.
 p	 penguin	Bring your lips together, push them open and say p p p	Down the penguin's back, up and around its head.
 i	 iguana	Pull your lips back and make the i sound at the back of your mouth i i i	Down the iguana and dot the leaf.
 n	 net	Open your lips a bit, put your tongue behind your teeth and make the nnnnn sound nnnnn	Down, up and over the net.
 m	 mouse	Put your lips together and make the mmmmm sound mmmmm	Down, up and over the mouse's ears.

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 d	 duck	Put your tongue to the top and front of your mouth and make a quick d sound d d d	Round the duck's body, up to its head and down to its feet.
 g	 goat	Give me a big smile that shows your teeth; press the middle of your tongue to the top and back of your mouth; push your tongue down and forward to make the g sound g g g	Round the goat's face and curl under its chin.
 o	 octopus	Make your mouth into round shape and say o o o	All around the octopus.
 c	 cat	Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say c c c	Curl around the cat.
 k	 kite	Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say k k k	Down the kite, up to the top corner and down to the bottom corner.
 ck	 sock	Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say c c c	c Curl around the heel of the sock. k Down the sock, up and back down to the toe. Catchphrase: Rock that sock!
 e	 elephant	Open your mouth wide and say e e e	Around the elephant's eye and curl down its trunk.

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 u	 umbrella	Open your mouth wide and say u u u	Down and around the umbrella, and back to the ground.
 r	 rainbow	Show me your teeth to make a rrrrr sound rrrrr rrrrr	From the cloud to the ground and over the rainbow.
 h	 helicopter	Open your mouth and breathe out sharply h h h	Down, up and over the helicopter.
 b	 bear	Put your lips together and say b as you open them b b b	Down the bear's back, up and round its tummy.
 f	 flamingo	Open your lips a little; put your teeth on your bottom lip and push the air out to make the sound ffff ffff	Down the flamingo to its foot and across its wings.
 l	 lollipop	Open your mouth a little; put your tongue up to the top of your mouth, behind your teeth, and press llll llll	Down the lollipop stick.

Phase 2 grapheme information sheet

Autumn 2

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 	 jellyfish	Pucker your lips and show your teeth use your tongue as you say j j j	Down the jellyfish and dot its head.
 	 volcano	Put your teeth against your bottom lip and make a buzzing v v v v v v v v v v	Down to the bottom of the volcano and back up to the top.
 	 wave	Pucker your lips and keep them small as you say w w w w	Down and up and down and up the waves.
 	 box	Mouth open, then push the cs/x sound through as you close your mouth cs cs cs (x x x)	From the top, across the box to the bottom. From the top again across the box to the bottom.
 	 yo-yo	Smile, tongue to the top of your mouth, say y without opening your mouth yyy	Down, around the yo-yo and curl round the string.
 	 zebra	Show me your teeth and buzz the z sound zzzzz zzzzz	Across the top of the zebra's head, zig-zag down its neck and along.

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase / Catchphrase
 qu qu	 queen	Pucker your mouth, then open it as you say qu qu qu	q Round the queen's face, down her robe and a flick at the end. qu Quick, it's the queen!
 ch ch	 cherries	Pucker your lips and show your teeth; use your tongue as you say ch ch ch	ch Chew the cherries, children.
 sh sh	 shells	Pucker your lips and show your teeth; push the air out shshshshsh shshshshsh	sh Share the shells.
 th th	 thumb	Voiced: Tongue on your teeth, teeth almost closed to make a 'buzzing' th th th Unvoiced: Tongue on your teeth; push the air out th th th	th Thumbs up, we're having fun.
 ng ng	 ring	Open your mouth a bit and then use your tongue at the back of your mouth to say ng ng ng	ng Bling on a ring.
 nk nk	 pink panda	Open your mouth a bit and then use your tongue at the back of your mouth to say ngk ngk ngk	nk I think I am pink.

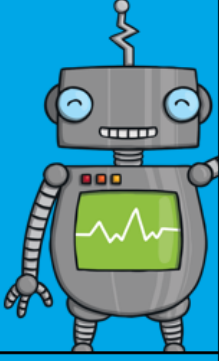
How to write capital letters

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.

Letter Families and Progression within Year Groups Taken from Twinkl for Further Support

 The Journey to Cursive/Continuous Cursive Letter Packs	Early Learning Goals				Year 1			Year 2			Year 3 & Year 4		Year 5 & Year 6		
	Pupils can:				Pupils can:			Pupils can:			Pupils can:		Pupils can:		
	show good control and co-ordination in large and small movements.	move confidently in a range of ways, safely negotiating space.	handle equipment and tools effectively	safely use and explore a variety of materials, tools and techniques.	sit correctly at a table, holding a pencil comfortably and correctly.	begin to form lower-case letters in the correct direction, starting and finishing in the right place.	understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.	form lower-case letters of the correct size relative to one another.	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 unjoined.	write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.	use spacing between words that reflects the size of the letters.	use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch).	write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.	write legibly, fluently and with increasing speed by: choosing the writing implement that is best suited for a task.
1) Letter 'l'			✓	✓	✓	✓	✓	✓				✓		✓	
2) Letter 'i'	✓		✓	✓	✓	✓	✓				✓	✓		✓	
3) Letter 'u'	✓		✓	✓	✓	✓	✓		✓			✓			✓
4) Letter 't'	✓	✓	✓		✓	✓	✓		✓				✓		
5) Letter 'y'	✓		✓	✓	✓	✓	✓	✓				✓		✓	
6) Letter 'j'			✓	✓	✓	✓	✓			✓		✓		✓	

 The Journey to Cursive/Continuous Cursive Letter Packs	Early Learning Goals				Year 1			Year 2			Year 3 & Year 4		Year 5 & Year 6		
	Pupils can:				Pupils can:			Pupils can:			Pupils can:		Pupils can:		
	show good control and co-ordination in large and small movements.	move confidently in a range of ways, safely negotiating space.	handle equipment and tools effectively	safely use and explore a variety of materials, tools and techniques.	sit correctly at a table, holding a pencil comfortably and correctly.	begin to form lower-case letters in the correct direction, starting and finishing in the right place.	understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.	form lower-case letters of the correct size relative to one another.	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 unjoined.	write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.	use spacing between words that reflects the size of the letters.	use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch).	write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.	write legibly, fluently and with increasing speed by: choosing the writing implement that is best suited for a task.
1) Letter 'n'			✓	✓	✓	✓	✓		✓			✓		✓	
2) Letter 'm'	✓	✓	✓		✓	✓	✓	✓				✓			✓
3) Letter 'h'			✓	✓	✓	✓	✓	✓					✓		
4) Letter 'k'			✓	✓	✓	✓	✓	✓			✓		✓		
5) Letter 'b'	✓				✓	✓	✓		✓			✓			
6) Letter 'p'	✓		✓	✓	✓	✓	✓	✓	✓			✓		✓	
7) Letter 'r'	✓		✓	✓	✓	✓	✓	✓		✓		✓			

	Early Learning Goals				Year 1			Year 2			Year 3 & Year 4		Year 5 & Year 6				
	Pupils can:				Pupils can:			Pupils can:			Pupils can:		Pupils can:				
The Journey to Cursive/Continuous Cursive Letter Packs	show good control and co-ordination in large and small movements.	move confidently in a range of ways, safely negotiating space.	handle equipment and tools effectively	safely use and explore a variety of materials, tools and techniques.	sit correctly at a table, holding a pencil comfortably and correctly.	begin to form lower-case letters in the correct direction, starting and finishing in the right place.	understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.	form lower-case letters of the correct size relative to one another.	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 unjoined.	write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.	use spacing between words that reflects the size of the letters.	use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch].	write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.	write legibly, fluently and with increasing speed by: choosing the writing implement that is best suited for a task.	be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version.	use and unjoined 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.*
1) Letter 'c'	✓		✓		✓	✓	✓	✓				✓		✓			
2) Letter 'a'	✓	✓			✓	✓	✓	✓				✓		✓		✓	
3) Letter 'd'	✓				✓	✓	✓	✓	✓			✓				✓	
4) Letter 'e'	✓		✓		✓	✓	✓	✓			✓	✓			✓		
5) Letter 's'	✓		✓		✓	✓	✓	✓	✓			✓					✓
6) Letter 'g'	✓		✓		✓	✓	✓	✓				✓				✓	
7) Letter 'f'	✓	✓		✓	✓	✓	✓	✓				✓			✓		
8) Letter 'q'			✓		✓	✓	✓	✓					✓	✓			
9) Letter 'o'			✓	✓	✓	✓	✓	✓	✓			✓			✓		

	Early Learning Goals				Year 1			Year 2			Year 3 & Year 4		Year 5 & Year 6				
	Pupils can:				Pupils can:			Pupils can:			Pupils can:		Pupils can:				
The Journey to Cursive/Continuous Cursive Letter Packs	show good control and co-ordination in large and small movements.	move confidently in a range of ways, safely negotiating space.	handle equipment and tools effectively	safely use and explore a variety of materials, tools and techniques.	sit correctly at a table, holding a pencil comfortably and correctly.	begin to form lower-case letters in the correct direction, starting and finishing in the right place.	understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.	form lower-case letters of the correct size relative to one another.	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 unjoined.	write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.	use spacing between words that reflects the size of the letters.	use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch).	write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.	write legibly, fluently and with increasing speed by: choosing the writing implement that is best suited for a task.	be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version.	use joined and unjoined 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.*
1) Letter 'z'			✓	✓	✓	✓	✓	✓		✓		✓		✓			
2) Letter 'v'	✓		✓		✓	✓	✓	✓			✓		✓	✓			
3) Letter 'w'	✓		✓	✓	✓	✓	✓	✓		✓	✓	✓		✓			
4) Letter 'x'			✓		✓	✓	✓	✓				✓		✓			

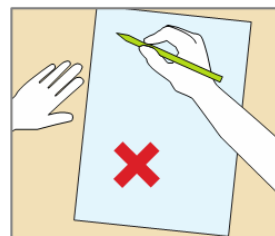
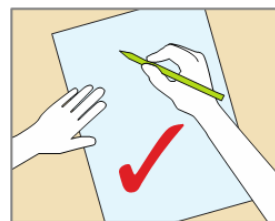
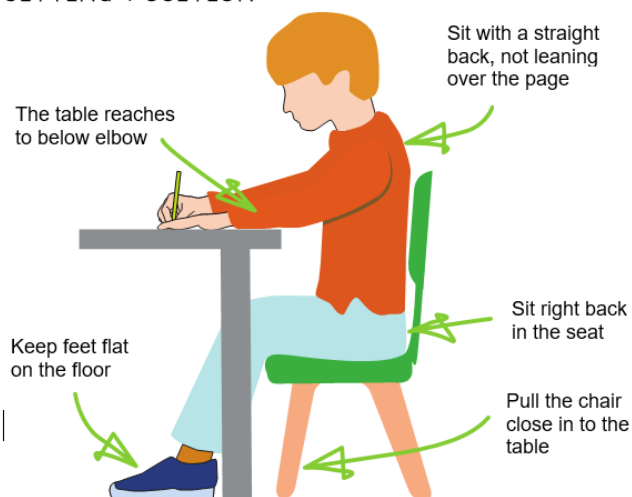
EYFS, Key Stages 1 and 2

	Statutory Requirements	Non-Statutory Notes and Guidance
22-36mths 30-50mths 40-60mths	Distinguishes between marks they make Sometimes gives meaning to marks as they draw and paint Ascribes meaning to the marks they observe Gives meaning to marks as they write draw and paint Begins to break flow of spoken language into words Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly. Writes own name and some captions or labels. Attempts to write a short sentence in a meaningful context.	
Year 1, Age5–6	Pupils should be taught to: • sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place • learn unjoined handwriting before they start using some of the diagonal and horizontal strokes that are needed to join letters • form capital letters • form digits 0–9 • understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.	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. Writing is likely to develop at a slower pace than reading at this stage. This is because pupils need to encode the sounds they hear in words (spelling skills), develop the physical skill needed for handwriting, and learn how to organise their ideas in writing. Left-handed pupils should receive specific teaching to meet their needs.
Year 2 Age6–7	Pupils should be taught to: • form lower-case letters of the correct size relative to one another • 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 • write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters	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.

	• use spacing between words that reflects the size of the letters.	
Years 3/4 Age 7–9	Pupils should be taught to: • 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 • 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).	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.
Years 5/6, Age 10–11	Pupils should be taught to write legibly, fluently and with increasing speed by: • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task.	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.

Sitting Position

SITTING POSITION



Paper position for right-handed children.

Warm Up Exercises before commencing handwriting

Gross Motor Skills (GMS)

Animal Actions

The following fun gross motor activities can help improve your pupils' core strength, control and endurance in preparation for handwriting.

KEVIN THE KANGAROO SAYS: "JUMP UP AND DOWN."  Two-footed standing jump with waving arms.	COLIN THE CRAB SAYS: "WALK SIDeways."  Take side steps one way, then the other.	FRAN THE FLAMINGO SAYS: "STAND ON ONE LEG AND NOW THE OTHER LEG."  Balance on left foot, then balance on right foot.	CHARLIE THE CAT SAYS: "STRETCH UP AS FAR AS YOU CAN."  Stretch up and try and touch the ceiling.	CORA THE COW SAYS: "MILK A COW."  Move arms up and down in milking action.	SACHA THE SNAKE SAYS: "SLITHER ALONG THE FLOOR."  Lie down and wriggle along the floor.	BORIS THE BEAR SAYS: "WALK ON ALL FOURS."  Move around on hands and feet.
HANS THE HORSE SAYS: "TROT AROUND THE ROOM. NOW GALLOP."  Jog, lifting knees high then run faster.	OLGA THE OSTRICH SAYS: "TAKE GREAT BIG STEPS."  Take long strides around the room.	ENOCH THE ELEPHANT SAYS: "LIFT ME UP."  Pretend to lift up a heavy object.	FATIMA THE FROG SAYS: "HOP UP AS HIGH AS YOU CAN."  Hop on one leg, then on the other leg.	PEDRO THE PUPPY SAYS: "CHASE YOUR TAIL ROUND AND ROUND."  Spin around on the spot.	PIPPA THE PENGUIN SAYS: "WADDLE FROM SIDE TO SIDE."  Stand straight and tilt from left to right.	BILLY THE BLACKBIRD SAYS: "FLAP YOUR ARMS UP AND DOWN."  Raise arms up and down, palms facing down.

Finger and Hand Exercises

Here are some fun warm up exercises to wake up your fingers and hand muscles before you start to write.

Action	Description
Finger Stretches	Put the tips of your fingers together and straighten your fingers by pushing your fingertips against each other. Repeat 5 times.
Play the Piano	Touch the table with one finger at a time from each hand like you are playing the piano. Start slowly and get faster.
Fishing Hooks	Put your elbows on the table, keep your hands apart, squeeze your fingers together and point them to the sky. Keep your knuckles straight and make a hook with your fingers. Hold, then straighten five times.
Fireworks	Make a fist with both hands and hold them tight. Then let your fingers go like exploding fireworks! Repeat five times.
Take a Bow	Put your elbows on the table, keep your hands apart, squeeze your fingers together and point them to the sky. Bend your knuckles but keep your fingers straight so your fingers bow to each other. Repeat 5 times.

Pencil Activities

Practise holding your pencil correctly by using our tripod grip rhyme (see page 8).

*Point away the pencil,
Pinch it near the tip,
Lift it off the table,
Spin it round and grip.*

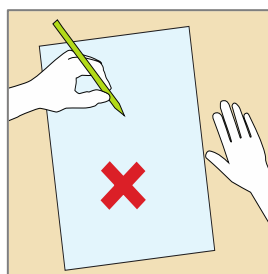
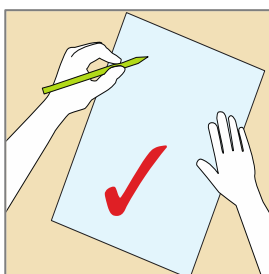
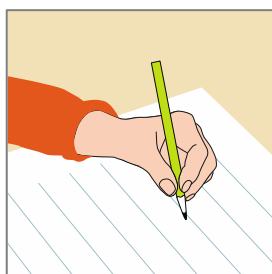
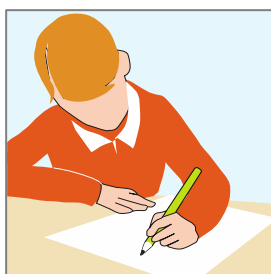


Action	Description
Quack, Quack Fingers	Start your warm up by making a beak with your thumb and first finger on both hands. Make them quack twice, then do the same with your other fingers.
Roly-poly Pencil	Lay your pencil flat across your fingers. Use your thumb to roll it backwards and forwards. Now try it with your other hand.
Crawling Caterpillar	Hold your pencil ready to write. Move the pencil through your three fingers to the top like a crawling caterpillar. When you get to the top, make your caterpillar crawl back down again!
Helicopter Twirls	Hold your pencil in the middle with your three correct fingers. Make a twirling helicopter by moving your fingers one at a time from one side of the pencil to the other.
<i>Now you are ready for handwriting!</i>	

LEFT-HANDED CHILDREN

Left-handed children may find it difficult to follow the movements of right-handed teachers as they model letter formation (and vice versa). Teachers should demonstrate to left-handers on an individual or group basis.

- Left-handed pupils should sit to the left of a right-handed child so that they are not competing for space.
- Pupils should position the paper/book to their left side and slanted, as shown.
- Pencils should not be held too close to the point as this can interrupt pupils' line of vision.
- Extra practice with left-to-right exercises may be necessary before pupils write left-to-right automatically.

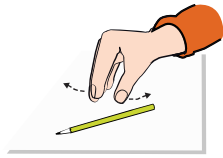


Paper position for left-handed children.

The Tripod Pencil Grip

Both right and left handed children should be encouraged to use the tripod grip which allows the pen/pencil to be held securely whilst allowing controlled movements of the pen/pencil nib. We use the Tripod Grip Rhyme:

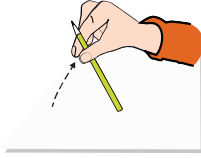
Right-handed pencil grip



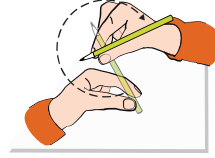
Point away the pencil,



Pinch it near the tip,



Lift it off the table,

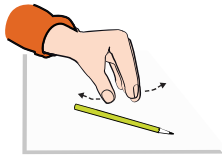


Spin it round...

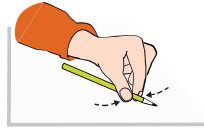


and grip.

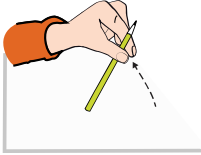
Left-handed pencil grip



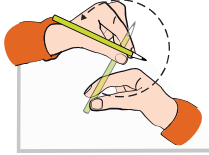
Point away the pencil,



Pinch it near the tip,



Lift it off the table,



Spin it round...



and grip.

Number Formation Rhymes

Free Printable at TeachingMama.org

