

Sandwich Infant School



Where everyone is valued and learning is fun!






Handwriting Policy





Reception handwriting

The Reception curriculum provides daily opportunities for children to develop the fine motor skills necessary to hold a pencil and write. It is vitally important that the children are supported to use a correct pencil grip in Reception as it is almost impossible to break a poor grip as time moves on. Triangular pencils or pencil grips can support this.




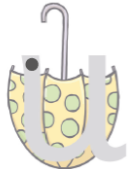
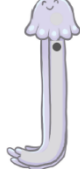
In Reception we teach the children to print in a pre-cursive style, using a formation phrase. Handwriting is taught discretely to allow time and practise for the children to become fluent in the formations. Letters are taught in 'families', in the sequences as below:


Curly caterpillar 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.








	<p>Round the goat's face and curl under its chin.</p>
	<p>Round the queen's face, down her robe and a flick at the end.</p>
	<p>Around the elephant's eye and curl down its trunk.</p>
	<p>Down the flamingo to its foot and across its wings.</p>

Long ladder letters


	<p>Down the lollipop stick.</p>
	<p>Down the iguana and dot the leaf.</p>
	<p>Down the tiger and across its neck.</p>
	<p>Down and around the umbrella, and back to the ground.</p>
	<p>Down the jellyfish and dot its head.</p>




	<p>Down, around the yo-yo and curl round the string.</p>
---	--

One-armed robot letters

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







Zi-zag monster letters

	<p>Across the top of the zebra's head, zig-zag down its neck and along.</p>
---	---

	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.

Digraphs

When children are able to form all individual letters in isolation, they should be moved on to forming digraphs to support their writing. The same verbal support can be applied for the letters as detailed above or encourage children to remember the following rhymes to help form the letters for each digraph.

	Chew the cherries, children.
	Share the shells.
	Quick, it's the queen!
	Thumbs up, we're having fun.
	Bling on a ring.
	I think I am pink.

abcdefghijklmnopqrstuvwxyz
ABCDEFGHIJKLMNOPQRSTUVWXYZ

If a child demonstrates being secure at forming all pre-cursive letters correctly then they will be introduced to cursive letters in Reception, in preparation for Year One. Our handwriting policy adopts a more fluid approach, not based upon ages. If a child is ready to adopt the cursive style then they will be taught it in Reception rather than waiting until they are in Year One. This will most likely be in the Summer term and it is unlikely all children are ready to progress on to this, so this will be taught in a small group.

Year One Handwriting

Statutory requirements

The National Curriculum states that 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.

Notes and guidance (non-statutory)

Handwriting requires frequent and discrete, direct teaching to ensure that children are fluent. Becoming fluent in handwriting means that the children are able focus on other elements of their writing. Children 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 poor habits are avoided. Left-handed pupils should receive specific teaching to meet their needs. Some children may find a writing slope beneficial and a left hander should be positioned on a table where they have sufficient space for their bent arm and to slope their book if preferable.

In Year One we teach the children **cursive un-joined** handwriting but as the year progresses if children demonstrate a confident ability to form all cursive letters correctly and with tall and short letters clearly distinguished then they will be introduced to joined up handwriting. This may be within regular handwriting sessions within the school day or as an after school handwriting club, lead by a teaching assistant. This would most likely take place within the Summer term.

abcdefghijklmnopqrstuvwxyz
ABCDEFGHIJKLMNOPQRSTUVWXYZ

Handwriting families

Teachers follow specific handwriting families, similar to that in Reception, to maintain continuity between classes.

This also promotes appropriate vocabulary to support children to learn the formations.

1. Long ladder family: *l i t u j y*
2. One-armed robot family: *r b n m k p*
3. Curly caterpillar family: *c a d o s g q e f*
4. Zigzag monster family: *z n w x*
5. Review any letters that need extra focus
6. Digraphs: *ch, sh, th, ai, ee, ie, oe, ue*
7. Trigraphs: *air, ear, ure, ire*
8. Teach vowels: *i u a o e*

Teachers use vocabulary to support the formation of letters when modelling such as:

“starting on the line”, “slowly leading in”, “up and down”, “around”, and “slowly lead out so the letter finishes on the line” (with exception to ‘o’, ‘r’, ‘w’ and ‘v’).

Year Two Handwriting

Statutory requirements

The National Curriculum states that 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 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.

Notes and guidance (non-statutory)

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.

In Year Two, we teach the children **joined cursive handwriting**. As stated before we have a fluid policy where children in other year groups can be taught cursive or joined up as and when they are ready. It should also

be mentioned that if it is not appropriate for a child to adopt cursive/joined up style of handwriting then they will be taught appropriately to meet their needs/development.

abcdefghijklmnopqrstuvwxyz

ABCDEFGHIJKLMNOPQRSTUVWXYZ

handwriting lines to show the position of letters.

Children will be taught to join sequences of letters first to ensure that they join letters clearly and confidently. All four types of joins need to be taught for a fluid handwriting style. Teaching the join types in their groups helps a child to understand the directional push and pulls required to successfully join the different letter combinations.

The joins section of the pre-handwriting patterns has been designed to help children develop these individual joining strokes.

Most children will find the bottom joins the easiest to achieve, as it only requires the extension of the exit stroke they have already put on the letters. The bottom to “c” shape joins can be tricky at first but soon mastered. The joins that tend to cause most confusion and difficulty are the “e” joiners and top exit joiners so more care and attention should be given when teaching these.

Capital letters never join lower case letters.

Cursive bottom letter joins

ai ar au aw ay ch ck
er ew ff ir kn ll ph
qu sh th ur

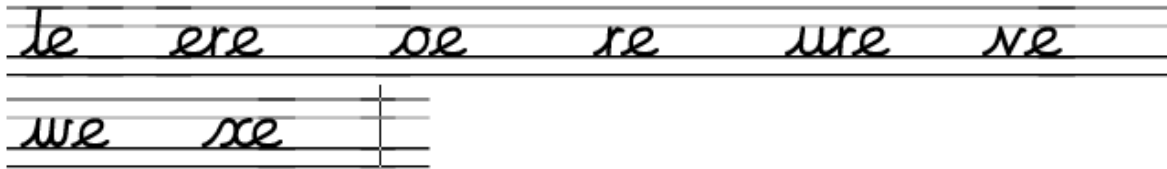
Cursive bottom “c” shaped letter joins

as ea ed igh ing
ng squ ss

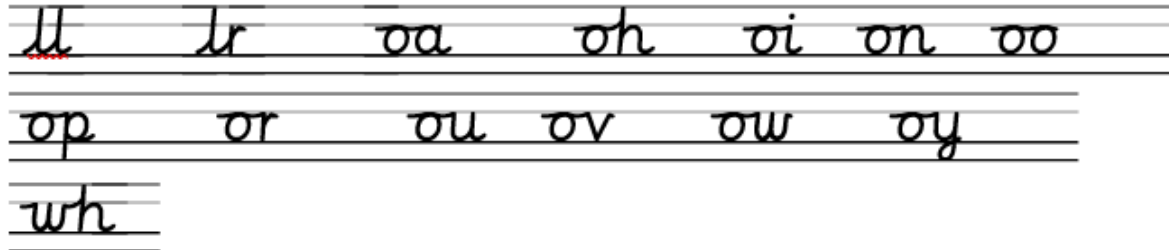
Cursive bottom “e” letter joins

ae be de ee fe ge ie
pe se ue xe ze

Cursive top "e" letter joins



Cursive top letter joins



When these formations have been correctly and fluently applied in isolation, the children should be moved onto applying these to words. It is not until they are confident in these and able to transfer this writing into all other areas of their learning that they can move away from handwriting lessons, and onto discrete spelling lessons.

Forming capital letters

To ensure correct letter formation for associated capital letters, the following guidance should be applied. Children should be able to form and use appropriately within both handwriting and writing lessons. Further guidance on capital letters can be found within our handwriting progression grid.

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. Lift up and across the middle. Lift up and across the bottom line.
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.

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 to the top, 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 the middle. Space. From the top diagonally left to the middle. Straight down to the bottom.
Z	From the top go across, diagonally down to the left and across the bottom.










Reviewed by Leanne Bennett on 07.03.24

Sandwich Infant School
Handwriting Guidance for Reception Parents




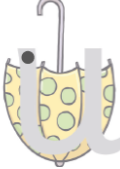
We teach Reception children to print with a “flick” after some letters.

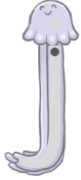

Please note that the dot above ‘i’ and ‘j’ is placed after the letter has been completed.

Curly caterpillar 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 ladder 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.
--	--------------------------------------	---	---

One-armed robot 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.		

Zi-zag monster 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.

Please support your child to use a correct pencil grip – see over for guidance. If your child is left handed, please ask for a separate sheet. If you have any questions, please speak to the class teacher.



Tripod Grip



Quadropod Grip



Handwriting Guidance for Year One Parents

We teach our Year One children to start letters from the line, using a cursive style in order to prepare them for joining later in the year, or predominantly in Year Two.

The lettering below shows where letters should begin and end. All letters start on the line. The dot above 'i' and 'j' is placed after the letter has been completed.

a b c d e f g h i j k l m n o p q r s t u v w x y z
A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Please support your child to use a correct pencil grip. If you have any questions, please speak to the class teacher.



Tripod Grip



Quadropod Grip



Handwriting Guidance for Year Two Parents

We teach Year Two children to join the handwriting letters they were taught in Year One. This can only be done once they are forming the letters correctly so please continue to encourage them to use school handwriting when writing at home. When the teacher decides that your child is ready to start joining, he or she will be invited to attend "Handwriting Club" which will take place after school. Please do not encourage your child to join letters before they are invited to the club as they are likely to adopt bad habits which are difficult to break.

All letters start on the line. The dot above i and j is placed after the letter has been completed.

abcdefghijklmnopqrstuvwxyz
ABCDEFGHIJKLMNOPQRSTUVWXYZ

handwriting lines to show the position of letters.

Please support your child to use a correct pencil grip. If you have any questions, please speak to the class teacher.

These are the most popular pencil grips for children.



Tripod Grip



Quadropod Grip