

[illegible]

Aims for the teaching of handwriting

- For all staff to have an awareness of how children's handwriting develops and follow a clear and consistent progression, outlined in this document (**Appendix 1**).
- To teach a consistent style of legible handwriting throughout the school (**Appendix 4**).
 - Having the correct pencil/pen grip
 - Knowing the size and orientation of letters
 - Forming all letters correctly
 - Moving onto joining letters, when appropriate
- For all staff to have an understanding that handwriting progresses differently; teachers will assess and plan differentiated learning for individual children who are struggling with particular formations and joins.
- For all staff to respond immediately when incorrect formation or pencil grip is observed (across all writing), to prevent children from embedding these mistakes.

Teaching time

Development of fine and gross motor skills is key to supporting good handwriting. There should be plenty of opportunities for children to access activities which support in the development of these skills in EYFS and KS1 (**Appendix 2**).

- **All adults** need to familiarise themselves with the letter formations and joins used at Ridgeway (see videos on Fronter, Handwriting Progression Grid in **Appendix 1** and number and letter formation guides in **Appendix 3**).
- Explicit teaching and regular handwriting practice is essential to ensure that children are revising the correct forms and joins:
 - **EYFS** - daily mark making activities.
 - **Reception** - children to engage in daily handwriting practice, as part of Little Wandle phonics sessions.

- **Year 1**
 - **Autumn term:** consolidation of single letter formation. High expectations from all adults, reinforcing correct formation explicitly taught 5 x weekly (as part of Little Wandle phonics sessions).
 - **Spring term:** following an assessment at the end of Autumn 2, children who are correctly forming all letters should be taught initial lead ins and joins (see **Appendix 1**).
 - **Summer term:** continue with above. Final assessment of children's handwriting progression to be shared with next teacher during transition meeting.
- **Year 2 & 3** - children to access handwriting rotation (3/4 activities, across 3/4 days, for a maximum of 10 minutes), focusing on correct letter formation and joining.
- **Year 4 - 6** - children requiring additional support with handwriting to practise daily, planned by the teacher

Assessment/Evidence of learning

- **Nursery** – Evidence of mark making (photos, written learning etc.).
- **Reception** – evidence of handwriting practice sheets in individual folders. Evidence of mark making (photos, written learning etc.).
- **Year 1 – 3** – evidence of **targeted** handwriting support in individual handwriting folders/books.
- **Year 4 – 6** – evidence of accurate (formation and sizing), neat handwriting in writing books. Any handwriting taught throughout the year to be evidenced in individual folders.
- All children on handwriting interventions will require personalised handwriting folders with appropriate use of handwriting practice sheets and/or **teacher** created resources, targeting area of concern.
- Evidence in writing of teachers highlighting incorrect formations/joins and expecting children to have a go at rewriting at least one word, where relevant.
- **Team leaders** will monitor handwriting throughout the year and feedback to individual year groups/phases.

Home learning

From Year 1, parents should be informed about the handwriting focus (letter formations, lead ins or joins) for the week. To support handwriting at home, parents should be directed to Fronter for videos on how we teach handwriting at Ridgeway.

Left-handed writers:

Children who write left-handed may feel more comfortable sitting at the left-hand corner of the table so that there is plenty of elbow room and space to tilt paper. Teachers must talk to the child about their preference when planning seating positions.

Children with an established style of handwriting:

If a child has an established style of handwriting learnt elsewhere (e.g. children coming from a different school) that differs slightly from the agreed style used in the school, they should be free to continue to write in this style if it allows them to write clearly and neatly e.g. looping letters.

Suggested use of pens and pencils:

- **EYFS** - Children should be given an opportunity to use a range of writing implements
- **KS1** - Pencils should be used for handwriting practice. Pencil grips should be available to encourage correct grip when required.
- **KS2** - Handwriting pens are used by all children. Children who might be struggling with handwriting should be given an opportunity to use a range of writing implements e.g. pen/pencil grips and writing slopes.

National curriculum requirements

	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>

Appendix Contents

Appendix 1

Handwriting progression grid

Print and keep a copy in your curriculum folder

Appendix 2

Activities for fine and gross motor skill development

Appendix 3

Number and letter formation guides

Appendix 4

Little Wandle Formation Mnemonics

Appendix 5

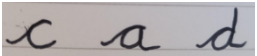
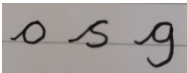
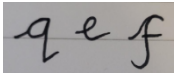
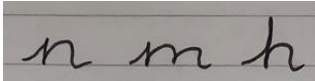
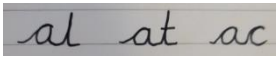
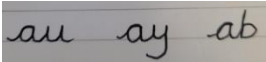
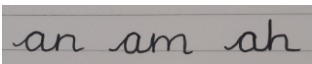
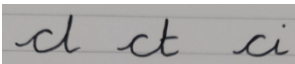
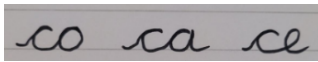
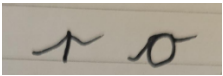
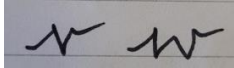
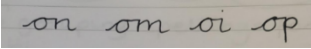
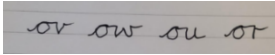
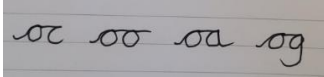
Print and display in class (KS1 & KS2)

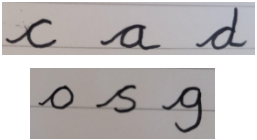
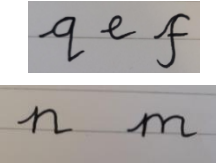
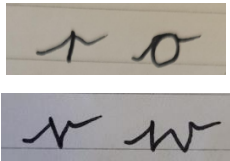
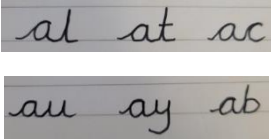
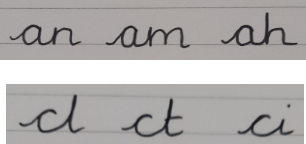
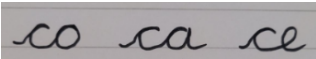
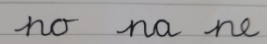
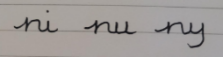
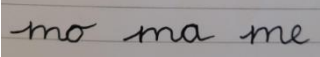
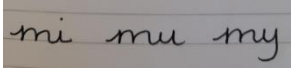
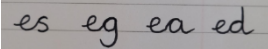
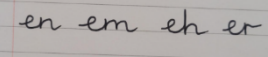
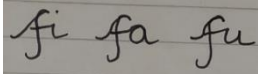
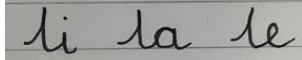
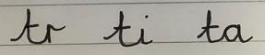
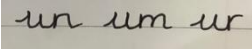
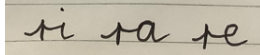
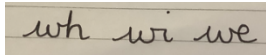
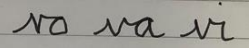
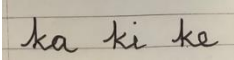
Rules for good handwriting

Appendix 1: Handwriting progression grid

Nursery	
Developing gross motor skills	<ul style="list-style-type: none"> • Whole body responses to the language of moving (e.g. jump, wave, stamp etc) • Large movements with equipment • Large movements with malleable materials (dough disco, dough gym) • Body responses to music (dance tidy)
Developing fine motor skills	<ul style="list-style-type: none"> • Hand and finger play (e.g. finger painting, weaving, hole punching etc) • Making and modelling • Messy play • Using one handed tools and equipment • Hand responses to music
Investigating patterns	<ul style="list-style-type: none"> • Pattern making • Dots • Straight lines and crosses • Circles and waves • Curves • Loops and bridges • Joined straight lines • Angled patterns • Eights • Spirals • Left to right orientation • Mix of patterns

Reception	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Autumn 1	Practise letters in name	Practise letters in name	s, a, t, p	i, n, m, d	g, o, c ,k	ck, e, u, r
Autumn 2	h, b, f, l	ff, ll, ss, j	v, w, x, y	z, q, qu	sh, th, ng, nk	Assessment week
Spring 1 Revision of 'l' and 'r' families	l, i, t	u, j, y	r, b n	h, m, k, p	Assessment week	Target individual handwriting needs
Spring 2 Revision of 'c' and 'z' families	c, a, d	o, s, g	q, e, f	z, v, w, x	Assessment week	Target individual handwriting needs
Summer 1	Target individual handwriting needs – whiteboards, handwriting paper/books, chalk, sand, cornflour, Message Centre					
Summer 2	Target individual handwriting needs – whiteboards, handwriting paper/books, chalk, sand, cornflour, Message Centre					

Year 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Autumn 1 Revision of 'l' and 'r' families	c, a, o	q, g, d	e, s, f	l, i, j	Assessment week	Target individual handwriting needs
Autumn 2 Revision of 'c' and 'z' families	t, u, y	r, m, n, h	b, k, p	v, w, x, z	Assessment week	Target individual handwriting needs
Spring 1 Introduce entry strokes for 'c' family + n and m					Assessment week	Target individual handwriting needs
Spring 2 Revision of 'c' and 'z' families						Assessment week
Summer 1 Introduce entry and exit strokes for r, o, v and w. Joins from letter o			on, om, oi, op 	ov, ow, ou, or 	oc, oo, oa, og 	Assessment week
Summer 2	Target individual handwriting needs – whiteboards, handwriting paper/books					

Year 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Autumn 1 Revision of taught entry/exit strokes and joins						 Assessment week
Autumn 2 Joining vowels from n and m					Assessment week	Target individual handwriting needs
Spring 1					Assessment week	Target individual handwriting needs
Spring 2					Assessment week	Target individual handwriting needs
Summer 1			Target individual handwriting needs	Target individual handwriting needs	Assessment week	Target individual handwriting needs
Summer 2	Target individual handwriting needs – whiteboards, handwriting paper/books					

Appendix 2: Activities for fine and gross motor skill development

Crumple paper

Crumple a sheet of newspaper or scrap paper in the hand until it is a tight ball. Try to do it while holding the hand in the air. That way, the fingers work harder!

Do this whenever paper needs to be thrown away - Crumple it up and toss it in a bin!

Dough disco

Dough Disco is **a high tempo, high energy session with play dough**. Designed to encourage maximum participation the sessions are created for all levels of ability. Children develop fine motor muscles by manipulating the dough in a variety of ways, while listening to upbeat music.

Squiggle while you wiggle

Children follow a range of hand movement patterns, directed by the adult, whilst listening to upbeat music. Large paper should be laid out on the floor and children gather around with pens. Teacher demonstrates the pattern that they will draw on the paper e.g zigzags, waves.

Walk a ball

Use the fingers to “walk” a small ball up and down the legs. You could walk the ball up one leg, across the tummy and down the other leg. Make it harder: use just the tripod fingers (thumb, index and middle fingers) to walk the ball.

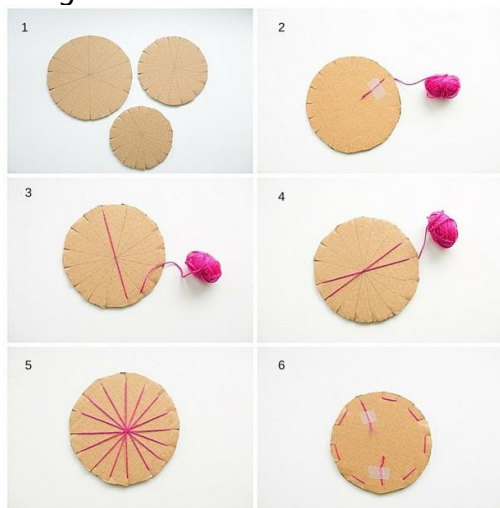
Twirl a beanbag

Using a basic beanbag, position the fingers under the beanbag, holding it level. Keeping the bean bag level, slowly rotate the bean bag 360 degrees, using the fingers and thumb to manipulate it. You could also try using a small bag of dried beans, popcorn or rice, if you don't have a beanbag on hand!



Weaving

Cut cardboard into any shape that you like. Then, using scissors, carefully cut short slits around the outside of the shape. Pierce a hole in the middle of your shape, thread your string through the middle and use some tape to stick the end of the string to the cardboard. Start to weave your string around the shape in anyway that you like.



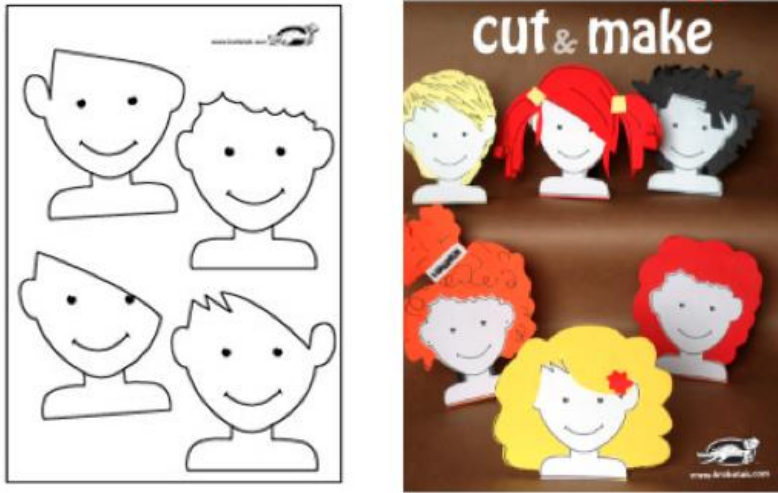
Threading

Try putting string or spaghetti through beads or cotton reels. Maybe you could try putting string or spaghetti through the holes in colanders.

Practise scissor skills

Try kirigami, the art of making cut out shapes, like snowflakes. <https://www.origami-resource-center.com/kirigami-for-kids.html>

Practise your hairdressing skills (in paper!) - You can use the template below or draw your own template, cutting out different hairstyles to go on the template.



Ask if you can have some old photos or magazines and cut the pictures up to make a photo collage.

Bank some money

Hold some coins in the hand and then work them up to the fingers one by one to push them through the slots of a money bank. Side slots get the fingers working hardest. Tip: recycle a container to use instead of a money bank!

Ideas for strengthening arms

- Large painting and drawing at easels
- Using equipment such as rakes, brooms and shovels
- Bouncing and throwing a ball

- Activities that involve climbing, pushing, pulling and large arm movements

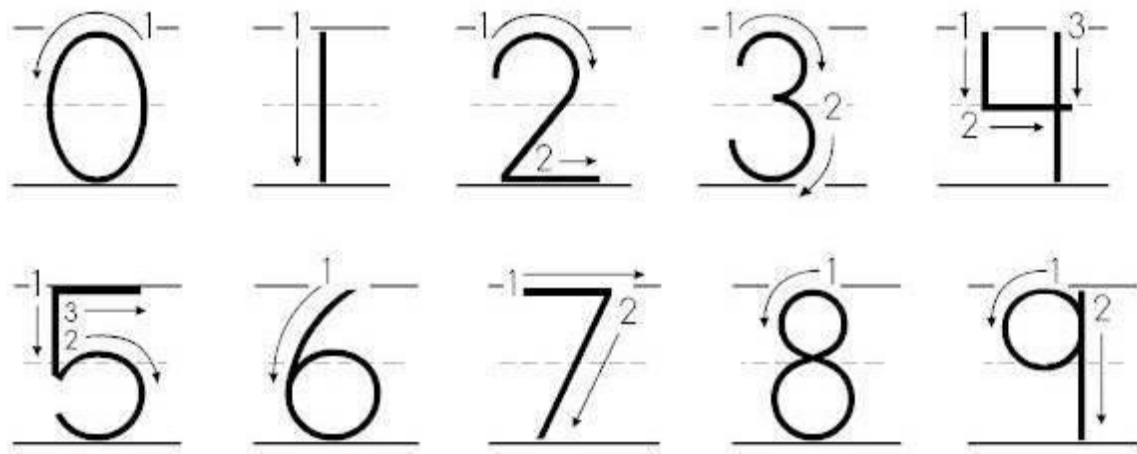
Ideas for strengthening hands

- Using a spoon
- Using a spray bottle to water plants/paint
- Playdoh (rolling, manipulating, using a cutter, making small objects etc.)
- Pouring activities (moving water from one object to another)
- Using tweezers and tongs to transfer small objects
- Threading beads onto a lace
- Building blocks including Lego















Other activities















- Chair push ups - place hands on either edge of your chair and push your bottom off the seat with your arms straight. Do 5-10.
- Pencil push ups - place your pencil on the paper and your arm and wrist on the table. Keeping your arm and wrist touching the table, use your thumb and 2 fingers to lift the pencil off the paper and back down again. Do 10 of these.
- Pencil roll ups - hold out your hand flat with the palm facing upwards. Lay a pencil on your fingertips and try to roll it towards your wrist and back again, using just your fingers and keeping your wrist still.
- Help to hand the washing out at home using clothes pegs (open the pegs using your thumb and index finger only).
- Pop bubble wrap.

Appendix 3: Number and letter formation guides















Appendix 4: Little Wandle Letter Formation Mnemonics













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



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



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



Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 j	 jellyfish	Pucker your lips and show your teeth use your tongue as you say j j j	All the way down the jellyfish. Dot on its head.
 v	 volcano	Put your teeth against your bottom lip and make a buzzing vvvvv vvvvv	Down to the bottom of the volcano and back up to the top.
 w	 wave	Pucker your lips and keep them small as you say w w w	From the top of the wave to the bottom, up the wave, down the wave, then up again.
 x	 box	Close your mouth cs cs cs (x x x)	Start at the top, then across to the bottom of the box.
 y	 yo-yo	Smile, tongue to the top of your mouth, say y without opening your mouth yyy	Down and round the yo-yo, then follow the string round.
 z	 zebra	Show me your teeth and buzz the z sound zzzzz zzzzz	Zip across, zag down and across the zebra.

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase Catchphrase
 qu qu	 queen	Pucker your mouth, then open it as you say qu qu qu	Round the queen's face, up to her crown, down her robe with a flick at the end. qu Quick, it's the queen!

Appendix 5 Rules for good handwriting



RIDGEWAY
PRIMARY SCHOOL & NURSERY

Rules for Good Handwriting

Capital letters are not joined on to the next letter.

Capital letters are the same height as the ascenders.

All tall letters are the same height.

Capital Vs and Ws are pointed; lower case are rounded.

These 'break' letters are never joined to a following letter:

b
g
j
p
q
s
x
y

Lower case 'f' joins from the cross bar.

