



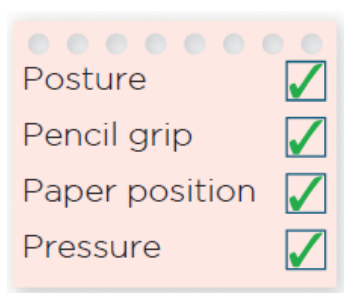
Sandwich Infant School

Handwriting Guidance for Reception Parents

Little Wandle Handwriting programme expectations for Reception

By the end of Reception, children should be able to hold their pencil with correct pencil grip, form lower-case letters beginning at the correct starting point and follow the correct direction. They should be beginning to form capital letters correctly.

1. Reinforce the 'Ready to write' checklist



Tripod Grip



Quadropod Grip

Posture –

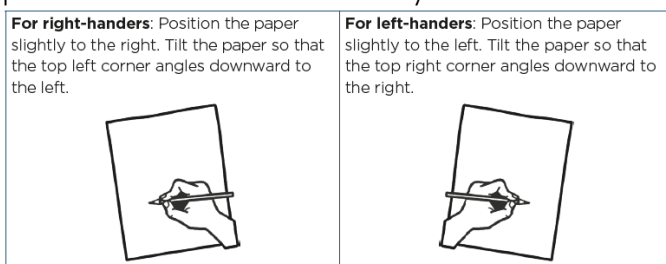
- *Feet* are flat on the floor or supported on a wide, stable raised surface.
- *Knees* form a 90 degrees angle, with about two fingers' space behind the knees to prevent pressure on the lower thighs.
- *Hips* are positioned at approximately 90 degrees, with the back fully supported by the chair.
- Seat position with the back against the chair maintaining a small gap (about the width of a fist) between the stomach and the table, so there is sufficient space to breathe comfortably.
- Table and chair height should allow the forearms to rest comfortably on the surface – without leaning forward (too low) or raising the shoulders (too high).
- Work surface must be clean, smooth and clear of clutter to promote proper hand and arm placement and allow arms to move freely to write.

Pencil grip –

The tripod grip is typically the easiest for children to learn. It can be modelled by showing how to pinch the pencil between the ball of the thumb and index finger – about a finger's width from the pencil tip – while resting the middle finger underneath for support, and the other fingers tucked into the hand. Using a small sticker to mark the correct grip position can be a helpful visual aid. The ideal location of the fingers is about 3cm from the pencil tip.

Paper position –

Paper angle helps support natural hand movement and improves handwriting posture. It is important to teach children the optimal paper position for writing. The paper placement should not be directly in front of the child, but slightly offset as follows:



Pressure –

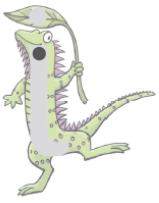
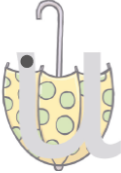
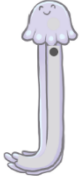
As children learn to write, the pressure they apply with a pencil often varies based on their developmental stage and the nature of the task. With practice and experience, most children naturally figure out the appropriate amount of pressure to use. Excessive pencil pressure can cause hand fatigue and slow writing, while too little pressure can make handwriting faint and hard to read.

2. Follow the guidance in letter formations, in order:

Curly letters

	Curl around the cat.		Around the astronaut's helmet and down into space.
	Round the duck's body, up to its head and down to its feet.		All around the octopus.
	Down the snake from head to tail.		Round the goat's face and curl under its chin.
	Round the queen's face, down her robe and a flick at the end.		Around the elephant's eye and curl down its trunk.
	Down the flamingo to its foot and across its wings.		

Long letters

	Down the lollipop stick.		Down the iguana and dot the leaf. *
	Down the tiger and across its neck.		Down and around the umbrella, and back to the ground.
	Down the jellyfish and dot its head. *		Down, around the yo-yo and curl round the string.

*Please note that the dot above 'i' and 'j' is placed after the letter has been completed.

Bouncy letters

	From the cloud to the ground and over the rainbow.		Down the bear's back, up and round its tummy.
	Down, up and over the net.		Down, up and over the mouse's ears.
	Down, up and over the helicopter.		Down the kite, up to the top corner and down to the bottom corner.
	Down the penguin's back, up and around its head.		

Zig-zag letters

	Across the top of the zebra's head, zig-zag down its neck and along.		Down to the bottom of the volcano and back up to the top.
	Down and up and down and up the waves		From the top, across the box to the bottom. From the top again across the box to the bottom.

If you have any questions, please speak to the class teacher. Practice sheets can be found on our school website <https://www.sandwich-infant.kent.sch.uk/page?id=QS3MTUA5AUBMSLJDG6ZB>.