

Thomas A Becket Infant & Thomas A Becket Junior School Joint Policy



Handwriting Policy

Introduction

Handwriting remains an important life skill as an effective means of self-expression and communication with others. It is, however, not a *natural skill* like walking or jumping. As with reading and maths, the skill of handwriting needs to be *taught*. Effective teaching requires an awareness of the complexity of this process and the many factors which contribute to success. Handwriting is a unique 'whole body' skill, involving the simultaneous integration of many components. This policy provides staff with the opportunity to become confident in understanding key criteria for developing effective handwriting and applying 'the three I's'.

Intent

- ◆ The design of the handwriting curriculum is based on evidence-based practice
- ◆ Leaders have constructed a curriculum that is both ambitious and designed to give all learners the skills needed to communicate in writing by hand
- ◆ The curriculum is coherently planned and sequenced towards the accumulation of sufficient knowledge and skills

Implementation

- ◆ Subject leaders provide effective training and support to enable all staff to teach handwriting effectively
- ◆ All teachers have a sound knowledge of the development of handwriting skills
- ◆ Teachers create an environment that optimises learning conditions
- ◆ The selection of resources and materials supports a coherently planned curriculum
- ◆ Teachers present subject matter clearly. They check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback
- ◆ Teachers and leaders use assessment well, for example to check understanding and inform teaching.

Impact

- ◆ Learners develop handwriting skills across the curriculum and, as a result, achieve well.

Thomas A Becket Infant and Junior understand that successful practice in handwriting is based on consistency and continuity across the whole school community which is why this is a policy that runs across both schools.

Definition of Handwriting

Handwriting is writing that is done with the hand using a pencil, pen, digital stylus or other marking instrument. It is used as a mode of expressing and communicating language. Handwriting involves using a recognised system of symbols. It is sometimes referred to as 'language by hand'.

We recognise that for today's children, handwriting is just one tool in their communication toolbox. As *hybrid* writers, using both technology and handwriting, they will need to learn the uses of both and to be able to match any writing task with the most effective mode. Handwriting has benefits for personal expression, note-taking and memorising. Technology is the logical choice for longer assignments. Children's attitudes towards handwriting are influenced by the way this choice is developed.

Aims

Our aims are for all children to:

- ◆ Learn and practise appropriate handwriting skills at each stage of development, working towards comfortable handwriting which is legible, fluent and fast.
- ◆ Develop as confident 'hybrid writers' with the skills to communicate through both handwriting and technology.

Handwriting Policy

Developing Handwriting Skills

We recognise that children need to be physically and developmentally ready before they begin to write. This includes both gross and fine motor areas:

- ◆ Gross motor factors: core strength, control and postural stability
- ◆ Motor planning skills
- ◆ Development of a consistent hand preference
- ◆ Ability to coordinate both sides of the body together
- ◆ The ability to reach across the midline of the body
- ◆ Fine motor factors: Good wrist and hand function,
- ◆ Finger dexterity
- ◆ Development of a pincer grip
- ◆ A functional grip on the pencil

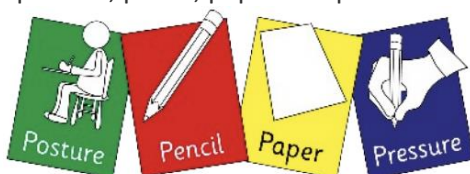
[See appendix 1 for pre-writing development.](#)

Handwriting also requires very fine perceptual judgements to be made and linked together. Visual perception and visual memory are two key areas which impact on handwriting. In order to ensure that handwriting is developed effectively, we teach it regularly, consistently and systematically across both schools.

Effective Handwriting Practice

In line with the research and findings of the National Handwriting Association, we recognise that effective handwriting practice has two parts: Preparation (the process) and Teaching Steps (the product).

Preparation - To handwrite effectively, children need the environment to be set up in the optimum way. This involves the four Ps – posture, pencil, paper and pressure.



- ◆ **Posture** – children need to maintain a stable, comfortable position to support the process of handwriting. This includes teaching them to check that:
 - ⇒ Their back is supported by the chair
 - ⇒ They are tilting forwards slightly
 - ⇒ Their hips, knees and ankles are at right angles
 - ⇒ Their feet are flat on the floor (or supported on a step)
 - ⇒ Their arms are resting comfortably on the table
 - ⇒ Their tummy is a fist's distance from the table.
 - ⇒ Their other hand is being used to stabilise paper.
 - ⇒ Their eyes are a ruler's length away from the desk.
- ◆ **Pencil grip** – when they are developmentally ready, children are taught to use a functional pencil grip. We consider the dynamic tripod (see below) to be the optimal hold as it provides stability and allows the precise movements needed to form letters. Children are taught and encouraged to adopt this hold in handwriting lessons and whilst writing.



However, we recognise that some children will use other holds. Once pencil grips are embedded, it is more difficult to change. Therefore, we will not change a child's grip unless the hold is causing pain, discomfort, fatigue or is seriously impacting legibility.

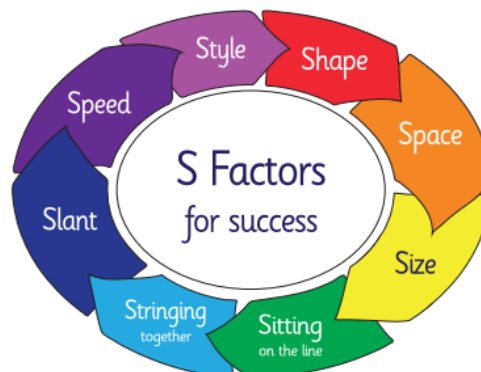
- ◆ Paper – children are taught how to position their paper to ensure that they are not twisting their body to write. The paper should be slanted parallel to the writing arm at a comfortable distance from the edge of the table. It should not be directly in front of the child but slightly offset, to the right for a right hander and to the left for a left hander. For some left handers, it may be necessary to increase the tilt so that they are able to see the letters and use the correct grip.
- ◆ Pressure – children are taught to use the correct pressure when writing. Ideally, this should leave a clear trace on the paper, neither too faint nor too dark, and flow along the line rhythmically. When children are learning to write, pencil pressure is likely to vary depending on the demands of the task, stage of development and the tools being used. Most children will learn through experimentation how much pressure they should exert. If they are finding this hard to manage then a range of pencils, pens and adaptive equipment can support this.

Guidance for left handed children -

Left-handed children should also be encouraged to use a tripod grip. In order to see the letters, they are writing they need to ensure that the paper is positioned carefully so that they are not covering the letters as they are writing (seated on the left-hand side). Left-handed children often write with a 'bear-claw' to avoid this so supporting them with grip and paper is essential.

Teaching Steps

The teaching steps are the 'S Factors' and are briefly described below with more information further on in the policy. Each S Factor represents a step in a developmental sequence, beginning with learning letter formation (Shape). The S Factors show the teaching steps in order. They correlate with the requirements of both the National Curriculum and the end of Key Stage assessments.



Shape - letter formation

A key component of legibility is accurate letter formation. It is vital that children are taught how to form the letters of the alphabet correctly from the beginning. This means knowing the right starting point for each letter and following the correct movement pathways.

Space between letters and words

There needs to be a small space between letters in a word. Exit flicks and joining strokes can provide this. These spaces will aid legibility.

Size

Once children are confident in forming letters, they need to know where to position them. If children are using lined paper, sitting the letters on the writing line helps legibility. After sitting, the next step is to understand the relative sizing of letters.

Sitting on the line

This links to the previous point.

Stringing or joining

Once a child has successfully managed shape, space, size and sitting on the line, then they are ready to join.

Slant

Research by the National Handwriting Association has shown that a slight forward slant can help right-handers. This is included in the National Curriculum for years 3 & 4.

Speed and Style

These are included in the National Curriculum for years 5 & 6 where children are learning to adapt their style and speed for different writing demands e.g. note-taking which can be quick and relaxed in style and publishing their story which will take more time and require a consistent style.

Agreed letter formation

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
1234567890

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
1234567890

The font that best matches the schools' chosen font is the Twinkl font. This is used regularly in handwriting sessions. However, other fonts are used in lessons and on displays so that the children become aware of a wide-range of typefaces.

The Thomas A Becket Handwriting Journey

Early Years - Please see the table below for development of practice across the year.

Year 1 – handwriting lessons taught alongside phonic lessons 4 x week

Year 2 – handwriting lessons taught alongside phonic lessons 4 x week

Year 3 – daily handwriting initially lessons moving to 4 x week

Year 4 – handwriting lessons 3x week for 30 minutes

Year 5 – handwriting lessons when appropriate

Year 6 – handwriting lessons when appropriate

Early Years

Letter formation will be taught alongside the introduction of phonemes in order that grapheme phoneme correspondence (GPC) can be developed. Emphasis will be made on the starting points and direction. The children are encouraged to verbalise, having been modelled by the teacher, the formation pattern. For example, the letter 'a', formation will be modelled consistently with the phrase, 'start at the top, around, up, down and flick. [See appendix 2.](#)

Handwriting Policy

Once all Phase 2 GPC's are taught, children are introduced to letter families and teaching is grouped into these families ([see appendix 3](#) for the correct formation).

Curly letters (c, a, o, d, g, q, s, f)

Ladder letters (l, i, t, j, u)

One armed robot letters (r, b, n, h, m, k, p)

Zig zag letters (v, w, x, z)

Children will progress from being highly scaffolded to independent formation across the year.

EYFS	Autumn	Spring	Summer
Handwriting skill development	Model, practise, develop, mark making and fine motor control.	Model, trace, practise letter formation, highlighting starting points and direction.	Model and practise letter formation with focus on correct starting point and direction.
Resources	Variety of mark making equipment and types of paper or mini whiteboards.	As before and handwriting booklets for targeted practice.	As before and formal handwriting books introduced with lines.
Teaching activity	Modelled in a Phonic lesson. Consolidation and exploration during continuous provision.	As before as well as focused development of targeted skill during Linked Provision sessions.	Whole class handwriting lessons begin with targeted support.

From Year 1 onwards, we ensure that we are following the statutory requirements for handwriting ([see appendix 4](#)).

Year 1

In Year 1 they will continue to practise the correct letter formation (using the letter families) alongside phonic teaching. The focus for Year 1 will be

- correct letter orientation
- identifying and correctly writing ascenders and descenders
- relative size
- formation of capital letters and numbers.

As the statutory end of year expectations does not require a joining script, the decision to begin joining letters will be taken on a cohort by cohort, child by child basis. Teaching will only begin if children have acquired the skills needed to join. For joining practice, please see below.

Year 1	Autumn	Spring	Summer
Handwriting skill development	Continuation of fine motor development and letter formation.	Model and practice letter and number formation alongside correct placement of ascenders and descenders.	Consolidate practice of orientation and size of letters and numbers on the page.
Resources	Handwriting pens and lined paper (handwriting books.	Handwriting pens and lined paper (handwriting books.	Handwriting pens and lined paper (handwriting books.

Teaching activity	Letter formation taught within a Phonic lesson. Group handwriting practice.	Letter formation taught within a Phonic lesson. Whole class handwriting practice.	Letter formation taught within a Phonic lesson. Whole class handwriting practice.
-------------------	---	---	---

Year 2

Teaching will focus on reinforcing correct formation, orientation and joining. As in previous year groups, handwriting will be taught alongside phonics initially before progressing onto being taught alongside spelling in lined handwriting books. Children will be encouraged to transfer their handwriting skills when writing across the curriculum on a variety of paper.

Teaching the joins

- Children begin by tracing and copying joining patterns.
- Teach join vocabulary - the join will either be a 'horizontal' or 'diagonal' join.
- Teach joins to letters within a digraph during phonic lessons.
- Teach using one continuous movement.
- Children should practise joining the digraphs etc, in handwriting books with lines.
- When appropriate the children should copy a word, then a sentence using the joins in context.

Year 3 onwards

Teaching will continue to focus on correct formation, orientation and joining and in line with the infant school, junior school teachers will teach the joins as set out above. There will be regular handwriting sessions in both year 3 and year 4. In year 5 and 6, handwriting will be taught to the whole class at the beginning of the year and will then be done as an intervention for those children needing fine and gross motor skill support.

Whole Class and group teaching

At the early stages small group teaching will support and develop children's handwriting practise. When ready, children will begin to be taught through whole class carpet sessions which have specific handwriting focus and development outcomes. Children will always have the opportunity to practise at tables to support the development of correct posture and grip. Teachers may use a variety of handwriting visual supports during whole class sessions such as 'Writing Repeater', Espresso videos and 'Active Inspire'. Later, during Year 1 and onwards, whole class sessions will be taught. Handwriting sessions will have a clear focus which will be discussed and modelled by the teacher. The children will have the opportunity to practise the skill in a meaningful context, throughout the curriculum.

Equipment

At Thomas A Becket Infants, children will develop their initial mark making using a variety of equipment which support their fine motor and hand grip development. When moving on towards formal handwriting lessons, children will use black handwriting pen and lined paper. In Summer Term in Year 2, the children will begin to use Berol blue handwriting pens to support transition into Year 3 at Thomas A Becket Juniors.

At Thomas A Becket Junior, children use Berol blue handwriting pens and will use a variety of paper across the curriculum. When they are practising handwriting, they will use tram lined handwriting books to support their understanding of ascenders and descenders.

At both schools, teachers will ensure they are responding to children's individual needs and adapt equipment based on this.

Every classroom at Thomas A Becket Infant School will display the formation and Phonic agreed frieze, which should be referred to regularly during writing activities. At Thomas A Becket Junior School, resources are available for the children to use that reminds them about the formations and their link to phonics. However, these may not be displayed in the classroom depending on the age and stage of the class.






Handwriting across the curriculum

Children will be encouraged to practise and develop handwriting skills across the curriculum. It will always be part of the self-reflection process at the end of a focus. Children will see good models of handwriting inside the classroom and around the school, including the written feedback they receive, on displays and labels and when adults are modelling using the visualiser.

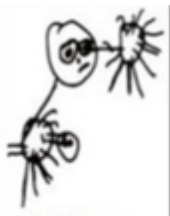

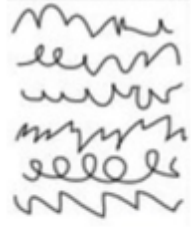

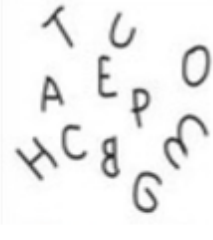

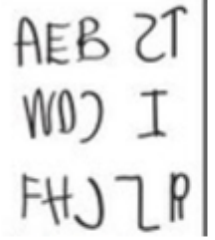
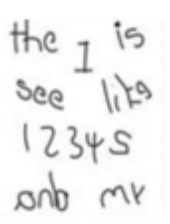
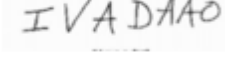
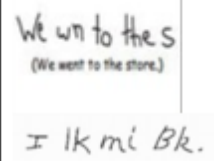

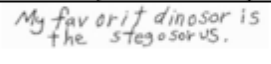
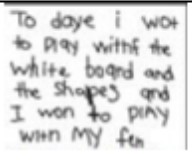
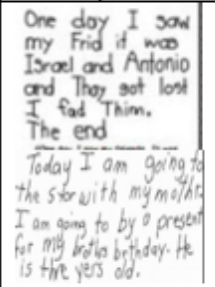
Assessment

Formative assessment of handwriting will take place throughout each handwritten activity. In the Infant School correct letter formation is part of the schools 'bare necessities' of writing. Children will be asked to self-reflect and 'green pen' any incorrect letter formation. Teachers will monitor the development of each child's handwriting style and ensure the appropriate skills have been consolidated and embedded. Should a practitioner observe a barrier to handwriting development, then targeted support will be given and monitored. The intervention will be regular and individualised to ensure progression can be made.

Appendix 1 - Thomas A Becket Infant's Stages of Writing Development in Early Years and how to support each stage

Prewriting skills, writing shapes and fine motor Before children can learn to write letters and words, they need to be able to form these prewriting lines and shapes				
Vertical line 2 years Horizontal line 2.6 years	Circle 3 years  Cross + 3.6 -4 years	Square  4years Diagonal line / 4.6 years	X shape  4.11 Triangle  5 +	Triangle 
1-2	2-3	3-4	4-5	5-6
<ul style="list-style-type: none"> • Randomly scribbles. • Spontaneously scribbles in vertical/horizontal and/or circular direction. • Imitates a horizontal/vertical/circular direction. 	<ul style="list-style-type: none"> • Imitates a horizontal line. • Imitates a vertical line. • Imitates a circle. 	<ul style="list-style-type: none"> ▪ Copies a horizontal line. ▪ Copies a vertical line. ▪ Copies a circle. ▪ Imitates +. ▪ Imitates / and \. ▪ Imitates a square. 	<ul style="list-style-type: none"> • Copies a +. • Traces a line. • Copies a square. • Copies a / and \ • Imitates X. • Imitates Δ. • Grasps pencil in writing position. 	<ul style="list-style-type: none"> • Copies X. • Copies Δ. • Recognises between a big and small line or curve.
<p>1-2 activities</p> <ul style="list-style-type: none"> • Sensory activities, paint, water, sand • Wooden blocks, stacking, large bead threading, scribble with hand grasp 	<p>2-3 activities to support</p> <ul style="list-style-type: none"> • Use thicker markers and crayons as they are easier to hold/chalks/paintbrushes. • Make snips in paper/tearing paper. • Bingo markers (to stamp) • Sand/different containers in water • Paintbrushes/chalks • Wooden bricks 	<p>3-4 activities to support</p> <ul style="list-style-type: none"> • Threading and lacing • Playdough-rolling with hands or rolling pin. • Tweezers-to pick up objects. • Craft-make things using boxes using masking tape. • Construction-building with Lego, Mobilio, Duplo • Prewriting shapes- Practice drawing the pre-writing shapes (l, —, O, +, /, square, \, X, and Δ). • Scissor projects that may involve cutting out geometric shapes to then paste them together to make pictures such as robots, trains, or houses. 	<p>4-5 activities to support</p> <ul style="list-style-type: none"> • Playdough-squeeze and roll-make sausage shapes using hands. • Tweezers-make them with chop sticks! • Elastic bands and geoboards • Stencils • Wooden blocks • Pegs • Puppets (finger) • Puzzles • Pipe cleaners-twisting them <p>Exercises to develop-</p> <ul style="list-style-type: none"> • Finger exercises-finger gym • Dough disco <p>Outside-</p> <ul style="list-style-type: none"> • Tug of war • Squeazy bottles/spray bottles • Sponges- car wash 	<p>5-6 activities to support</p> <ul style="list-style-type: none"> • Playdough and putty • Painting • Planting and gardening • Mindfulness colouring (to encourage colouring in between the lines) Holding a pencil with a 3 fingered grasp and generating movement from fingers (not wrist).

Handwriting Policy

Stages of writing development in the early years and how to support each stage Pre-Phonemic Stage						
Pictures	Random scribbling	Scribble writing	Symbols that represent letters	Random letters	Letter strings	Letter groups
Picture tells a story to convey message	Starting point on paper	Progression from left to right	Mock letters or symbols		Letter strings move from L to R and move down the page	Separated by spaces resemble different words
						
Early Phonemic Stage	Letter name stage (Check pencil grip and control)		Transitional Stage (ensure children are holding pencil correctly, in most cases tripod grip and forming letters correctly)			
Environmental print	Beginning sounds Random and initial consonants	Initial and final sounds appear	Vowel sounds appear Evidence of tricky words	All syllables represented Multiple related sentences with many words spelled correctly	Intensive spelling	Multiple related sentences with many words spelled correctly
						
Awareness of print, copied from surroundings	Beginning and ending letters are used to represent words		Medial sound may initially be written as a consonant. Vowels begin to appear.	A child hears beginning, middle and end sounds.	Whole sentence writing develops.	

<p>What are the building blocks necessary to develop writing readiness (pre-writing)?</p>	<p>What to look for if a child has problems with writing readiness (pre-writing) skills?</p>
<ul style="list-style-type: none"> • Hand and finger strength: An ability to exert force against resistance using the hands and fingers that allows the necessary muscle power for controlled movement of the pencil. • Crossing the mid-line: The ability to cross the imaginary line running from a person’s nose to pelvis that divides the body into left and right sides. • Pencil grasp: The efficiency of how the pencil is held, allowing age-appropriate pencil movement generation. • Hand eye coordination: The ability to process information received from the eyes to control, guide and direct the hands in the performance of a task such as handwriting. • Bilateral integration: Using two hands together with one hand leading (e.g., holding and moving the pencil with the dominant hand while the other hand helps by holding the writing paper). • Upper body strength: The strength and stability provided by the shoulder to allow controlled hand movement for good pencil control. • Object manipulation: The ability to skilfully manipulate tools (including holding and moving pencils and scissors) and controlled use of everyday tools (such as a toothbrush, hairbrush, cutlery). • Visual perception: The brain’s ability to interpret and make sense of visual images seen by the eyes, such as letters and numbers. • Hand dominance: The consistent use of one (usually the same) hand for task performance, which allows refined skills to develop. • Hand division: Using just the thumb, index and middle finger for manipulation, leaving the fourth and little finger tucked into the palm stabilizing the other fingers but not participating. 	<p>If a child has difficulties with writing readiness they might:</p> <ul style="list-style-type: none"> • Have an awkward pencil grasp. • Have difficulty controlling a pencil for colouring, drawing, or writing. • Show a tendency to use their whole hand to manipulate objects rather than just a few fingers. • Have poor endurance for pencil-based activities. • Display messy and/or slow handwriting. • Have difficulty staying within the lines when colouring. • Apply inappropriate pressure to the paper for pencil-based activities (either too heavy and frequently breaks the pencil, or too light and ‘spidery’). • Have poor upper limb strength (weak shoulders). • Have difficulty coordinating both hands together for two handed tasks. • Have poor hand-eye coordination. • Be verbally skilled but has difficulty showing this on paper (i.e. writing, drawing or colouring). • Not meet the pre-writing expectations (prewriting lines and shapes) <p>Other difficulties a child may have:</p> <ul style="list-style-type: none"> • Behaviour: They may avoid or refuse to participate in pencil and other fine motor tasks. • Self-esteem: when they compare their work against that of their peers. • Academic performance: They find it more difficult and be slower completing these tasks, contributing to slower skills acquisition (e.g., learning to write their name, or draw a person). • Self-care: The ability to (age appropriately) master independence in everyday life activities (such as dressing, eating, cleaning teeth, brushing hair). • Avoidance: Preferring to get others to perform fine motor tasks for them under their direction, rather than doing themselves (e.g., “Draw me a house”, or “build me a rocket”, with refusal to do it themselves)

Handwriting Policy

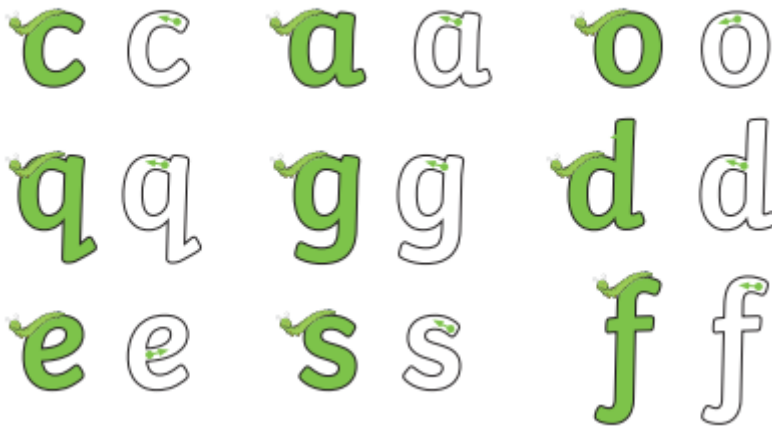
Developmental milestones for Gross Motor				
2 years	3 years	4 years	5 years	6 years
<ul style="list-style-type: none"> • Walks smoothly and turns corners. • Begins running. • Can pull or carry a toy while walking. • Climbs onto/down from furniture without assistance. • Walks up and down steps with support. • Picks up toys from the floor without falling over 	<ul style="list-style-type: none"> • Imitates standing on one foot. • Imitates simple bilateral movements of limbs (e.g., arms up together) • Climbs jungle gym and ladders. • Pedals a tricycle. • Walks up/downstairs alternating feet. • Jumps in place with two feet together. • Able to walk on tip toes. • Catches using body. 	<ul style="list-style-type: none"> • Stands on one foot for up to 5 seconds. • Kicks a ball forward. • Throws a ball overarm. • Catches a ball that has been bounced. • Runs around obstacles. • Able to walk on a line. • Able to hop on one foot. • Jumps over an object and lands with both feet together. 	<ul style="list-style-type: none"> • Able to walk up stairs while holding an object. • Walks backward toe-heel. • Jumps forward 10 times without falling. • Skips forwards after demonstration. • Hangs from a bar for at least 5 seconds. • Steps forward with leg on same side as throwing arm when throwing a ball. • Catches a small ball using hands only 	<ul style="list-style-type: none"> • Runs lightly on toes. • Able to walk on a balance beam. • Able to skip using a skipping rope. • Can cover 2 metres when hopping. • Demonstrates mature throwing and catching patterns. • Mature (refined) jumping skills
Supporting activities				
<ul style="list-style-type: none"> • Play Catch in garden with whole body. • Jumping in muddy puddles- beginning 2 feet together 	<ul style="list-style-type: none"> • Hopscotch for hopping, or other games that encourage direct task/skill practice. • Simon Says for body awareness and movement planning (praxis). • 	<ul style="list-style-type: none"> • Unstable surfaces: Walking/climbing over unstable surfaces (e.g., large pillows) as it requires a lot of effort and increases overall body strength. • Catching and balancing: Standing with one foot on a ball while catching another ball (encourages balance while practicing catching and throwing). • Imitating simple bilateral movements • Clapping games-pat a cake 	<ul style="list-style-type: none"> • Large balls: Begin catching with a large ball/balloon and only after the skill is mastered, move to a smaller sized ball. • Obstacle courses: to combine lots of gross motor skills together into one practice. • Playground climbing and swinging. • Tug of war develop muscle strength. • Cross crawls- right hand to left knee. • Jumping jacks • Replay race 	<ul style="list-style-type: none"> • Standing on one foot for at least 10 seconds. • Skipping forward without demonstration. • Stepping forward with leg on opposite side as throwing arm when throwing a ball.

Appendix 2 - the phrases used for verbalising the letter formation

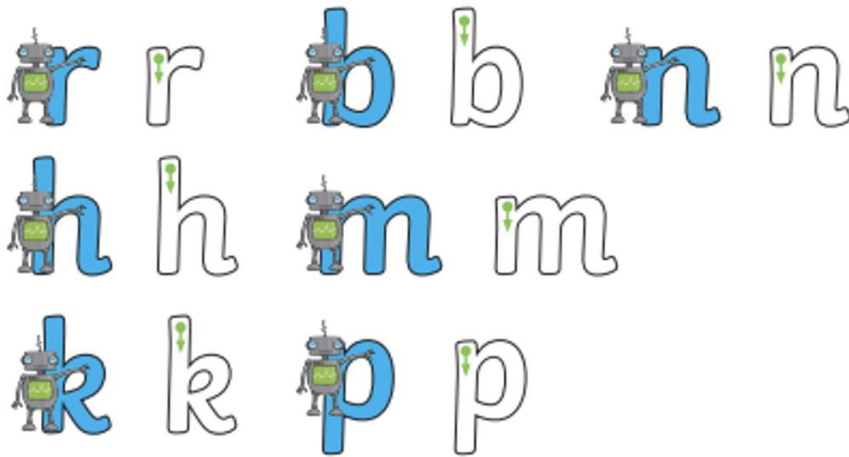
a Start at the top. Around, up, down, flick.	b Start at the top. Down, half way up, all the way round.	c Start at the top. Around in a curl.	d Start in the middle. Around, all the way up, down, flick.	e Start in the middle. Around all the way and curl down.	f Start at the top. Around in a curl, down under the line and curl. Draw a line across.
g Start at the top. Around, up, down under the line, curl.	h Start at the top. Down, half way up, over, down, flick.	i Start at the top. Down, flick, dot at the top.	j Start at the top, Down under the line, curl, dot at the top.	k Start at the top. Down, half way back up, loop around and down for a flick.	l Start at the top. Down and flick.
m Start at the top. Down, up, over to the bottom, up, over, down again flick.	n Start at the top. Down, up, over to the bottom and flick.	o Start at the top. Curl around in a circle.	p Start at the top. Down, up to the top, curl all the way around.	q Start at the top, Curl around in a circle, down under the line and flick.	r Start at the top. Down, up, over.
s Start at the top. Down in a curl to the middle and curl around again.	t Start at the top. Down, flick, draw a line across.	u Start at the top. Down, round, up, down and flick.	v Start at the top. Down and up.	w Start at the top. Down, up, down up.	x Start at the top. Down and across. Start at the top, down and across the last line.
y Start at the top. Down, around, up, down under the line and curl.	z Start at the top. Across, down, across.				

Appendix 3

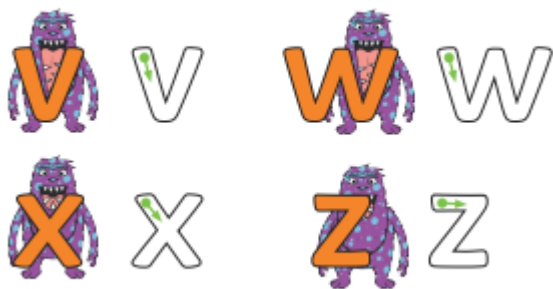
Curly Caterpillar Letters



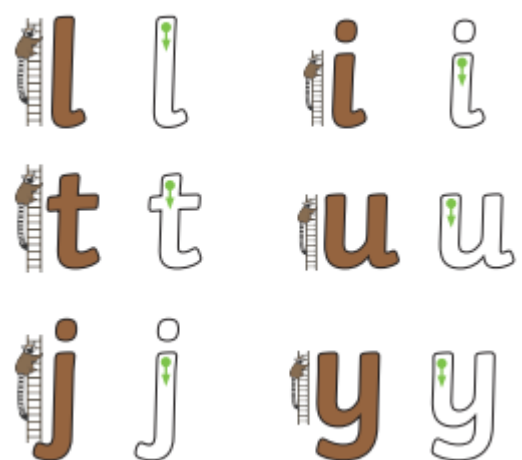
One Armed Robot Letters



Zigzag Monster Letters



Ladder Letters



Appendix 4 - Handwriting requirements from the English programmes of study: Key Stages 1 and 2 National Curriculum England.

	Statutory Requirements	Non-Statutory Notes and Guidance
Year 1 Age 5-6	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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. 	<p>Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil’s hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided.</p> <p>Left-handed pupils should receive specific teaching to meet their needs.</p>
Year 2 Age 6-7	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 • use spacing between words that reflects the size of the letters. 	<p>Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.</p>
Years 3 & 4 Age 7-9	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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. 	<p>Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.</p>
Years 5 & 6 Age 10 -11	<p>Pupils should be taught to write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> • 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. 	<p>Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an un-joined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.</p>