

# St Mawes School Handwriting Policy



2024-2025

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# Handwriting Scheme Overview

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# Handwriting Scheme Overview

## **INTENT**

Handwriting is a basic skill that influences the quality of work throughout the curriculum. By the end of Key Stage 2 all pupils should have the ability to produce fluent, legible and, eventually, speedy joined-up handwriting, and to understand the different forms of handwriting used for different purposes. Our intention is to make handwriting an automatic process that does not interfere with creative and mental thinking.

### Cursive handwriting encourages:

- Natural movement
- Correct letter formation
- Less load on memory, aiding movement from left to right
- Clearer spacing
- Increased speed
- The development of a personal style
- Improved spelling

## **CURRICULUM AIMS**

- **Foundation stage:** Sit correctly at a table, holding a pencil. Form recognisable letters and numbers, most of which are correctly formed.
- **Year 1:** Sit correctly at a table, holding a pencil. Form the digits 0-9 correctly. Form lower case letters in the correct direction, starting and finishing in the right place. Name the letters of the alphabet in order. Form capital letters.
- **Year 2:** Use some of the diagonal and horizontal strokes needed to join letters. Understand which letters, when adjacent to one another, are best left unjoined. Write capital letters (and digits) of the correct size/orientation to one another. Use spacing between words that reflects the size of the letters. Form lower case letters of the correct size relative to one another.
- **Year 3:** Increase the legibility, consistency, and quality of handwriting. Understand which letters, when adjacent to one another, are best left unjoined. Use the diagonal and horizontal strokes needed to join letters.
- **Year 4:** Use the diagonal and horizontal strokes needed to join letters. Increase the legibility, consistency, and quality of handwriting: down strokes are parallel and equidistant, lines of writing are space sufficiently so that the ascenders and descenders of letters do not touch.
- **Year 5:** Choose which shape of a letter to use when given choices. Choose the writing implement best suited for a task (e.g., quick notes, letters).
- **Year 6:** Produce legible joined handwriting and develop own personal fluent joined handwriting style.



# Handwriting Scheme Overview

## IMPLEMENTATION

In EYFS and Year 1, handwriting is to be taught to all children through Little Wandle sessions. All groups will teach the same letter on the same day to support fluid groupings and to ensure each child is taught how to form every letter correctly. Year 1 and 2 children will be taught handwriting explicitly at the beginning of writing sessions.

- If by the end of teaching a 'family of letters' particular children are still not forming letters correctly, focussed interventions will be planned as appropriate.
- Once the cycle has been completed, teaching staff will repeat the cycle again.
- Children that are writing neatly in all areas of writing will be discussed on an individual basis to support and extend teaching of joining letters.

In KS2, handwriting is to be taught explicitly at the beginning of writing sessions. Here, the teaching of handwriting is more specific to the needs of each year group and class. Focus joins for revisiting are provided but are also selected based on teacher assessment from the previous learning session. The below outlines how a typical session might look:

- Pupils will revisit a particular join, completing a line of that join in their writing books.
- A new join may be taught, as appropriate to the stage and age of the pupils.
- Pupils will complete a line of the new join, as appropriate to the stage and age of the pupils.
- Pupils may apply the join by writing a line of a word containing the join in their writing books.
- Pupils may be extended to write a sentence containing the joins in their writing books.



## Handwriting Scheme Overview

<p><b>Little Wandle Structure:</b> Speed sounds, introduce new sound including formation, practise words, tricky words, practise writing spellings, <u>handwriting</u>, story books/reading.</p>			
<p>If children are no longer on Little Wandle, they should practise their handwriting at the start of each writing session</p>			
1. Warm up – Fine motor skills	2. Teach	3. Practise	4. Apply
<p><b>Fine Motor exercises:</b>  <b>Exercises inc Bi Lateral:</b>            Choose an exercise from the suggestions ensuring crossing of midline is included.  <b>Air writing:</b>            Children to isolate their ‘pointer’ finger on their writing hand (finger pencils).             Model how to ‘air’ write a child’s name including the initial capital letter.            Children to write their name in the air inc capital letter.            Teachers may choose to air write another word as appropriate in this section.</p>	<p>Introduce the letter name and the sound (phoneme) of the letter.   <b>Model</b> how to form the lower-case letter on flipchart paper or using the whiteboard. Talk through the ‘Little Wandle rhyme’ for each letter with the children (my turn, your turn).             Children practise air writing the letter shape with their writing hand as a class, whilst saying the rhyme (support this by tracing your letter on the board) They could also practise air writing on the table, on body parts. Make large and small letter shapes.            Remind children of the correct pen/pencil grip.</p>	<p>Children to practise writing a line of the letter being taught.   <b>Some children may benefit from having a modelled letter in their book to support with the height/ size of the letter.</b>             Monitor each child whilst handwriting to ensure correct formation is happening. Highlight in green their best effort. Offer more support to individuals if they aren’t forming the letters correctly.</p>	<p><b>Children should not move on to this stage if they require additional time to practise writing a line of the letter being taught. They should continue that particular skill during this time.</b>             Children to practise writing one word that begins with the letter they are learning.            Say the word (my turn, your turn).            Sound it out            Count the sounds.            Model writing the word on the board, keep this up for children to refer to.             Children to write the word down 3 times.            Finger space between each word.             Word to be appropriate to the group you are teaching, it should not be a word containing sounds that have not been taught. Aim for shorter words to begin</p>



## Handwriting Scheme Overview

	<p>Remind them of the appropriate seating position and posture for good writing. Remind the children how to position their book correctly.</p>		<p>with until children have been taught correct formation of other letters.</p> <p>Monitor each child to ensure correct letter formation of the letter being taught. Check for the correct height/size of letter. Don't focus on other letters of the word when marking if these haven't been taught (only if the letter is reversed).</p> <p>If children aren't forming the letter taught correctly, allow them another chance to practise.</p> <p>From year 2-6, pupils may be challenged to also write a sentence containing the focus joins.</p>
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## Handwriting Scheme Overview

Autumn 1	Mon	Tues	Weds	Thurs	Fri	
	Magic letter c: c	Magic letter c: o	Magic letter c: a	Magic letter c: g	Spellings	
	Magic letter c: q	Magic letter c: d	Down the ladder letters: i	Down the ladder letters: l	Spellings	<i>End of magic c letters: identify children that can still not form letters. Interventions planned to support.</i>
	Down the ladder letters: t	Down the ladder letters: k	Down the ladder letters: j	The zig zag letters: v	Spellings	<i>End of down the ladder letters: identify children that can still not form letters. Interventions planned to support.</i>
	The zig-zag letters: w	The zig-zag letters: u	The zig-zag letters: y	The zig-zag letters: f	Spellings	<i>End of zig zag letters: identify children that can still not form letters. Interventions planned to support.</i>
	One-armed robot letters: r	One-armed robot letters: m	One-armed robot letters: n	One-armed robot letters: h	Spellings	<i>End of one-armed robot letters: identify children that can still not form letters. Interventions planned to support.</i>
	One-armed robot letters: p	One-armed robot letters: b:	Cross the midline letters: e	Cross the midline letters: s	Spellings	<i>End of cross the midline letters: identify children that can still not form letters. Interventions planned to support.</i>
	Cross the midline letters: x	Cross the midline letters: z	<i>Time to revisit letters the majority still struggle with within your group.</i>			<i>Ensure children are beginning to practise writing 2-3 words with starting with taught letter</i>



## Handwriting Scheme Overview

Autumn 2 Revisit Week Beginning	Mon	Tues	Weds	Thurs	Fri	
	Magic letter c: c	Magic letter c: o	Magic letter c: a	Magic letter c: g	Spellings	<i>Ensure children are beginning to practise writing 2-3 words with starting with taught letter</i>
	Magic letter c: q	Magic letter c: d	Down the ladder letters: i	Down the ladder letters: l	Spellings	<i>Children who are ready to join may be introduced to horizontal joins.</i>
	Down the ladder letters: t	Down the ladder letters: k	Down the ladder letters: j	The zig zag letters: v	Spellings	<i>Children who are ready to join may be introduced to diagonal joins.</i>
	The zig-zag letters: w	The zig-zag letters: u	The zig-zag letters: y	The zig-zag letters: f	Spellings	<i>Ensure children are beginning to practise words within a sentence.</i>
	One-armed robot letters: r	One-armed robot letters: m	One-armed robot letters: n	One-armed robot letters: h	Spellings	
	One-armed robot letters: p	One-armed robot letters: b:	Cross the midline letters: e	Cross the midline letters: s	Spellings	
	Cross the midline letters: x	Cross the midline letters: z	<i>Time to revisit letters the majority still struggle with within your group.</i>			



















## Handwriting Scheme Overview

	REVISIT	NEW SKILL
YEAR 2	Down the ladder letters, magic letter c letters, zig zag letters, one armed robot letters and cross the midline letters Teachers may also revisit LW sounds, e.g. 'ch' and use these as a focus for handwriting as necessary.	Diagraphs learnt in phase 3-e.g.th,ch,sh, and long vowels sounds Applying knowledge of joins to high frequency word spellings and spellings of numbers.
YEAR 3	Single letters which will become double letters: b, c, d, e, f, g, l, m, o, p, r, s, ss, t, z. Teachers may also revisit other joins which their pupils need, as per pupils' ability.	Double letters: bb, cc, dd, ee, ff, gg, ll, mm, nn, oo, pp, rr, tt, zz Applying knowledge of joins to areas of the GPS curriculum, e.g. adjectives, synonyms for said.
YEAR 4	Teachers may revisit any previous joins which their pupils need to recap, as per pupils' ability.	Applying knowledge of joins to wider areas of the curriculum, e.g. year 3/4 spelling list, times tables, MFL, 2D shape names, science, history, geography. Teachers may also use focus words from Talk for Writing/VIPERS units.
YEAR 5	Teachers may revisit any previous joins which their pupils need to recap, as per pupils' ability.	Applying knowledge of joins to wider areas of the curriculum, e.g. year 5/6 spelling list, idioms, shapes, poetry, riddles, MFL, science, history, geography. Teachers may also use focus words from Talk for Writing/VIPERS units.
YEAR 6	Teachers may revisit any previous joins which their pupils need to recap, as per pupils' ability.	Applying knowledge of joins to wider areas of the curriculum, e.g. year 5/6 spelling list, SATS preparation, GPS, spelling patterns, science, history, geography. Teachers may also use focus words from Talk for Writing/VIPERS units.









# Handwriting Scheme Overview







Resources to support:

Little Wandle letter formation:













	 snake	Show your teeth and and let the <b>s</b> hiss out <b>sssss ssssss</b>	Under the snake's chin, slide down and round its tail.
	 astronaut	Open your mouth wide and make the 'a' sound at the back of your mouth <b>a a a</b>	Around the astronaut's helmet, and down into space.
	 tiger	Open your lips; put the tip of your tongue behind your teeth and press <b>t t t</b>	From the tiger's nose to its tail, then follow the stripe across the tiger.
	 penguin	Bring your lips together and push them open and say <b>p p p</b>	Down the penguin's back, up and round its head.
	 iguana	pull your lips back and make the 'i' sound at the back of your mouth <b>i i i</b>	Down the iguana's body, then draw a dot (on the leaf) at the top.
	 net	Open your lips a bit, put your tongue behind your teeth and make the <b>n n n n n</b> sound <b>n n n n n</b>	Down the stick, up and over the net.
	 mouse	Put your lips together and make the <b>m m m m m</b> sound <b>m m m m m</b>	Down, up and over the mouse's ears, then add a flick on the nose.






# Handwriting Scheme Overview

 d	 duck	Put your tongue to the top and front of your mouth and make a quick <b>d</b> sound <b>d d d</b>	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 and push your tongue down and forward to make the sound <b>g g g</b>	Round the goat's face, up to his ear; down and curl under his chin.
 o	 octopus	Make your mouth into round shape and say <b>o o o</b>	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 <b>c c c</b>	Curl around the cat.


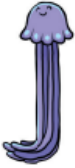






 k	 kite	Open your mouth into a little smile, make your tongue flat and move it up towards the top of your mouth to say <b>k k k</b>	Down the kite, up and across, back and down to the corner.
 ck	 sock	Open your mouth into a little smile, make your tongue flat and move it up towards the top of your mouth to say <b>c c c</b>	c Curl round the heel of the sock. k Down the sock, up and round, back and down and to the corner. <b>Catchphrase: Rock that sock!</b>
 e	 elephant	Open your mouth wide and say <b>e e e</b>	Around the elephant's eye and down its trunk.





# Handwriting Scheme Overview

 	 <p>umbrella</p>	<p>Open your mouth wide and say <b>u u u</b></p>	<p>Down and around the umbrella, stop at the top and down to the bottom and flick</p>
 	 <p>rainbow</p>	<p>Show me your teeth to make a <b>rrrr</b> sound <b>rrrr rrrr</b></p>	<p>From the cloud to the ground, up the arch and over the rainbow.</p>
 	 <p>helicopter</p>	<p>Open your mouth and breathe out sharply <b>h h h</b></p>	<p>Down, up and over the helicopter</p>
 	 <p>bear</p>	<p>Put your lips together and say <b>b</b> as you open them <b>b b b</b></p>	<p>Down bear's back, up and round his big tummy.</p>

 	 <p>flamingo</p>	<p>Open your lips a little, put your teeth on your bottom lip and push the air out to make the sound <b>ffffff</b></p>	<p>Down the flamingo's neck, all the way to its foot, then across its wings.</p>
 	 <p>lollipop</p>	<p>Open your mouth a little, put your tongue up to the top of your mouth behind your teeth and press <b>llll llll</b></p>	<p>All the way down the lollipop.</p>

# Handwriting Scheme Overview













	 <p>jellyfish</p>	<p>Pucker your lips and show your teeth use your tongue as you say <b>j j j</b></p>	<p>All the way down the jellyfish. Dot on its head.</p>
	 <p>volcano</p>	<p>Put your teeth against your bottom lip and make a buzzing <b>vvvv vvvv</b></p>	<p>Down to the bottom of the volcano, and back up to the top.</p>
	 <p>wave</p>	<p>Pucker your lips and keep them small as you say <b>w w w</b></p>	<p>From the top of the wave to the bottom, up the wave, down the wave, then up again.</p>
	 <p>box</p>	<p>Mouth open then push the <b>cs/x</b> sound through as you close your mouth <b>cs cs cs (x x x)</b></p>	<p>Start at the top, then across to the bottom of the box. Start at the top, then across to the bottom of the box.</p>

	 <p>yo-yo</p>	<p>Smile, tongue to the top of your mouth, say <b>y</b> without opening your mouth</p>	<p>Down and round the yo-yo, then follow the string round.</p>
	 <p>zebra</p>	<p>Show me your teeth and buzz the <b>z</b> sound <b>zzzzzz zzzzzz</b></p>	<p>Zip across, zag down and across the zebra.</p>

# Handwriting Scheme Overview

## Gross Motor Skills

A selection of activities to support gross motor skills.

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



# Handwriting Scheme Overview

## Fine Motor Skills

A selection of activities to support fine motor skills.

### Handwriting warm up



Bi lateral integration.  
Stretches across  
the midline



Use pegs



Take the crocodile  
for a walk



Crossover  
exercises



Integrate the  
Palmar Reflex



Improve  
binocular vision



Draw over the infinity sign

### 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
<b>Finger Stretches</b>	Put the tips of your fingers together and straighten your fingers by pushing your fingertips against each other. Repeat 5 times.
<b>Play the Piano</b>	Touch the table with one finger at a time from each hand like you are playing the piano. Start slowly and get faster.
<b>Fishing Hooks</b>	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.
<b>Fireworks</b>	Make a fist with both hands and hold them tight. Then let your fingers go like exploding fireworks! Repeat five times.
<b>Take a Bow</b>	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
<b>Quack, Quack Fingers</b>	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.
<b>Roly-poly Pencil</b>	Lay your pencil flat across your fingers. Use your thumb to roll it backwards and forwards. Now try it with your other hand.
<b>Crawling Caterpillar</b>	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!
<b>Helicopter Twirls</b>	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>	

## Handwriting Scheme Overview

### Tripod Pencil Grip

How to hold a pencil properly.

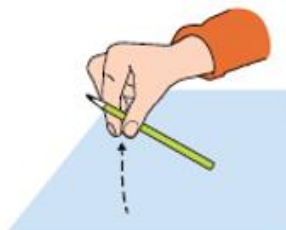
#### **Right handed grip**



1. Point away the pencil,



2. Pinch it near the tip,



3. Lift it off the table,



4. Spin it round...



5. ...and grip.

#### **Left handed grip**



1. Point away the pencil,



2. Pinch it near the tip,



3. Lift it off the table,



4. Spin it round...



5. ...and grip.

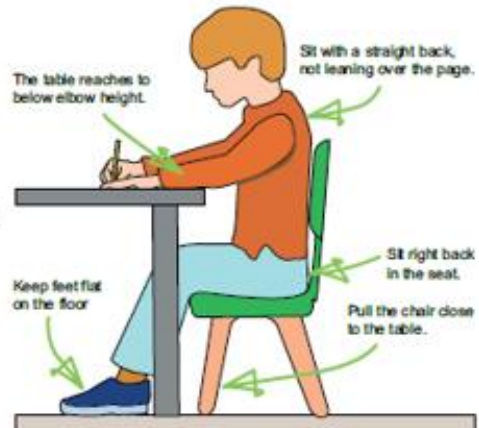


# Handwriting Scheme Overview

Comfortable sitting position and correct paper position.

## Right handed children

How to sit correctly to be comfortable for handwriting.

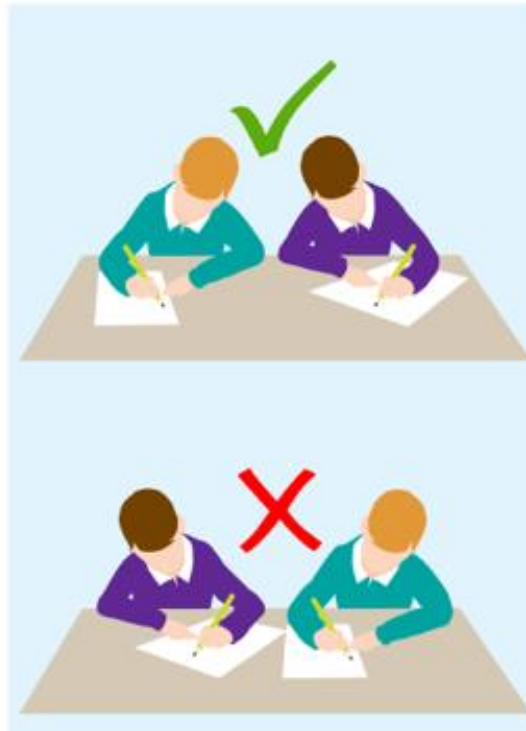


How to hold and position the paper.



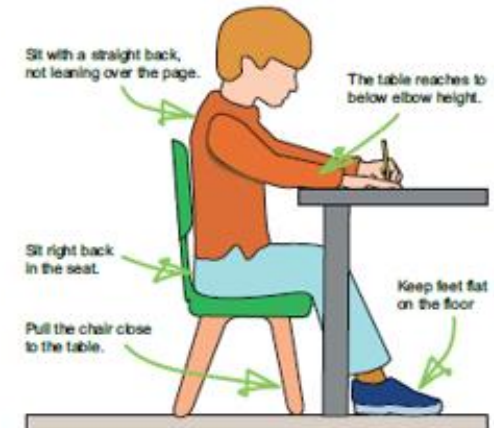
## Sitting position

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.

