Hamworthy Primary Schools Handwriting Policy

"Handwriting at Hamworthy"

'Every Child, Every Day, Every Possibility'

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Hamworthy Primary Schools Handwriting Policy

In recent years, modern technology has dramatically changed the way we communicate through writing. However, despite the increased use of computers for writing, the skill of handwriting remains important in education, employment and in everyday life. At Twin Sails Infant School and Hamworthy Park Junior School, we are keen to develop children's ability to write confidently and fluidly. We believe that children should understand the importance of clear and neat presentation in order to communicate their meaning effectively.

Pencil Hold

A good posture and pencil hold are vital for good handwriting. Children are discouraged from sitting on one foot, kneeling or wrapping their feet around the legs of the chair. For those struggling to maintain a correct pencil grip, a range of pencil supports are available. These should be chosen in collaboration between the child and the teacher. (See Appendix A)

Letter Formation

Children are taught to form letters in line with the Cambridge PenPals Sassoon font. In teaching the formation of lower case letters, the Little Wandle mnemonics are used throughout all year groups in Key Stage One. (see Appendix B)

Letter formation mats are available in all classrooms in Reception and Key Stage One for children to access during independent and guided writing across the curriculum.

Letter Families

Letters are grouped in 'letter families' and similarities between letters are explicitly taught. There are four letter families; (See Appendix C)

- Lollipop Letters
- Curly Cat Letters
- Rainbow Letters
- Zigzag Letters

Confusing letters are highlighted to children and discussed to help reduce misconceptions in letter recognition and representation, for example b and d, p and q.

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Number Formation

Correct number formation is explicitly demonstrated and taught from the outset of Reception. Errors in number formation will always be highlighted to children in all year groups and correct formation modelled. Number formation rhymes are used in all year groups in Key Stage One. (See Appendix D)

Left-Handed Writers

Sometimes children who are left-handed can find handwriting difficult. Having to push their pencil/pen across the page towards their body can be awkward for them. Changing their body, paper or hand position for writing, their pen hold or changing the equipment they use can all help them achieve a fast, fluent writing style.

Body Position

Left-hand writers should:

Sit with light coming from the right-hand side to avoid working in the shadow of their hand.

Sit on a slightly higher chair than a right-handed writer to see over their hand more easily and so their arm and hand have more freedom of movement.

Sit slightly to the right of their table space so they have plenty of room to their left.

Sit on the left hand side of the right-handed writers to avoid their paper and elbows bumping.

Not sit in a stiff or hunched way. This can happen if their paper is not in the correct position.

Equipment

Try different types of pens to see how they affect handwriting. Attaching a 'pencil-grip' can help if the pencil/pen is slippery.

Writing on a sloping surface can help.

Paper Position

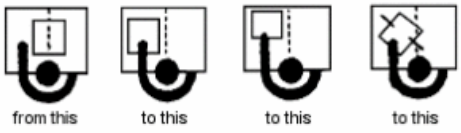
A key way of helping left-hand writers is ensuring their paper is correctly positioned.

Place the paper alongside the child on the left.

Push the paper away from them slightly.

Turn the paper so the top is angled to the right towards the table.

Figure 1: Correct positioning of paper for left-handed writer



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This allows freer movement and for the writing to be more vertical. The child's hand is in a more comfortable position below the writing, making it easier for them to see what is being written and avoid smudging.

When using handwriting books, teachers will ensure that the letter/word being practised is written on the right-hand side of the book, so that the child can see it easily.

Early Years

The Early Learning Goal for the Foundation Stage Profile (2020) states;

Children at the expected level of development will-

Physical Development – Fine Motor Skills –

Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

Literacy – Writing –

Write recognisable letters, most of which are correctly formed.

Within Early Years, there is a strong emphasis on the development of both gross and fine motor skills. The Early Years team ensure that fine and gross motor skills are planned for in every area of the curriculum.

Throughout Nursery and Reception, children experiment with the concept of clockwise and anti-clockwise, using large equipment and gross motor movements. This develops hand-eye coordination and helps support control of a variety of writing tools. Children are given the opportunity to mark make using large sugar paper, large pens, chalk, shaving foam, sand and water etc.

All learning is carefully planned to ensure that children are given daily opportunities to develop fine motor skills. Opportunities to mark make, use tweezers, threading, lacing, nuts and bolts, wind-up toys and puzzles are carefully planned according to need. Cutting skills are explicitly modelled and taught.

Children are taught to form letters using the Little Wandle mnemonics. Letter formation is taught using air writing and magic finger writing on the carpet and on peers' backs.

Children participate in handwriting practice at least three times a week for fifteen minutes. Once all graphemes have been introduced individually, letter families are introduced, and children practise the letters in these groups. Children are given access to the writing tools that are differentiated to their ability or needs. For example, some children will practise letter formation on whiteboards and others may continue to practise in shaving foam or sand trays.

Lines are introduced to children as soon as their fine motor skills are sufficiently developed and can confidently form their letters.

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At the beginning of the summer term, the majority of children in Reception will be able to write using lines confidently.

The emphasis in Early Years is to enable children to form all letters correctly, knowing exactly where each letter should start and where it should end. When children are confident with the formation of lower-case letters, they will be taught how to write capital letters, again focusing on where the letter starts and where it finishes.

Correct letter formation will be modelled by teaching staff during whole class learning and will be displayed around the classroom.

Key Stage One

In Key Stage One, all children participate in whole class handwriting sessions at least three times a week, for twenty minutes. All children will use a formal handwriting book with a designated yellow tramline to follow on from the whiteboards that they use in Reception.

The National Curriculum (2014) sets out the following aims for Key Stage One;

In order to develop a legible style, pupils should be taught:

a. how to hold a pencil/pen
b. to write from left to right and top to bottom of a page
c. to start and finish letters correctly
d. to form letters of regular size and shape
e. to put regular spaces between letters and words
f. how to form lower- and upper-case letters
g. how to join letters

Year One

The National Curriculum (2014) sets out the following objectives for the teaching of handwriting in Year One;

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

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.

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When children start in Year One, they will continue to practise the formation of lower-case and upper-case letters. This will continue throughout the year until children are forming all letters correctly in preparation to start joining. In the Summer term, those children who are confident at forming letters accurately, will start to look at how letters are joined. Children will start by looking at how digraphs are joined. Each digraph is taught as a stand-alone grapheme and children will be given opportunities to practise writing it individually and within words.

Correct letter formation will be modelled by teaching staff during whole class learning and will be displayed around the classroom.

Teaching staff will ensure that any misconceptions in letter formation are addressed and corrected as soon as possible.

Year Two

The National Curriculum (2014) sets out the following objectives for the teaching of handwriting in Year Two;

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 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.

In Year Two, children will continue to practise the joining of both digraphs and trigraphs. They will continue to practise these both individually and within words. As the year progresses, children will practise joining common exception words within their handwriting sessions. Once children start to join confidently during handwriting sessions, they will then be expected to join digraphs, trigraphs and common exception words that have been taught in their writing across all areas of learning.

Joins will be explicitly modelled by teaching staff in whole class learning and will be displayed around the classroom.

Teaching staff will ensure that any misconceptions in joining are address and corrected as soon as possible.

In the Summer Term, children may be given the opportunity to practise handwriting with a pen.

Key Stage One and Two

All children in Key Stage One and Key Stage Two are encouraged to copy out a short paragraph in their best handwriting. This is placed in the back of their English books for children to reflect on and refer to in order to promote high standards of handwriting.

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Key Stage Two

Year Three/Four

The National Curriculum (2014) sets out the following objectives for the teaching of handwriting in Year Three and Four;

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 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 the ascenders and descenders of letters do not touch).

Children in Year Three will each be a given a handwriting book with a yellow tramline of 12mm spacing (Appendix G). Children in Year Four who need extra support with handwriting, will also have access to a specific handwriting book with a yellow tramline to help children to develop correct letter formation.

During Year Three and Four, handwriting is taught at least three times a week for twenty minutes. Joins are explicitly modelled in whole class learning and errors in joining are corrected by staff as soon as possible. Using the joins they have learnt in Key Stage One, children will be expected to join all words in a sentence across all areas of learning. Children in Year 3 may begin using a pen in Autumn term, following from Year 2's Summer term. Joins will be reinforced during weekly spelling rule lessons.

Year Five/Six

The National Curriculum (2014) sets out the following objectives for the teaching of handwriting in Year Five and Six;

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.

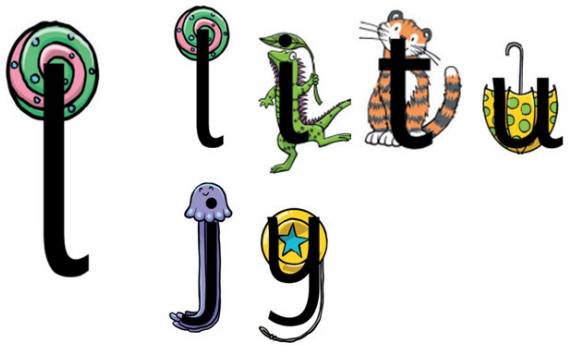
Year 5 and 6 are expected to join handwriting fluently. After assessing children's handwriting, they will only continue with practise 3 times a week if necessary.

They will recap handwriting strokes previously taught and learn to recognise letters which should or should not be joined.

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Handwriting Letter Families

Long lollipop letters



Numbers

1 4

Curly Cat letters



Numbers

6 8 9 0

Rainbow letters



Numbers

2 3 5

Zig-zag letters



Numbers

7

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Good Practice for Handwriting



POSTURE - Poor posture can be a root cause of common handwriting difficulties, resulting in pain or fatigue. It will also present as a reluctance to write, poor presentation or legibility, slow writing speed and reduced output.

PENCIL GRIP - Children and adults use a wide range of different pencil grasps, often because they have not learnt differently or as compensation for postural instability. An inefficient pen/pencil grasp can cause discomfort, impact motivation, fluency and legibility and create difficulty in sustaining speed.

PAPER POSITION - Correct paper position is vitally important during the early years of handwriting development. Bad practice can lead to compensatory strategies, such as a hooked-wrist in left-handers. These behaviours are difficult to remedy in later years.

PRESSURE - When learning to write, pencil pressure is likely to vary depending on the demands of the task and stage of development. Most children will learn through experience how much pressure they should exert through the pencil onto paper. The shape of the writing tool and the way it is held, affects the amount of pressure exerted onto the paper. Trialling a range of pens, pencils and grips can be a good place to start.

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	Three and Four Year Olds Reception Early Learning Goal	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
S factors for Success	Space and Shape	Size Sitting (on the line)	Sitting (on the line) Stringing (starting to)	Stringing Slant		Speed Style	
Letter formation, placement and positioning	-Use large muscle movements to wave flags and streamers, paint and make marks. -Use one-handed tools and equipment, for example, making snips in paper with scissors. -Use a comfortable grip with good control when holding pens and pencils. -Shows a preference for a dominant hand. -Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. -Write some letters accurately. -Develop their small motor skills so that they can use a range of tools competently, safely and confidently. -Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. -Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. -Develop the foundations of a handwriting style which is fast, accurate and efficient. -Form lower case and capital letters correctly. -Hold a pencil effectively in preparation for fluent writing using the tripod grip in almost all cases. -Write recognisable letters, most of which are correctly formed.	To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency. To sit correctly at a table, holding a pencil comfortably and correctly. To form the digits 0-9. To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.	To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. To form lower case letters of the correct size, relative to one another. To use spacing between words that reflects the size of the letters.	To use a neat, joined handwriting style with increasing accuracy and speed.	To increase the legibility, consistency and quality of their handwriting by ensuring that the downstrokes of letters are parallel and equidistant and by ensuring that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.	To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say. To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.	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 and by choosing the writing implement that is best suited for a task.
Joining letters			To begin to use the diagonal and horizontal strokes needed to join letters.	To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.	To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.	To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.	To recognise when to use an unjoined style (e.g. for labelling a diagram, for writing an email address or for algebra) and capital letters (e.g. for filling in a form).

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Reception						
EYFS will teach the letter formation of each grapheme introduced within Little Wandle daily phonics sessions. The LW mnemonics will be used to support the children's understanding of how to form each letter (grapheme) correctly. Handwriting will also be taught in discrete sessions 3 times a week. In Reception, teaching will focus on the shape and correct formation of each letter.						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	Focus on mark making and developing fine motor skills through a range of activities, such as 'Dough Disco' and 'Squiggle while you wriggle.' Challenges that encourage children to use the pincer grip (picking up lego, pompoms using three fingers). Teaching of correct pencil grip—nip it, flip it, grip it. Teaching controlled language of writing- straight, up, down, around, bottom, top, top broken line, top solid line, bottom solid line, bottom broken line, joining stroke. Teach letter patterns; tall letter, short letter, tail letter. Teaching the correct seating position. BBC - Bottom/back/chair. TNT- Tummy near the table. 6 feet on the floor. Copying first name with a capital letter.	Lollipop Letters **l** Formation phrase—Down the lollipop stick.	Curly Cat Letters **c** Formation phrase—Curl around the cat.	Curly Cat Letters **s** Formation phrase—Down the snake from head to tail	Rainbow Letters **h** Formation phrase—Down, up and over the helicopter.	Zigzag Letters **w** Formation phrase—Down and up and down and up the waves.
Week 2		Lollipop Letters **i** Formation phrase—Down the iguana and dot the leaf.	Curly Cat Letters **o** Formation phrase—All around the octopus.	Curly Cat Letters **f** Formation phrase—Down the flamingo to its foot and across its wings.	Rainbow Letters **b** Formation phrase—Down the bear's back, up and round its tummy.	Zigzag Letters **z** Formation phrase—Across the top of the zebra's head, zig-zag down its neck and along.
Week 3		Lollipop Letters **t** Formation phrase—Down the tiger and across its neck.	Curly Cat Letters **a** Formation phrase—Around the astronaut's helmet and down into space.	Curly Cat Letters **e** Formation phrase—Around the elephant's eye and curl down its trunk.	Rainbow Letters **p** Formation phrase—Down the penguin's back, up and around its head.	Consolidation of letters taught
Week 4		Lollipop Letters **u** Formation phrase—Down and around the umbrella, and back to the ground.	Curly Cat Letters **d** Formation phrase—Round the duck's body, up to its head and down to its feet	Rainbow Letters **r** Formation phrase—From the cloud to the ground and over the rainbow.	Rainbow Letters **k** Formation phrase—Down the kite, up to the top corner, around the string and down to the corner.	Consolidation of letters taught
Week 5		Lollipop Letters **y** Formation phrase—Down, around the yo-yo and curl around the string.	Curly Cat Letters **g** Formation phrase—Round the goat's face and curl under its chin.	Rainbow Letters **n** Formation phrase—Down, up and over the net.	Zigzag Letters **x** Formation phrase—From the top, across the box to the bottom. From the top again across the box to the bottom.	Consolidation of letters taught
Week 6		Lollipop Letters **j** Formation phrase—Down the jellyfish and dot its head.	Curly Cat Letters **q** Formation phrase—Round the queen's face, down her robe and a flick at the end.	Rainbow Letters **m** Formation phrase—Down, up and over the mouse's ears.	Zigzag Letters **v** Formation phrase—Down to the bottom of the volcano and back up to the top.	Consolidation of letters taught
Week 7		Numbers 1 4	Numbers 6 8	Numbers 9 0	Numbers 2 3	Numbers 5 7

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Year 1

In Year 1, handwriting will be taught in discrete sessions, 3 times a week. The teaching of handwriting will continue to focus on the shape and correct formation of each letter. Teaching will focus more specifically on the size of each letter and their placement when writing on the line, including ascenders and descenders. The formation of capital letters will also be taught.

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2
Week 1	Lollipop Letters **L l**		Curly Cat Letters **C c**		Curly Cat Letters **S s**		Rainbow Letters **H h**		Zigzag Letters **W w**		Consolidation of letters taught **S s** **F f** **E e**
	From the top, down and across the line.	Down the lollipop stick.	From the top, curl around to the left to sit on the line.	Curl around the cat.	From the top, under the snake's chin, slide down and round its tail.	Down the snake from head to tail.	From the top and down. Space. From the top and down. Lift up and join the lines across the middle.	Down, up and over the helicopter.	From the top diagonally right to the bottom, diagonally up to the top, diagonally down to the line, then diagonally up again.	Down and up and down and up the waves.	
Week 2	Lollipop Letters **I i**		Curly Cat Letters **O o**		Curly Cat Letters **F f**		Rainbow Letters **B b**		Zigzag Letters **Z z**		Consolidation of letters taught **R r** **N n**
	From the top to the bottom and stop.	Down the iguana and dot the leaf.	From the top – all around the o.	All around the octopus.	From the top, down, back to the top. Across, back. Lift up and across the middle.	Down the flamingo to its foot and across its wings.	From the top, down, back to the top. Round to the middle, round to the bottom.	Down the bear's back, up and round its tummy.	From the top go across, diagonally down to the left and across the bottom.	Across the top of the zebra's head, zig-zag down its neck and along.	
Week 3	Lollipop Letters **T t**		Curly Cat Letters **A a**		Curly Cat Letters **E e**		Rainbow Letters **P p**		Consolidation of letters taught **L l** **I i** **T t**		Consolidation of letters taught **H h** **B b** **P p**
	From the top, down and stop. Lift up and from the left, make a line across the top.	Down the tiger and across its neck.	From the top, diagonally down to the left, up to the top, diagonally down to the right. Lift up and across.	Around the astronaut's helmet and down into space.	From the top, down, back to the top. Across, back. Lift up and across the middle. Lift up and across the bottom line.	Around the elephant's eye and curl down its trunk.	From the top, down then back up. Curve right to halfway down.	Down the penguin's back, up and around its head.			
Week 4	Lollipop Letters **U u**		Curly Cat Letters **D d**		Rainbow Letters **R r**		Rainbow Letters **K k**		Consolidation of letters taught **U u** **Y y** **J i**		Consolidation of letters taught **K k** **X x** **V v**
	From the top, down and curve right, then straight up to the top.	Down and around the umbrella, and back to the ground.	From the top, down, back to the top. Curve right, down to the bottom.	Round the duck's body, up to its head and down to its feet	From the top, down, then back up. Curve right to halfway down. Diagonally down to the line.	From the cloud to the ground and over the rainbow.	From the top, down, up to the middle. Diagonally up, back and diagonally down to the line.	Down the kite, up to the top corner, around the string and down to the corner.			
Week 5	Lollipop Letters **Y y**		Curly Cat Letters **G g**		Rainbow Letters **N n**		Zigzag Letters **X x**		Consolidation of letters taught **C c** **O o** **A a**		Consolidation of letters taught **W w** **Z z**
	From the top diagonally right to the middle. Space. From the top diagonally left to the middle. Straight down to the bottom.	Down, around the yo-yo and curl around the string.	From the top, curl around to the line, carry on up, then straight down. Lift up and across.	Round the goat's face and curl under its chin.	From the top, down, back to the top. Diagonally down, then straight up to the top.	Down, up and over the net.	From the top, diagonally right to the bottom. Space. Start at the top, then diagonally left to the bottom.	From the top, across the box to the bottom. From the top again across the box to the bottom.			
Week 6	Lollipop Letters **J j**		Curly Cat Letters **Q q**		Rainbow Letters **M m**		Zigzag Letters **V v**		Consolidation of letters taught **D d** **G g** **Q q**		Consolidation of numbers taught
	From the top, all the way down, then short curl to the left.	Down the jellyfish and dot its head.	From the top – all around the o. Lift off. Short line diagonally down.	Round the queen's face, down her robe and a flick at the end.	From the top, down, back to the top. Diagonally down, diagonally up. Straight down to the line.	Down, up and over the mouse's ears.	From the top diagonally right to the bottom, then diagonally up to the top.	Down to the bottom of the volcano and back up to the top.			
Week 7	Numbers 1	4	Numbers 6	8	Numbers 9	0	Numbers 2	3	Numbers 5	7	

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Year 2						
In Year 2, handwriting will be taught in discrete sessions, 3 times a week. The teaching of handwriting will continue to focus on the shape, correct formation of each letter., the size of each letter and their placement when writing on the line, including ascenders and descenders. Children will revisit the formation of capital letters in the Autumn 1 and will then start to learn how to join letters together using the diagonal join.						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	Recap Lollipop letters Capitals and lowercase **L, l, T, t, I, i**	First join—diagonal join to letters without ascenders or descenders: **ai, am, an,**	First join—diagonal join to letters without ascenders or descenders: **su, sw, ia**	First join—diagonal join to letters without ascenders, and then with ascenders and descenders: **nn, no, nu**	First join—diagonal join to letters with ascenders and descenders: **sb, sh, sk**	First join—diagonal join to letters with ascenders and descenders: **mp, np, nd**
Week 2	Recap Lollipop letters Capitals and lowercase **U, u, Y, y, J, j**	First join—diagonal join to letters without ascenders or descenders: **ao, ar, au**	First join—diagonal join to letters without ascenders or descenders: **im, in, io**	First join—diagonal join to letters without ascenders, and then with ascenders and descenders: **ua, ui, um**	First join—diagonal join to letters with ascenders and descenders: **sl, st, sp**	First join—diagonal join to letters with ascenders and descenders: **ug, up, ub**
Week 3	Recap Curly Cat letters Capitals and lowercase **C, c, O, o, A, a, D, d**	First join—diagonal join to letters without ascenders or descenders: **ca, ci, co**	First join—diagonal join to letters without ascenders or descenders: **ir, iu**	First join—diagonal join to letters without ascenders, and then with ascenders and descenders: **un, uo, ag**	First join—diagonal join to letters with ascenders and descenders: **el, eb, eh**	First join—diagonal join to letters with ascenders and descenders: **uh, uk, ul**
Week 4	Recap Curly Cat letters Capitals and lowercase **G, g, Q, q, S, s, F, f**	First join—diagonal join to letters without ascenders or descenders: **cu, sa, se**	First join—diagonal join to letters without ascenders, and then with ascenders and descenders: **ma, mi, mm**	First join—diagonal join to letters without ascenders, and then with ascenders and descenders: **aj, ab, ah**	First join—diagonal join to letters with ascenders and descenders: **ek, el, et**	First join—diagonal join to letters with ascenders and descenders: **ut**
Week 5	Recap Curly Cat/Rainbow letters Capitals and lowercase **E, e, R, r, N, n, M, m**	First join—diagonal join to letters without ascenders or descenders: **si, sm, sn**	First join—diagonal join to letters without ascenders, and then with ascenders and descenders: **mo, mu, na**	First join—diagonal join to letters without ascenders, and then with ascenders and descenders: **ak, al, at**	First join—diagonal join to letters with ascenders and descenders: **ih, ik, il**	Consolidation of joins taught
Week 6	Recap Rainbow letters Capitals and lowercase **H, h, B, b, P, p, K, k,**	First join—diagonal join to letters without ascenders or descenders: **so ss, st**	First join—diagonal join to letters without ascenders, and then with ascenders and descenders: **nc, ne, ni**	First join—diagonal join to letters without ascenders, and then with ascenders and descenders: **ch, ck, cl, ct**	First join—diagonal join to letters with ascenders and descenders: **it, ig, ip**	Consolidation of joins taught
Week 7	Recap Zigzag letters Capitals and lowercase **V, v, W, w, X, x, Z, z**	Numbers 1 4	Numbers 1 4	Numbers 6 8	Numbers 6 8	Numbers 9 0

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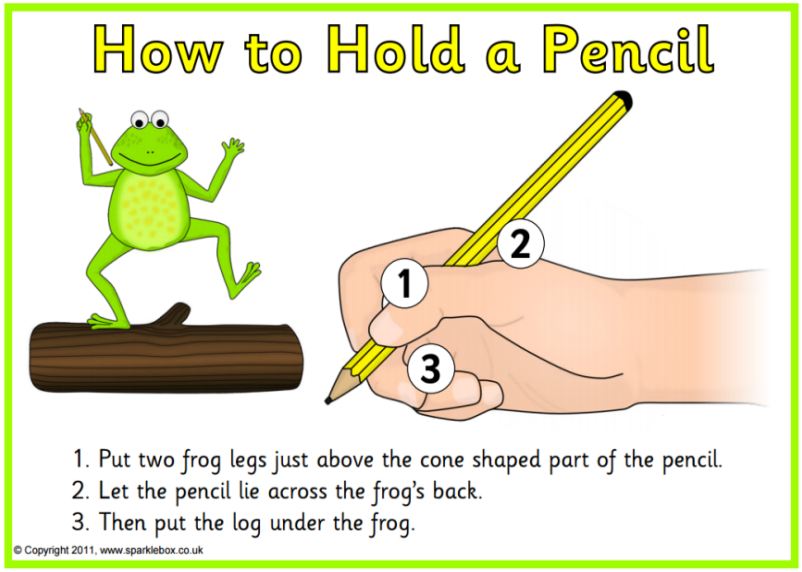
Year 3						
In Year 3, handwriting will be taught in discrete sessions, 4 times a week. The teaching of handwriting will continue to focus on the shape, correct formation of each letter., the size of each letter and their placement when writing on the line, including ascenders and descenders. Children will revisit the formation of capital letters and lowercase letters in the Autumn 1 and will then continue to learn how to join letters together using the diagonal and horizontal join.						
	Autumn 1	Autumn 2	Spring 1	Spring 2—Revisit Spring 1	Summer 1	Summer 2
Week 1	Recap Lollipop letters Capitals and lowercase **L, l, T, t, I, i**	First join—diagonal join from letters with ascenders: **da, di, do, du**	First join—diagonal join to the letter 'c': **ac, ec, ic, lc, uc**	First join—diagonal join to the letter 'c': **ac, ec, ic, lc, uc**	First join—diagonal join from letters with descenders: **qu, pu, pa**	Second join—horizontal join: **ou, ov, ow**
Week 2	Recap Lollipop letters Capitals and lowercase **U, u, Y, y, J, j**	First join—diagonal join from letters with ascenders: **dy, ha, he, hi**	First join—diagonal join to the letter 's': **as, cs, ds, es**	First join—diagonal join to the letter 's': **as, cs, ds, es**	First join—diagonal join from letters with descenders: **pe, pi, pl**	Second join—horizontal join: **ox, oy, oz**
Week 3	Recap Curly Cat letters Capitals and lowercase **C, c, O, o, A, a, D, d**	First join—diagonal join from letters with ascenders: **ho, hu, ka, ke**	First join—diagonal join to the letter 's': **hs, is, ks, ls**	First join—diagonal join to the letter 's': **hs, is, ks, ls**	First join—diagonal join from letters with descenders: **po, pr, ps**	Consolidation of joins taught
Week 4	Recap Curly Cat letters Capitals and lowercase **G, g, Q, q, S, s, F, f**	First join—diagonal join from letters with ascenders: **ki, ko, ku, la**	First join—diagonal join to the letter 's': **ms, ns, ts, us**	First join—diagonal join to the letter 's': **ms, ns, ts, us**	Second join—horizontal join: **oa, oc, od**	Consolidation of joins taught
Week 5	Recap Curly Cat/Rainbow letters Capitals and lowercase **E, e, R, r, N, n, M, m**	First join—diagonal join from letters with ascenders: **le, li, lm, lo**	First join—diagonal join to the letter 'e': **ae, ce, de, ee**	First join—diagonal join to the letter 'e': **ae, ce, de, ee**	Second join—horizontal join: **oe, og, oi**	Consolidation of joins taught
Week 6	Recap Rainbow letters Capitals and lowercase **H, h, B, b, P, p, K, k,**	First join—diagonal join from letters with ascenders: **lp, lu, bu, ba**	First join—diagonal join to the letter 'e': **he, ie, ke, le**	First join—diagonal join to the letter 'e': **he, ie, ke, le**	Second join—horizontal join: **oj, om, on**	Consolidation of joins taught
Week 7	Recap Zigzag letters Capitals and lowercase **V, v, W, w, X, x, Z, z**	First join—diagonal join from letters with ascenders: **be, bi, bo, br, bs**	First join—diagonal join to the letter 'e': **me, ne, ue**	First join—diagonal join to the letter 'e': **me, ne, ue**	Second join—horizontal join: **oo, or, os**	Consolidation of joins taught

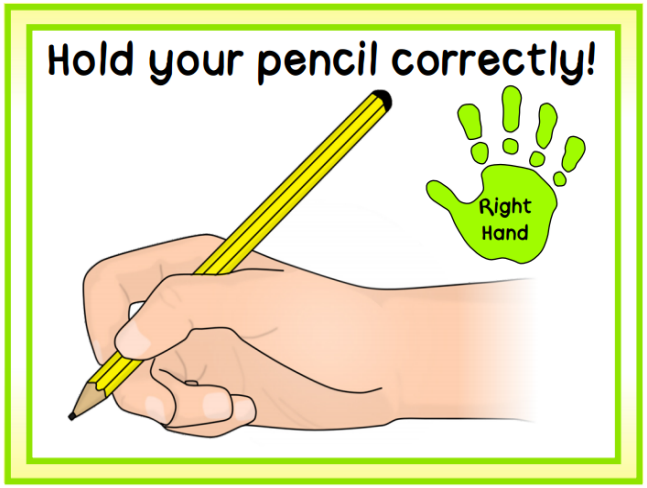
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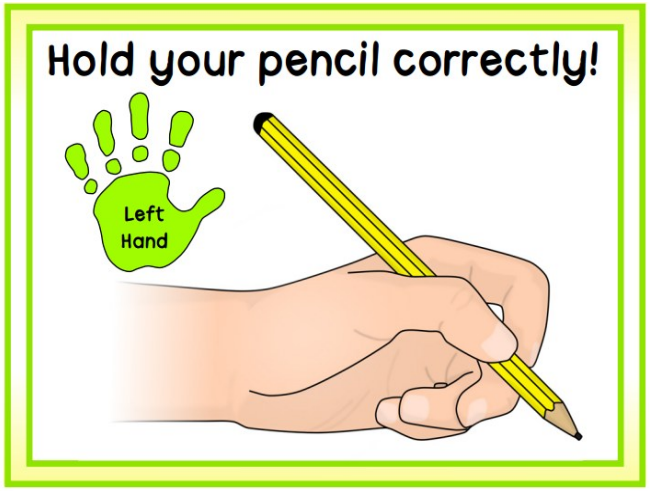
Year 4						
In Year 4, handwriting will be taught in discrete sessions, 4 times a week. The teaching of handwriting will continue to focus on the shape, correct formation of each letter., the size of each letter and their placement when writing on the line, including ascenders and descenders. Children will revisit the formation of capital letters and lowercase letters in the Autumn 1 and will then continue to learn how to join letters together using the diagonal and horizontal join.						
	Autumn 1	Autumn 2	Spring 1	Spring 2—Revisit Spring 1	Summer 1	Summer 2
Week 1	Recap Lollipop letters Capitals and lowercase **L, l, T, t, I, i**	Second join—horizontal join: **ra, rg, ri**	Third join—diagonal join from a letter with an ascender/ descender to a letter with an ascender/descender: **lb, kl, ll**	Fourth join—join to letters with hooks, lines and loops: **jo, ju, fa**	Fourth join—join to letters with hooks, lines and loops: **ga, ge, gi**	Practise combining all 4 joins when writing sentences.
Week 2	Recap Lollipop letters Capitals and lowercase **U, u, Y, y, J, j**	Second join—horizontal join: **rm, rn, ro**	Third join—diagonal join from a letter with an ascender/ descender to a letter with an ascender/descender: **ph, pl, pt**	Fourth join—join to letters with hooks, lines and loops: **jo, ju, fa**	Fourth join—join to letters with hooks, lines and loops: **gl, go, gr**	Practise combining all 4 joins when writing sentences.
Week 3	Recap Curly Cat letters Capitals and lowercase **C, c, O, o, A, a, D, d**	Second join—horizontal join: **rp, rr, rs**	Third join—diagonal join from a letter with an ascender/ descender to a letter with an ascender/descender: **bl, th, tt**	Fourth join—join to letters with hooks, lines and loops: **fe, fi, fo**	Fourth join—join to letters with hooks, lines and loops: **gs, gu, wh**	Consolidation of joins taught
Week 4	Recap Curly Cat letters Capitals and lowercase **G, g, Q, q, S, s, F, f**	Second join—horizontal join: **ru, va, vi**	Third join—horizontal join from a letter with an ascender: **ob, oh, ok**	Fourth join—join to letters with hooks, lines and loops: **fe, fi, fo**	Fourth join—join to letters with hooks, lines and loops: **ya, ye, yi**	Consolidation of joins taught
Week 5	Recap Curly Cat/Rainbow letters Capitals and lowercase **E, e, R, r, N, n, M, m**	Second join—horizontal join: **vo, vs, vu**	Third join—horizontal join from a letter with an ascender: **ol, ot, rt**	Fourth join—join to letters with hooks, lines and loops: **fr, ft, fu**	Fourth join—join to letters with hooks, lines and loops: **yo, yu**	Consolidation of joins taught
Week 6	Recap Rainbow letters Capitals and lowercase **H, h, B, b, P, p, K, k,**	Second join—horizontal join: **wa, wi, wn**	Fourth join—join to letters with hooks, lines and loops: **ja, je, ji**	Fourth join—join to letters with hooks, lines and loops: **fr, ft, fu**	Practise writing words with capital letters.	Consolidation of joins taught
Week 7	Recap Zigzag letters Capitals and lowercase **V, v, W, w, X, x, Z, z**	Second join—horizontal join: **wo, ws, wu, wy**			Practise writing words with capital letters.	Consolidation of joins taught

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Appendix A – How to Hold a Pencil







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Appendix B - Letter formation

a Around the astronaut's helmet and down into space.

b Down bear's back, up and round his big tummy.

c Curl around the cat.

d Round the duck's body, up to its head and down to its feet.

e Around the elephant's eye and down its trunk.

f Down the flamingo's neck, all the way to its foot, then across its wings.

g Round the goat's face, up to his ear; down and curl under his chin.

h Down, up and over the helicopter.

i Down the iguana's body, then draw a dot [on the leaf] at the top.

j All the way down the jellyfish. Dot on its head.

k Down the kite, up and across, back and down to the corner.

l All the way down the lollipop.

m Down, up and over the mouse's ears, then add a flick on the nose.

n Down the stick, up and over the net.

o All around the octopus.

p Down the penguin's back, up and around its head.

q Round the queen's face, up to her crown, down her robe and a flick at the end.

r Down and around the umbrella, stop at the top, and down to the bottom and flick.

s Under the snake's chin, slide down and round its tail.

t From the tiger's nose to its tail, then follow the stripe across the tiger.

u Down and around the umbrella, stop at the top, and down to the bottom and flick.

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Appendix B - Letter formation

v Down to the bottom of the volcano and back up to the top.

w From the top of the wave to the bottom, up the wave, down the wave, then up again.

x Start at the top, then across to the bottom of the box. Start at the top, then across to the bottom of the box.

y Down and round the yo-yo, then follow the string round.

z Zip across, zag down and across the zebra.

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Apper

Handwriting Letter Families









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Appendix D – Number Formation Rhymes

Number formation rhymes

A straight line down and then you're done, that's the way to make number one.



For number two, go right around. Then make a line across the ground.

Around the tree, around the tree- that's the way to make number three.

Down and over and down some more, that's the way to make number four.

Go down and around and then you stop. Finish the five with a line on top.

Stick and a hoop do the tricks. That's the way to make number six.

Across the sky and down from heaven, that's the way to make number seven.

Make a "s" and then don't wait go up again to make number eight.

Make a loop a then a line. That's the way to make a nine.

Make a 1 and then a 0. 10 are all your fingers you know!

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