

# Handwriting Policy

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**Next review: August 2022**

**St George's CEP School  
Wrotham  
Kent**



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## Rationale

Handwriting is a skill, which like reading and spelling affects written communication across the curriculum. Children must be able to write with ease, speed and legibility. Cursive handwriting teaches pupils to join letters and words together as a series of flowing movements and patterns. We believe that handwriting skills should be taught regularly and systematically.

## Aims:

At St George's CEP School our aims in teaching handwriting are that pupils will:

- Achieve a neat, legible style with correctly formed letters using cursive script
- Develop flow and speed
- Eventually produce the letters automatically in their independent writing.

In order to achieve these aims, the following values are followed:

## Teaching and Learning

All children:

- Experience continuity in learning and teaching across the school
- Understand the importance of clear and neat presentation in order to communicate meaning clearly.
- Are encouraged to take pride in the presentation of their work and therefore study handwriting with a sense of enjoyment and achievement
- Are encouraged to use their skills with confidence and pride in real life situations

## Progression of Skills

### Early Years Foundation Stage

Children take part in activities to develop their fine and gross motor-skills and recognition of patterns, for example, to form letters using their index finger in sand or using paint etc. Sessions taught discretely 3 - 5 times weekly through continuous provision and phonics lessons, following the Little Wandle letter formations.

By the end of EYFS children should:

- Begin to learn how to correctly hold a pencil
- Learn how to hold a pencil effectively to form recognisable letters, most of which are correctly formed
- Be given the opportunities to develop their handwriting, using pre-cursive style (developing into cursive joins when ready)

### Key Stage 1

Children continue to develop fine and gross motor-skills with a range of multi-sensory activities. Handwriting should be discussed and linked to phonics sessions. Teachers and support staff continue to guide children how to form letters correctly using the Little Wandle letter formations, using a comfortable and efficient pencil grip. Sessions taught discreetly 3 - 5 times weekly through English and Phonics sessions

By the end of Key Stage 1 children should:

- Consistently and accurately leave spaces between words
- Be able to sit comfortably in a position for writing
- Be able to write legibly, using upper and lower-case letters appropriately using cursive style

### Key Stage 2

During this stage the children continue to have direct teaching and regular practice of handwriting. Sessions taught discreetly 2-3 times weekly using the Little Wandle letter formations where appropriate.

By the end of Key Stage 2 children should:

- Develop a clear, fluent style
- Be able to adapt their handwriting for different purposes e.g. a neat, legible hand for finished, presented work, a faster script for note making and the ability to print for labelling diagrams

### Provision for Left-Handed Children

At least 10% of the population are left-handed, the majority of whom are boys. All teachers are aware of the specific needs of left-handed children and make appropriate provision:

- Children should be positioned so that they can place their paper to their left side

- Children should be sat to the left of a right-handed child so they are not competing for space
- Extra practice with left-to-right exercises may well be necessary before children write from left-to-right automatically

Teachers are aware that it is difficult for left-handed children to follow handwriting movements when modelled by a right-handed teacher. Teachers demonstrate to left-handers on an individual or group basis.

### Capital Letters

Capital letters stand-alone and are not joined to the next letter. Children must practice starting sentences and writing names using a capital letter and not joining the subsequent letter. The class teacher should model this during Literacy and Phonics sessions in accordance to the Little Wandle Letter Formations (See below)















### Resources and Learning Environment















Resources are available on the 'Teacher Area' → Subjects → English → 2020-2021 → Writing → Handwriting













Purple Mash also offers an app called '2Handwrite', where teachers can model and record cursive handwriting, which can be played on loop.













Our handwriting style should be displayed in every classroom and available for children to refer to.

## Letter Formations - Little Wandle

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 s	 snake	Show your teeth and and let the s him out <b>ssssss ssssss</b>	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 <b>aaa</b>	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 <b>ttt</b>	From the tiger's nose to its tail, then follow the stripe across the tiger.
 p	 penguin	Bring your lips together and push them open and say <b>ppp</b>	Down the penguin's back, up and round its head.
 i	 iguana	pull your lips back and make the 'i' sound at the back of your mouth <b>iii</b>	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 <b>nnnnn</b> sound <b>nnnnn</b>	Down the stick, up and over the net.
 m	 mouse	Put your lips together and make the <b>mmmmm</b> sound <b>mmmmm</b>	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 <b>d</b> sound <b>d d d</b>	Round the duck's body, up to its head and down to its feet.
 g	 goat	Give me a big smile that shows your teeth. Press the middle of your tongue to the top and back of your mouth and push your tongue down and forward to make the sound <b>g g g</b>	Round the goat's face, up to his ear, down and curl under his chin.
 o	 octopus	Make your mouth into round shape and say <b>o o o</b>	All around the octopus.
 c	 cat	Open your mouth into a little smile, make your tongue flat and move it up towards the top of your mouth to say <b>c c c</b>	Curl around the cat.
 k	 kite	Open your mouth into a little smile, make your tongue flat and move it up towards the top of your mouth to say <b>k k k</b>	Down the kite, up and across, back and down to the corner.
 ck	 sock	Open your mouth into a little smile, make your tongue flat and move it up towards the top of your mouth to say <b>ck ck ck</b>	c Curl round the heel of the sock. k Down the sock, up and round, back and down and to the corner. <b>Catchphrase:</b> Rock that sock!
 e	 elephant	Open your mouth wide and say <b>e e e</b>	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 rrrr 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 ffff	Down the flamingo's neck, all the way to its foot, 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 lll lll	All the way down the lollipop.

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



## Capital Letter Formations - Little Wandle

Letter	Capital letter formation phrase
A	From the top, diagonally down to the left, up to the top, diagonally down to the right. Lift up and across.
B	From the top, down, back to the top. Round to the middle, round to the bottom.
C	From the top, curl around to the left to sit on the line.
D	From the top, down, back to the top. Curve right, down to the bottom.
E	From the top, down, back to the top. Across, back. Down to the line, across. Lift up and across the middle.
F	From the top, down, back to the top. Across, back. Lift up and across the middle.
G	From the top, curl around to the line, carry on up, then straight down. Lift up and across.
H	From the top and down. Space. From the top and down. Lift up and join the lines across the middle.
I	From the top to the bottom and stop.
J	From the top, all the way down, then short curl to the left.
K	From the top, down, up to the middle. Diagonally up, back and diagonally down to the line.
L	From the top, down and across the line.
M	From the top, down, back to the top. Diagonally down, diagonally up. Straight down to the line.
N	From the top, down, back to the top. Diagonally down, then straight up to the top.
O	From the top – all around the o.
P	From the top, down then back up. Curve right to halfway down.
Q	From the top – all around the o. Lift off. Short line diagonally down.
R	From the top, down, then back up. Curve right to halfway down. Diagonally down to the line.
S	From the top, under the snake's chin, slide down and round its tail.
T	From the top, down and stop. Lift up and from the left, make a line across the top.
U	From the top, down and curve right, then straight up to the top.
V	From the top diagonally right to the bottom, then diagonally up to the top.
W	From the top diagonally right to the bottom, diagonally up (halfway), diagonally down to the line, then diagonally up again.
X	From the top, diagonally right to the bottom. Space. Start at the top, then diagonally left to the bottom.
Y	From the top diagonally right to halfway right. Space. Start at the top, then diagonally left to the bottom.
Z	From the top go across, diagonally down to the left and across the bottom.

## Handwriting Joins in Order

### EYFS/KS1 - Phonics letter formation and handwriting practice

s a t p i n m

d g o c k e u

r h b f l

j v w x y z

## CAPITAL LETTERS

qu ch sh th

ng nk ai ee

igh oa oo ar

or ur ow oi

ear air er

- First join; un um ig id ed eg an ing ung
- Second join; tl ll ill sli slu ck ack st sti ink unk
- Third join; od pg re ve oon oom
- Fourth join; wl vl of fl flo
- in ine
- ut ute
- ve vi
- ok oh
- sh as es (practising two ways of joining the letter s)
- ri ru ry (practising joining from the letter r)
- oa ad as (practising joining to and from the letter a)
- ee ea ed (practising joining from the letter e)
- ow ov ox (practising joining from the letter o)
- ky hy ly (practising joining to the letter y)
- ha ta fa (practising joining to the letter a)
- od oo og (practising joining from the letter o)
- er ir ur (practising joining to the letter r)
- ai al ay
- o you oi
- re oe fe (practising the horizontal join to the letter e)
- fu wu vu (practising the horizontal join to the letter u)

- ot ol ok (practising joining to ascenders)
- ai al ow ol (practising all the joins)

## LKS2

- ning ping ting
- oc od oo
- ake ome are
- fla flo fle
- who wha whe
- ie in il
- inly ky ny
- ap ar an
- ick uck ack
- practise writing with a slope
- he
- we
- re
- fte fir fin
- wra wri kni (silent letters)
- ii ll tt rr nn mm cc oo dd ss ff ee
- ew ev ex (spacing)
- th ht fl (proportions)
- ac ag af
- Capital letters
- Decorated capital letters
- Practising with punctuation ! ? - " " , ' ,

UKS2 - consolidation of previous learning and writing from dictation.