



## Raglan Primary School

### Printed Letter Handwriting Policy

Children will be taught to form printed letters with exit strokes in Reception. They will then be taught the correct joins in Year 1. By the end of Key Stage 2, all children should have the ability to produce fluent, legible and speedy joined-up handwriting.

In each year group, there will be regular, discrete and direct teaching of handwriting during which teachers will model the correct letter movements, formation and joins.

Teachers and support staff will model the correct letter movements, formation and joins when they are writing.

### EYFS

#### **Nursery**

In Nursery, children will develop their gross and fine motor skills through a variety of activities (see Appendix 1 and 2) and by practising pre-writing patterns and shapes, when they are ready. These pre-writing patterns and shapes can be practised with air-writing or by practising with a pencil or other mediums such as paint, chalk, on iPads and in sand trays. Pre-writing patterns and shapes must be modelled to ensure the correct movements.

They will be shown how and encouraged to sit comfortably for writing and how to hold a pencil correctly using the tripod grip (see Appendix 3 and 4).

#### **Reception**

In Reception, children will be taught to form printed letters with exit strokes and use this within their writing. They will be taught to form upright letters with exit strokes on letters which end on the base line (see Appendix 5). They will be taught how to sit comfortably for writing and how to hold the pencil correctly using the tripod pencil grip.

They will continue to develop their fine motor skills through practising pre-writing patterns and shapes. These can be done with air-writing or by practising with a pencil or other mediums such as paint, chalk, on iPads and in sand trays. They will also continue to develop their gross motor skills.

The children will be introduced to letters through their Phonics lessons. They will be taught that each letter has a sound associated with it and the correct movement for each letter. They will be introduced to each letter in their Phonics lessons following the *LCP Phonics 3<sup>rd</sup> Edition Planning* tool which provides a systematic approach to *Letters and Sounds*.

Teachers and support staff can use the phonics letter shapes and handwriting rhymes to teach the correct letter formation and movements (see Appendix 6).

Resources and displays will use the agreed letter formation: upright alphabet with exit strokes on letters which end on the base line. On Microsoft Word this is: Sassoon Infant Std.

## Key Stage 1

### Year 1

In Year 1, children will continue to learn how to sit correctly for handwriting using the tripod grip and will practise the printed letter formation they learnt in Reception. Fine motor skills activities can be used at the beginning of each handwriting session to warm up children's fingers and joints before writing.

They will be taught to write legibly using upper and lower case letters and then learn the correct joins.

They will be introduced to the different letter families e.g. which letters are formed in similar ways (see Appendix 7).

Children will be taught:

- To form letters sit on the base line.
- To form lower case letters in the correct direction, starting and finishing in the correct place (see Appendix 8).
- To form capital letters correctly and use where appropriate (see Appendix 8 and 9).
- To leave the correct space between words.
- To form digits that are a consistent size and sit on the base line.

When children have been taught and use the correct letter movements, they can then be taught to the diagonal and horizontal strokes needed to join their letters. Children will be taught that the joins will help them to write faster and make writing easier on their hands. Joins can be divided into family groups too (see Appendix 10).

The letters that join at the baseline; 'i,l,t,u,a,c,d,e,h,m,n', have 'spontaneous joins' in that they can form automatically, but the other families have to be taught carefully.

Teachers can decide which ones to teach first; the top joins from 'o,r,v,w', the crossbar join from 'f' (and sometimes 't'), and the reverse joins to the round letters, 'a,c,d,g,q'.

### Year 2

In Year 2, the children will improve speed of writing and begin to write automatically.

Children will continue to learn to write legibly using upper and lower case letters with correct joins. They will continue to practise and ensure:

- Letters sit on the base line

- Lower case letters are correctly orientated and consistent in size with ascenders and descenders that are the correct length and formation.
- Capital letters are the correct orientation and size relative to one another and lower case letters and use where appropriate.
- They use spacing between words that reflects the size of the letters.
- They use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined (see Appendix 10).
- Digits are the correct size and orientation.

## Key Stage 2

In Key Stage 2, the children will improve the quality, speed and stamina of handwriting.

Quality: Ensure letters are consistently sized and equal word spacing and that ascenders and descenders are parallel and do not touch words on the lines above and below.

Speed: Improve speed of handwriting to allow creative writing to take precedence over the task of handwriting and be able to take 'quick notes' at a faster pace.

Stamina: Have the strength and mobility to be able to write for longer periods of time.

There will continue to be regular, discrete and direct teaching of handwriting. Teachers and support staff will continue to model the correct letter movements, formation and joins when they are writing.

### **Year 3**

Children will improve legibility, consistency and quality of handwriting. Year 3 children will use joined handwriting throughout their independent writing. They will continue to practise 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.

### **Year 4**

In Year 4, the children will build on their legibility, fluency and consistency. They will learn to ensure that the downstrokes of letters are parallel and equidistant and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.

### **Year 5**

The children will be taught to ensure that handwriting is neatly presented and clear. Learners will consolidate the stamina and skills required to write at length, with accurate spelling and punctuation.

### **Year 6**

They will develop more of a personal handwriting style as they write with automaticity.

Children will learn that you can use different forms of handwriting for different purposes and will learn to write at different speeds with different attention to neatness, depending on the task:

- Neat, joined letters for writing passages and large amounts of text, lists and letters.
- Speedy handwriting for note-taking and dictation where neatness is not as important and shortcuts can be used e.g. + instead of and.

## Gross Motor Skills

The following gross motor skills activities can help improve children's core strength, control and endurance in preparation for handwriting.

### Animal actions

<p>KEVIN THE KANGAROO SAYS: "JUMP UP AND DOWN."</p>  <p>Two-footed standing jump with waving arms.</p>	<p>KOLIN THE CRAB SAYS: "WALK SIDeways."</p>  <p>Take side steps one way, then the other.</p>	<p>FRAN THE FLAMINGO SAYS: "STAND ON ONE LEG AND NOW THE OTHER LEG."</p>  <p>Balance on left foot, then balance on right foot.</p>	<p>CHARLIE THE CAT SAYS: "STRETCH UP AS FAR AS YOU CAN."</p>  <p>Stretch up and try and touch the ceiling.</p>	<p>KORA THE COW SAYS: "MILK A COW."</p>  <p>Move arms up and down in milking action.</p>	<p>SACHA THE SNAKE SAYS: "SLITHER ALONG THE FLOOR."</p>  <p>Lie down and wriggle along the floor.</p>	<p>BORIS THE BEAR SAYS: "WALK ON ALL FOURS."</p>  <p>Move around on hands and feet.</p>
<p>HANS THE HORSE SAYS: "TROT AROUND THE ROOM. NOW GALLOP."</p>  <p>Jog, lifting knees high then run faster.</p>	<p>OLGA THE OSTRICH SAYS: "TAKE GREAT BIG STEPS."</p>  <p>Take long strides around the room.</p>	<p>ENOCH THE ELEPHANT SAYS: "LIFT ME UP."</p>  <p>Pretend to lift up a heavy object.</p>	<p>IRITIMA THE FROG SAYS: "HOP UP AS HIGH AS YOU CAN."</p>  <p>Hop on one leg, then on the other leg.</p>	<p>FEDRO THE PUPPY SAYS: "CHASE YOUR TAIL ROUND AND ROUND."</p>  <p>Spin around on the spot.</p>	<p>PIPPA THE PENGUIN SAYS: "WADDLE FROM SIDE TO SIDE."</p>  <p>Stand straight and tilt from left to right.</p>	<p>BILLY THE BLACKBIRD SAYS: "FLAP YOUR ARMS UP AND DOWN."</p>  <p>Raise arms up and down, palms facing down.</p>

Handwriting sessions start with warm-up exercises, ensuring correct sitting position and tripod pencil grip.

## Fine Motor Skills

These activities can be used at the beginning of each handwriting session to warm up children's fingers and joints before writing.

### Finger and Hand Activities

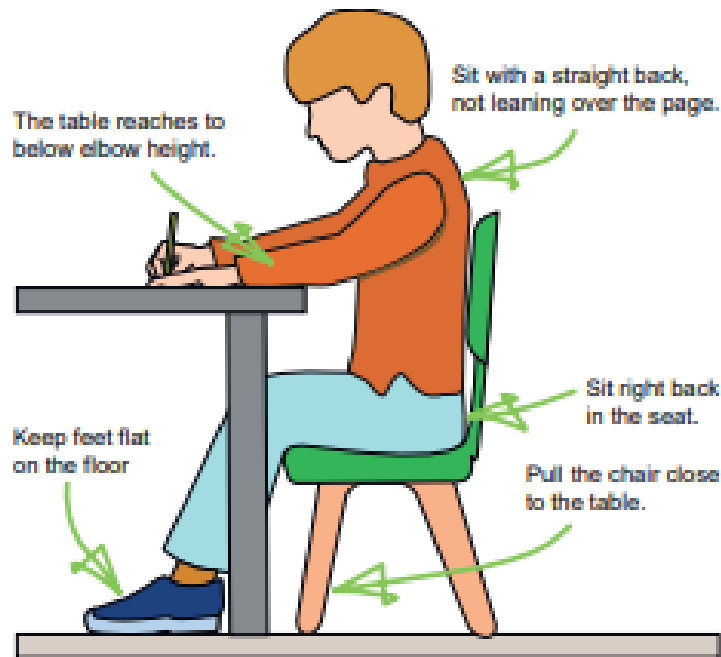
Action	Description
<b>Finger Stretches</b>	Put the tips of your fingers together and straighten your fingers by pushing your fingertips against each other. Repeat 5 times.
<b>Play the Piano</b>	Touch the table with one finger at a time from each hand like you are playing the piano. Start slowly and get faster.
<b>Fishing Hooks</b>	Put your elbows on the table, keep your hands apart, squeeze your fingers together and point them to the sky. Keep your knuckles straight and make a hook with your fingers. Hold, then straighten five times.
<b>Fireworks</b>	Make a fist with both hands and hold them tight. Then let your fingers go like exploding fireworks! Repeat five times.
<b>Take a Bow</b>	Put your elbows on the table, keep your hands apart, squeeze your fingers together and point them to the sky. Bend your knuckles but keep your fingers straight so your fingers bow to each other. Repeat 5 times.

### Pencil Activities

Action	Description
<b>Quack, Quack Fingers</b>	Start your warm up by making a beak with your thumb and first finger on both hands. Make them quack twice, then do the same with your other fingers.
<b>Roly-poly Pencil</b>	Lay your pencil flat across your fingers. Use your thumb to roll it backwards and forwards. Now try it with your other hand.
<b>Crawling Caterpillar</b>	Hold your pencil ready to write. Move the pencil through your three fingers to the top like a crawling caterpillar. When you get to the top, make your caterpillar crawl back down again!
<b>Helicopter Twirls</b>	Hold your pencil in the middle with your three correct fingers. Make a twirling helicopter by moving your fingers one at a time from one side of the pencil to the other.
<i>Now you are ready for handwriting!</i>	

## Appendix 3

## How to sit correctly to be comfortable for writing



## How to hold and position the paper

### Left-handed children



### Right-handed children



## Tripod Pencil Grip

How to hold the pencil correctly for writing:

### **Right handed grip**



1. Point away the pencil,



2. Pinch it near the tip,



3. Lift it off the table,



4. Spin it round...



5. ...and grip.

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### **Left handed grip**



1. Point away the pencil,



2. Pinch it near the tip,



3. Lift it off the table,



4. Spin it round...

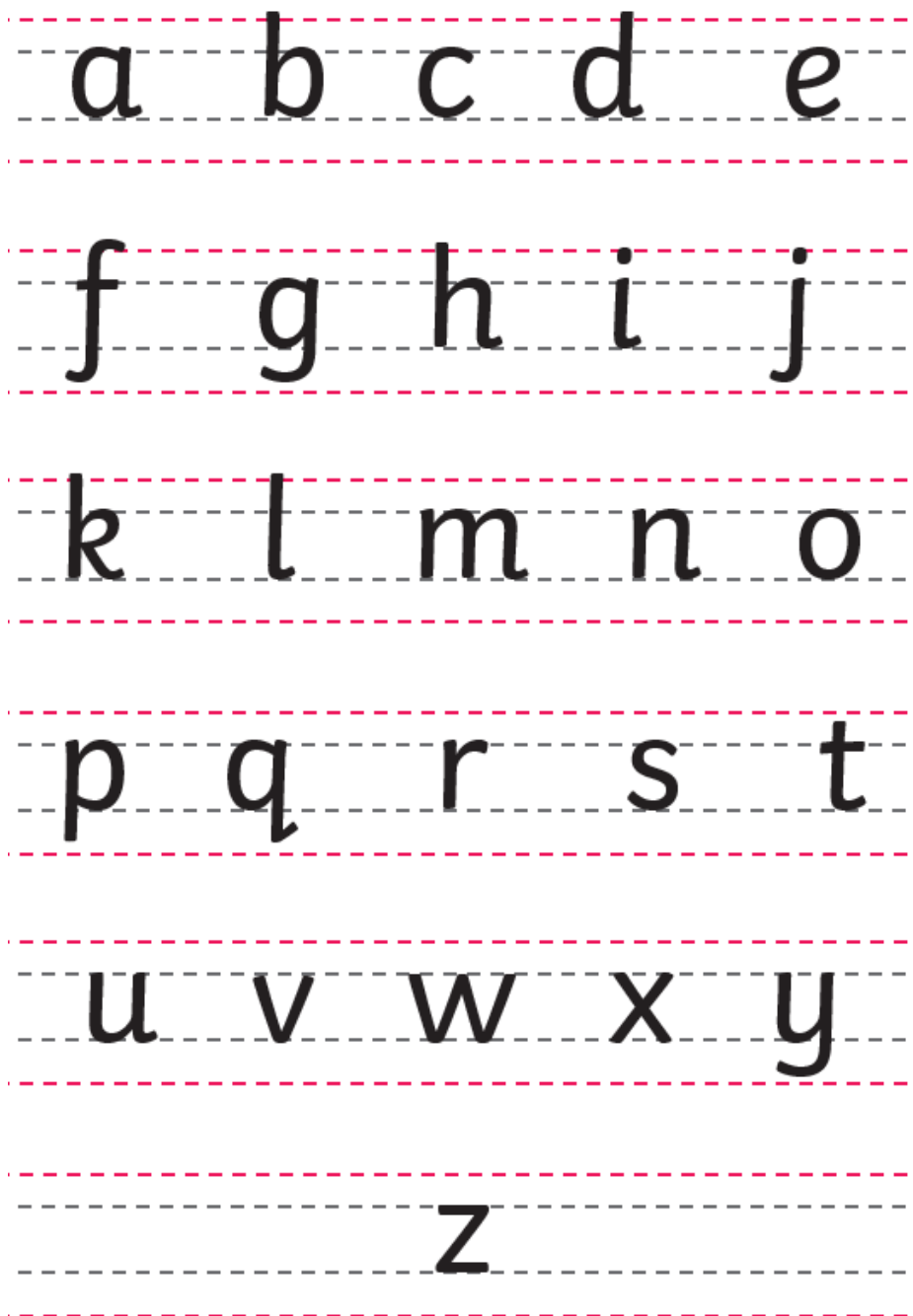


5. ...and grip.



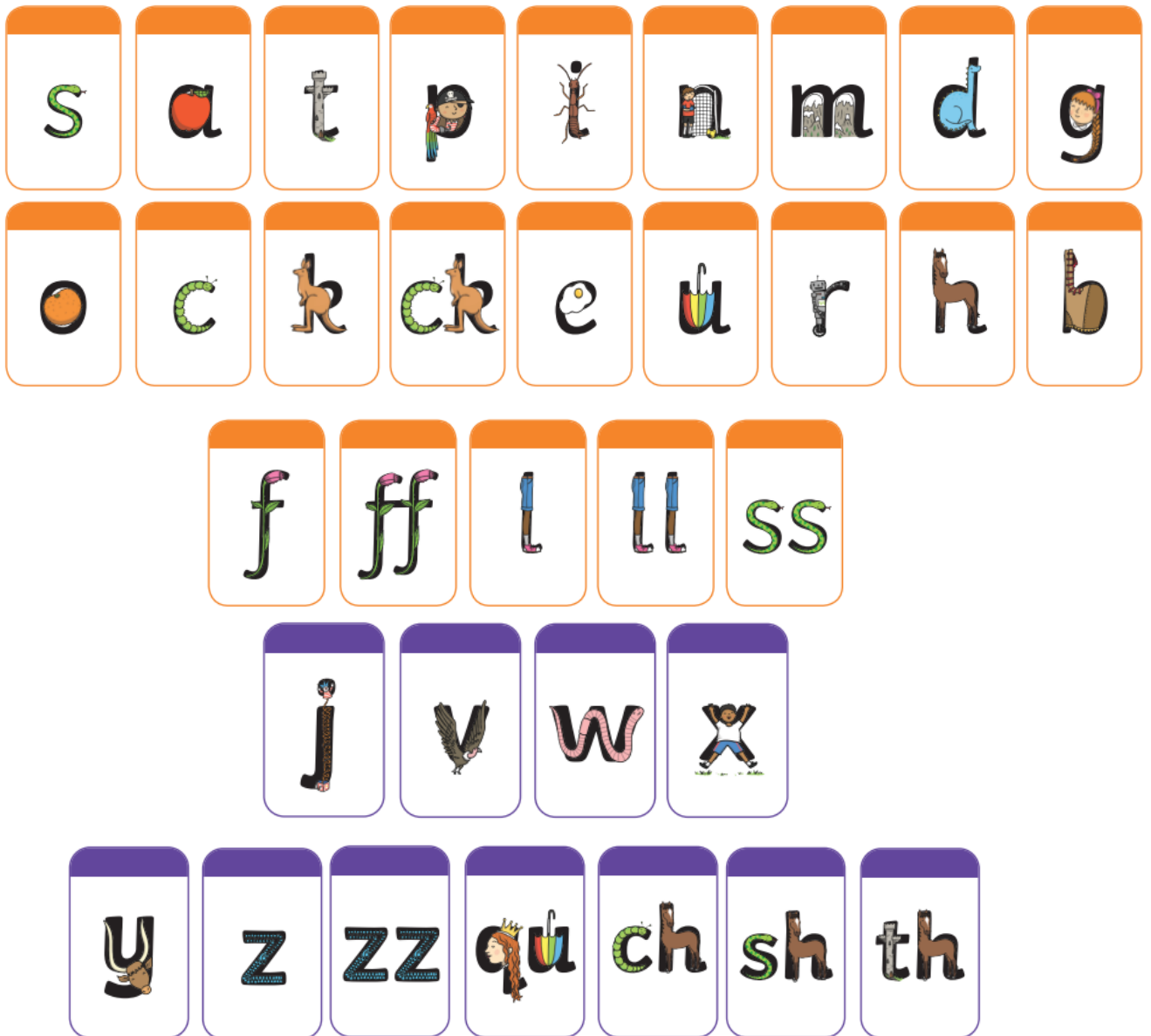
## Letter Formation

Upright alphabet with exit strokes on letters which end on the base line.



The children will be taught to form exit strokes on the letters that finish on the base line. Exit strokes help to promote the flowing movement that develops easily into joins.

## Phonics Letter Shapes



## Letter Shape Handwriting Rhymes

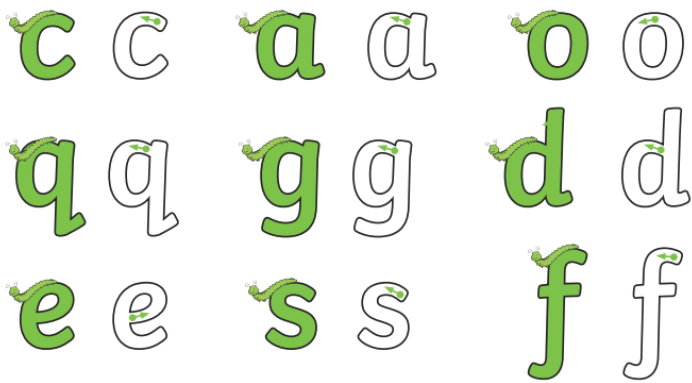
- a Round the apple down the leaf (apple)
- b Down the laces to the heel, round the toe (boot)
- c Curl around the caterpillar (caterpillar)
- d Round his bottom up his tall neck and down to his feet (dinosaur)
- e Lift off the top and scoop out the egg (egg)
- f Down the stem, and draw the leaves (flower)
- g Round her face down her hair and give her a curl (girl)
- h Down the head to the hooves and over his back (horse)
- i Down his body, and dot for his head (insect)
- j Down his body curl and dot (jack-in-the box)

**k** Down the kangaroo's body, around his back and down his leg (kangaroo)  
**l** Down the long leg (leg)  
**m** Down Maisie, over the mountain over the mountain (Maisie and mountains)  
**n** Down Nobby, over his net (football net)  
**o** All around the orange (orange)  
**p** Down his plait and around his head (pirate)  
**q** Round her head, up past her earrings and down her hair (queen)  
**r** Down his back, then curl over his arm (robot)  
**s** Slither down the snake (snake)  
**t** Down the tower across the tower (castle tower)  
**u** Down and under, up to the top and draw the puddle (umbrella)  
**v** Down a wing, up a wing (vulture)  
**w** Down up down up (worm)  
**x** Down the arm and leg and repeat the other side (exercise)  
**y** Down a horn up a horn and under his head (yak)  
**z** Zig-zag-zig (zip)

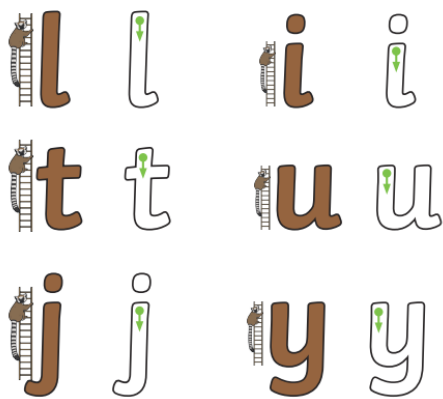
Appendix 7

Letter Families

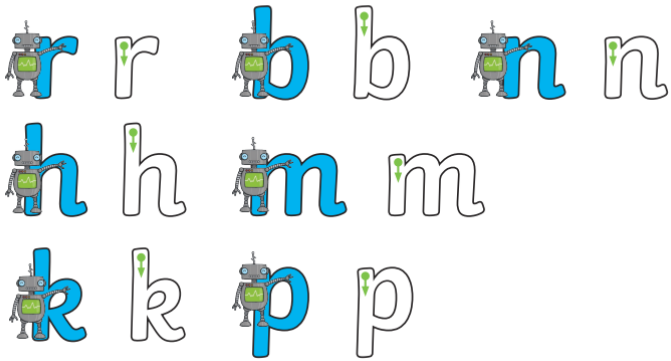
**Curly Caterpillar Letters**



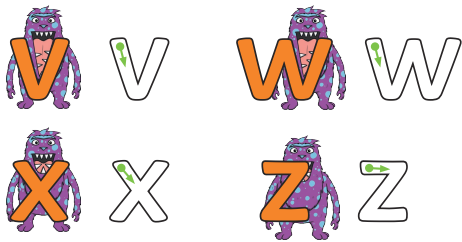
**Ladder Letters**



### One Armed Robot Letters

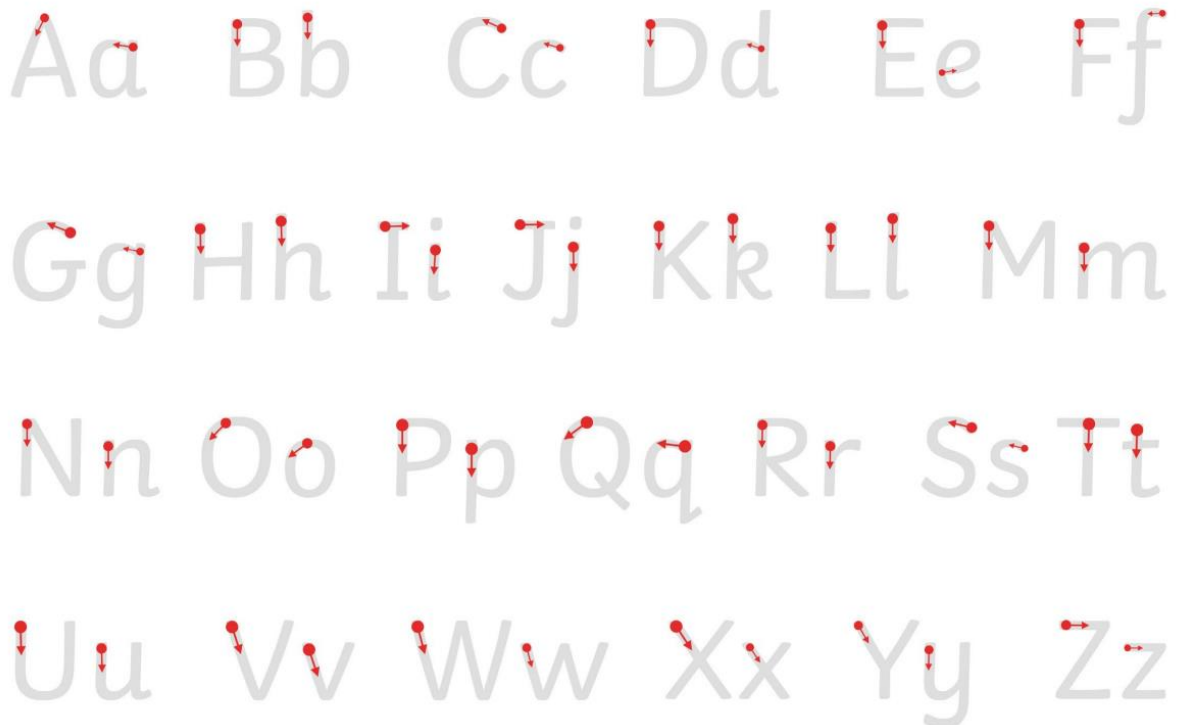


### Zigzag Monster Letters



### Appendix 8

#### Letter Starting Places



Appendix 9

Capital Letter Formation and Families

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

Capital letters can also be taught in stroke-related families:

Straight lines:

I L T F E H

Line and arch:

U J

Circular:

C O Q G D P R B

Diagonal:

N M V W Y A K X

Counterchange:

S Z



Diagonal and horizontal strokes to join letters

Joins can be divided into family groups.

Letters that join 'spontaneously' from the baseline:

acdehiklmntu

Letters that join from the top:

orvw

Letters that join from the crossbar:

ft

Letters that are joined with loops:

yjgf

The join to these letters goes over the top and back:

ia ic id ig io iq

Letters that can join:

*bpqu si*

Letters that are best not joined:

**ZX**