

HANDWRITING IN 60 SECONDS

2025-26

How We Teach Handwriting

Handwriting is taught explicitly and systematically from the start of Reception.

Teaching includes:

- Clear teacher modelling
- Mnemonics to support letter formation
- Guided practice with adult feedback
- Frequent opportunities to apply handwriting across the curriculum

Building Strong Foundations

Before formal handwriting begins, children develop the necessary motor skills and pencil control.

We focus on:

- Fine motor development
 - Pencil grip
 - Directionality
 - Shape formation
 - Pre-writing strokes

These early foundations help children develop the control and coordination required for fluent writing.

Letter Formation

Letters are taught in families based on movement patterns:

- Curly letters
- Ladder letters
- One-arm robot letters
- Zigzag letters

Developing Fluency

As children progress through the school they move through three stages of motor learning:

Thinking about it → Practising it → Doing it automatically

Through repeated practice and careful modelling, pupils develop automatic letter formation, allowing them to write with increasing speed, consistency and legibility.

High Expectations

At St. Peter's, pupils are expected to:

- Sit correctly and hold a pencil comfortably- this is non-negotiable and picked up on relentlessly
- Form letters accurately and consistently
- Maintain correct letter size and orientation
- Use appropriate joins as their writing develops
- Present work neatly across the curriculum

Handwriting is everyone's responsibility, and high standards are expected in all subjects.

Why It Matters

Fluent handwriting enables pupils to:

- Record ideas quickly and clearly
- Focus on the content of their writing
 - Take pride in their work
 - Develop confidence as writers

Our goal is for every pupil to leave St. Peter's as a confident, fluent and legible writer.

Handwriting curriculum at St. Peter's

Letter formation and handwriting progression

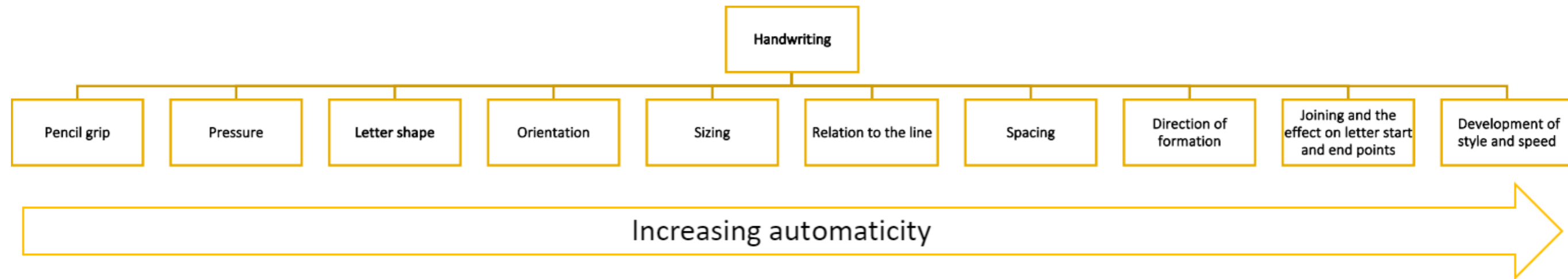


St. Peter's
CE Primary Academy



Handwriting:

At St. Peter's we build solid foundations in letter formation through our systematic, synthetic phonics teaching programme, Essential Letters and Sounds. This supports children to become accurate, fluent writers using mnemonics to help children visualise the letter or join before they write it. **We recognise that children need to practise handwriting under the guidance of an adult to ensure accuracy and avoid habits which will be difficult to undo later. Explicit live modelling is crucial using resources including but not limited to the visualiser, writing repeater and flipcharts.**



Children are expected and held account for accurate letter formation, including size, orientation and relationship to the line. Once accuracy is achieved, children are taught to become faster fluent writers through considering their sizing and orientation before learning how to accurately join and write at speed legibly.

	EY pre-writing	EY - handwriting	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Handwriting	Pencil control concepts <ul style="list-style-type: none"> Stages of motor learning <ul style="list-style-type: none"> Thinking about it (cognitive stage) Practising it (associative stage) Doing it automatically (autonomous stage) Motor learning includes: <ul style="list-style-type: none"> Shape formation Directionality Fluidity of movement Pressure control Fine motor skills Pencil grip 	Explicit handwriting instruction is built on children's early movement and coordination skills, and their security in the pencil control concepts of shape formation, shape manipulation, directionality, fluidity of movement, fine motor skills, pressure control and pencil grip.	<ul style="list-style-type: none"> sit correctly at a table, holding a pencil comfortably and correctly 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. Know all placement on the writing line 	<ul style="list-style-type: none"> form lower-case letters of the correct size relative to one another know the diagonal joins Know the 3 horizontal strokes Know 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 	<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 	<ul style="list-style-type: none"> write legibly, fluently and with increasing speed by: <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 		

To assist in readiness for handwriting, we ensure that children make progress through the developmental continuums for: fine motor skills / scissor skills / pre-writing skills (which includes hand preference).

Pre-Writing Strokes (Large Motor → Small Motor)

Teach in this order:

Vertical lines

Horizontal lines

Circles

Crosses

Diagonals

Curves

Zigzags

Use sky-writing, air-tracing, sand trays, and large surface work before paper.

Mastery Indicators

✓ Draws lines without lifting

✓ Controls direction

✓ Understands top-to-bottom progression

Fine motor skills

THE BUILDING BLOCKS

The Brain:

- Concentrates on an activity
- Comes up with a plan and passes this on to the body
- Checks to see if the plan worked
- Problem solves if the plan did not work
- Stores all this information so it can be used next time

The Hands:

- Work as a team, with a *"doing hand"* and a *"helping hand"* (hand dominance)
- Have strong muscles in the hands and fingers
- Work with precision and control

The Body:

- Maintains a good, steady posture to support the hands
 - A *separate handout* is available on posture and seating
- Has strong muscles, especially in the shoulders and tummy
- Has "staying power" (stamina / endurance)

These include:

- Strengthening work
- Skill building activities
- Speed work

Children should be secure with these individual strokes before

Introducing a grapheme – the core components

When introducing a grapheme, there are core components which are recommended for practitioners to consider as part of their planning for learning, teaching and assessment.

- **Phoneme/ grapheme correspondence**
Children need to know what the grapheme represents, supporting the connection between the phoneme and the grapheme(s) which represent it. Children also need to understand why we learn to form the grapheme.
- **Thinking-Looking-Doing**
During the cognitive stage of forming graphemes children need to develop their knowledge and understanding of the shape formation which are associated with forming the grapheme.
- **Vertical and horizontal planes**
Children need to develop their understanding of letter formation in the vertical and horizontal planes, transferring their knowledge and understanding of direction concepts across both planes.
- **Mindful practice**
Children need to have the opportunity to practise letters mindfully, forming each time they form a letter during the associative stage. This practice of forming letters for their letter formation to become automatic.

As long as children have developed secure pencil control concepts as a foundation for teaching of graphemes, schools can use their professional judgement, as advised by handwriting programmes, as to the order in which the graphemes are taught.

Know the handwriting position:

- Feet flat on the floor
- Bottom at the back of the chair
- Body one fist from the table
- Shoulders down and relaxed
- Back leaning forward slightly
- Non-writing hand holding the page
- Writing hand ready in tripod grip
- Elbow support to prevent sloping.

Form all lower-case letters of the alphabet accurately on plain paper.

Curly Letters

(Anti-clockwise family – teach first)

Letters:

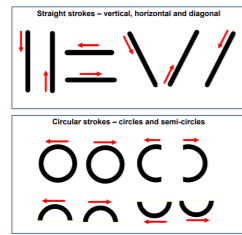
- a, c, e, o, g, s, q, d, f
- a** – "Around the head, down the body."
- c** – "Curl around the camel's back."
- e** – "Around the head and down the trunk"
- o** – "Around the ostrich's body."
- g** – "Around her face, down the beard."
- s** – "Swerve around the snake"



handwriting, [for example, by ensuring that the down strokes 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]

suited for a task

putting the strokes together to form individual graphemes.



d – "Around his body, up tall."
q – "Around the feather and down the pen."
d – "Over his back and around the tail, up his neck and down to his feet."
f – "Over the ear, down to the tail and across the jaw."

Why first?

The anti-clockwise motion is foundational to fluent handwriting.

Mastery Indicators:

Starts at the correct point
Moves anti-clockwise
Closes letters properly

Ladder Letters

Letters:

l, i, t, j, u, y

Rhymes:

i – "Down her body, dot her idea."
l – "Down the long ladder."
t – "Down the tower, cross."
u – "Under the umbrella and down to the tip."
j – "Under the hull and down to the anchor."
y – "Down the tongue, up the tongue."

Focus:

Top-to-bottom formation
Correct dotting and crossing
Straight, controlled down strokes

One-Arm Robot Letters

Letters:

p, m, r, h, n, b, k

Rhymes:

p – "Down his body, around his face."

m – "Meerkat, mound, mound."
r – "Down her body, up over her arm."
h – "Down her body and over her arm."
n – "Down the bird and over the nest."
b – "Down his body, around his face."
k – "Down the body, up the arm, down the leg."

Zigzag Letters

Letters:

v, w, x, z

Rhymes:

v – "Down the tongue, up the tongue."
w – "Hop to the top, land and hop, land and hop."
x – "Criss-cross the kiss."
z – "Zig and zag."

Learn all placement on the writing line

X-Height (Short Letters)

a, c, e, i, m, n, o, r, s, u, v, w, x, z

Ascenders

b, d, h, k, l, t, f

Descenders

g, j, p, q, y

To write (form letters correctly) in a range of writing contexts, so not just when writing in handwriting and phonics lessons.

To apply correct letter formation of all letters.

Teaching of handwriting

EY: careful planning underpins both the teaching, deliberate practice of and further, more autonomous practise in pre-writing strength, skills and speed build up. These add to and unite with letter formation learning. Letter formation and effective handwriting skills are taught, practised and errors remediated as part of the daily phonics sessions and through additional adult supervised provision. Those children needing more adult guidance and/or practice, get it.

Y1: Letter formation and effective handwriting skills are taught, practised and errors remediated as part of the daily phonics sessions and through additional adult supervised provision. Those children needing more adult guidance and/or practise, get it. The build-up of writing in English lessons, is small step, so children have further opportunities to become accurate and fluent in both letter formation and handwriting skills. Letter joins will be introduced from Year 2 upwards

Y2: Letter formation and effective handwriting skills are taught, practised and errors remediated as part of the daily handwriting sessions. The build-up of writing in English lessons, is small step, so children have progressive opportunities to apply fluency in handwriting, so that they gain an effective and automatic script. Letter joins are introduced from Term 4.

KS2: Handwriting is taught, practised and errors remediated as part of the writing lesson in KS2. Teachers consciously consider their handwriting during model write sessions. Pupils are held to account for the quality of their handwriting script. In Y3, handwriting continues to be taught whole class to embed fluency.

How to develop handwriting at each stage

Early writers

- Build up pre-writing strength through gross to fine motor activities to ensure children can form correct pencil grip.
- Curriculum time is given to the expert teaching and modelling of correct letter formation: orientation; start and end points of letters; relation to the base line; spacing; ascenders and descenders
- Deliberate practice of letter formation to build automaticity.
- Errors remediated and those children needing more adult guidance and/or practise, get it.

Novice writers

- Letter formation continues to be explicitly taught with children becoming increasing fluent in letter formation, orientation and relation to the base line.
- Appropriate sizing of the letters becomes an increasing focus.
- Joined handwriting is introduced and practiced – this may lead to new teaching of letter formation.
- Deliberate practice of new cursive letter formation to build automaticity.
- Errors remediated and those children needing more adult guidance and/or practise, get it.

Growing expertise

- Handwriting is taught, practised and errors remediated as part of the writing lesson in KS2.
- Teachers consciously consider their handwriting during model write sessions.
- Pupils are held to account for the quality of their handwriting script.

Metacognition in handwriting

Children are enabled at all levels to be metacognitive during handwriting tasks, planning their approach through visual cues followed by monitoring and evaluating their handwriting. Example of metacognitive questions they might consider are:

- How would you rate your handwriting here?
- Circle your best word for me ..
- Can any letters be improved?
- Are your letters the right size?
- Are they sat on the line?
- Are your ascenders / descenders the same length?
- Where is it best to start writing this letter?
- What letter/s have you made the most clear?

Early Years – Early writers

In the Autumn term of the Reception year, the children begin daily phonics and handwriting sessions. Children rapidly learn sounds and the letters that they need to represent them when they begin on the ELS Phonics scheme. Simple and enjoyable mnemonics help all children to grasp the letter sound correspondences quickly, especially those who are at risk of making slower progress or those who are new to learning English. Once children have been introduced to a new sound, they will be taught how to form the letter/s. The teacher begins by air-writing the letter shape/s and the children copy this. The next step is to model writing the letter on the board and referring to the handwriting phrase. Children then practise writing their own letter whilst repeating the phrase to themselves. They should be encouraged to write the letter numerous times. The children will be given the opportunity to write previously learnt sounds without the teacher modelling them first. Children will be given a sheet containing the focus sound where they can practise reading and writing this at home. We make the physical process of writing – handwriting – enjoyable from the start, so children see themselves as 'writers'.

Where should children sit to write?

Children should be sat at a table. Writing on lined paper with pencils is encouraged (rather than whiteboards and pens).

The correct position **in all year groups** should be:

- Put two feet on the floor

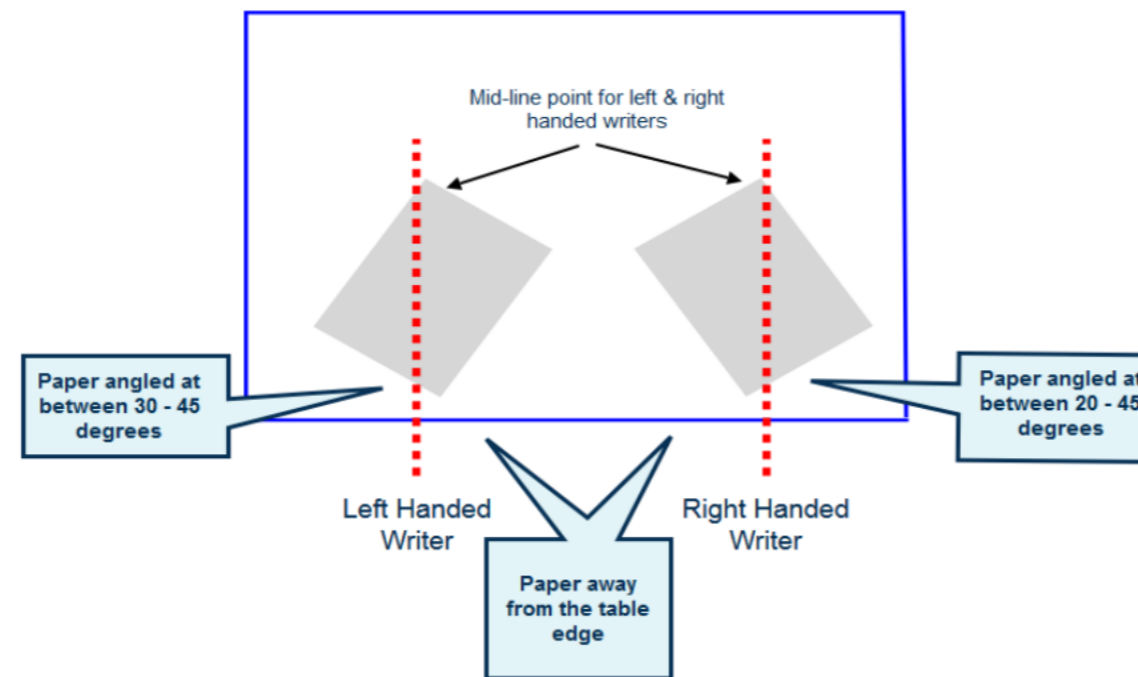
- Push their bottom to the back of their chair
- Tuck their chair under the table
- Hold their pencil in a tripod grip
- Place their other hand on their book or paper, so it doesn't move around. *This requires repeated regular prompts in all year groups.*
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Right- Handed Pupils

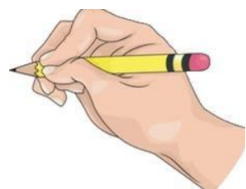
- Right - handed Children should have their writing material tilted slightly to the right with the top right-handed corner raised slightly.

Left- Handed Pupils

- Left- handed children are encouraged to find a comfortable orientation for their paper, usually slightly to the left of centre of their body.
- Teachers are alert to the fact that it is very difficult for left-handed pupils to follow handwriting movements when they are modelled by a right-handed teacher



Pencil grip



Teachers understand the typical development of a correct pencil grip with the aim that all children will have developed a tripod grip by Year 1. We recognise that a small number of children may need additional support to develop a tripod grip. Pencil grip correctors are often used in these cases as an aid to develop the muscle memory required to maintain an efficient pencil hold.

Once children can form the letters correctly, they learn how to place the letters on the line and of relative size.

Year group handwriting overview: -

Reception – Stage 1 a/b (Red, Green, Purple, Pink, and Orange Storybooks.)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2												
<table border="1"> <tr><td>m, a, s, d, t</td></tr> <tr><td>i, n, p, g, o</td></tr> <tr><td>c. k. u. b</td></tr> <tr><td>f, e, l, h, sh</td></tr> <tr><td>r, j, v y, w</td></tr> <tr><td>th, z, ch, qu, x, ng, nk</td></tr> </table>	m, a, s, d, t	i, n, p, g, o	c. k. u. b	f, e, l, h, sh	r, j, v y, w	th, z, ch, qu, x, ng, nk	<table border="1"> <tr><td>m, a, s, d, t</td></tr> <tr><td>i, n, p, g, o</td></tr> <tr><td>c. k. u. b</td></tr> <tr><td>f, e, l, h, sh</td></tr> <tr><td>r, j, v y, w</td></tr> <tr><td>th, z, ch, qu, x, ng, nk</td></tr> </table> <p>The children will revisit:</p> <ul style="list-style-type: none"> • c a o d g q • l t b p k h I j m n r u k • e f s • v w x z <p>(Note: letters and with similar movements are grouped together. The similarities should be discussed with the children.)</p>	m, a, s, d, t	i, n, p, g, o	c. k. u. b	f, e, l, h, sh	r, j, v y, w	th, z, ch, qu, x, ng, nk	<p>Handwriting – where to put letters on the writing line. Developing an awareness of sizing.</p> <p>The children will revisit letter formation but this term the focus will be on the relative sizing of the letters.</p> <p>Wk 1 a c e i m Wk 2 n o r s u Wk 3 v w x z Wk 4 g j p q y Wk 5 and 6 b d h k l t f</p>	<p>Handwriting – correct formation and where the letter sits on the writing line Increasing control over sizing with lower-case letters of the correct size relative to one another</p> <p>The children will revisit letter formation but this term the focus will be on increasing control and consistency over sizing of the letters and positioning on the line.</p> <p>Wk 1 and 2 c a o d g q Wk 3 and 4 and 5 l t b p k h i j m n r u k Wk 6 v w x z</p>	<p>Handwriting – correct formation and where the letter sits on the writing line Increasing control over sizing with lower-case letters of the correct size relative to one another</p> <p>The children will revisit letter formation but this term the focus will be on combining letter shapes</p> <p>Wk 1-6 c a o d g q l t b p k h i j m n r u k</p>	<p>Handwriting – correct formation and where the letter sits on the writing line Increasing control over sizing with lower-case letters of the correct size relative to one another Tripod pencil grip established</p> <p>The children will revisit letter formation but this term the focus will be on combining letter shapes, embedding correct formation, positioning on the line and sizing leading to automaticity.</p> <p>Wk 1 – 3 • e f s • l t b p k h I j m n r u k (down letters)</p> <p>Wk 3 – 6 • e f s • c a o d g q</p>
m, a, s, d, t																	
i, n, p, g, o																	
c. k. u. b																	
f, e, l, h, sh																	
r, j, v y, w																	
th, z, ch, qu, x, ng, nk																	
m, a, s, d, t																	
i, n, p, g, o																	
c. k. u. b																	
f, e, l, h, sh																	
r, j, v y, w																	
th, z, ch, qu, x, ng, nk																	

Sample words for teaching handwriting

Example words

a add

dad cod

dog cog

Example words

bit lip rip hip

pip nip tip pin

tin pill till hill

bill

Example words

at lad log had

big bad mad

up rat pan

ran man

jam can

back pack

e f s

Example words

let bet sit set

met fit fell

sell sent press

less

Example words

sag cost sad

fan sat gas

soft

'Zigzag' letters with all other letters

v w z x

Example words

zap fox win

buzz van

wish was zap

zoo box

what whizz

Year 1

How should children sit?

Children sit at tables for the whole of the lesson. You will need to arrange tables and chairs so all children can clearly see the whiteboard. Place children in partners side-by-side; they check each other's letters at key points in the lesson

1. Revisit letter and rhyme.

2. Show children how to write the letter.

Partner check

3. Children practise writing the letter.

4. Children check their letters with their partner.

5. Repeat steps 2, 3 and 4.

6. Review the new letter and previous letters by asking children to practise writing words containing them. While your children are writing, support children who need extra help.

Partner Check

Year 1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Form lower-case letters of the correct size relative to one another</p> <p>Revisit all 4 letter families and their rhymes</p> <p>Curly Letters Letters: a, c, e, o, g, s, q, d, f a – "Around the head, down the body." c – "Curl around the camel's back." e – "Around the head and down the trunk" o – "Around the ostrich's body." g – "Around her face, down the beard." s – "Swerve around the snake" d – "Around his body, up tall." q – "Around the feather and down the pen." d – "Over his back and around the tail, up his neck and down to his feet." f – "Over the ear, down to the tail and across the jaw."</p> <p>Ladder Letters Letters: l, i, t, j, u, y Rhymes: i – "Down her body, dot her idea."</p>	<p>Form lower-case letters of the correct size relative to one another</p> <p>Know where to place the letters on the writing line</p> <p>These letters sit between the baseline and the middle line only. Letters: a, c, e, i, m, n, o, r, s, u, v, w, x, z o x-height letters o Sometimes called short letters</p> <p>These letters go below the baseline. Letters: g, j, p, q, y Correct term: o descenders o letters with a descender</p> <p>These letters go above the x-height to the top line. Letters: b, d, h, k, l, t, f o ascenders o Letters with an ascender</p> <p>To apply correct letter formation of all letters.</p>	<p>Write capital letters of the correct size, orientation and relationship to one another and to lower-case letters</p> <p>Teach capital letters WK1 A-E WK 2 I-J WK 3 K-O WK 4 P-T Wk 5 U-Y WK6 Z and recap of tricky ones.</p>	<p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</p> <p>The children will practise combining capital starting letters followed by lower- case letters using sample words</p> <p>WK 1 and 2 c a o d g q WK 3 and 4 and 5 l t b p k h I j m n r u k WK 6 v w x z</p>	<p>Sample word application</p> <p>revisit deficits within cohort, or revisit cycle again</p>	<p>Sample word application</p> <p>revisit deficits within cohort, or revisit cycle again</p>

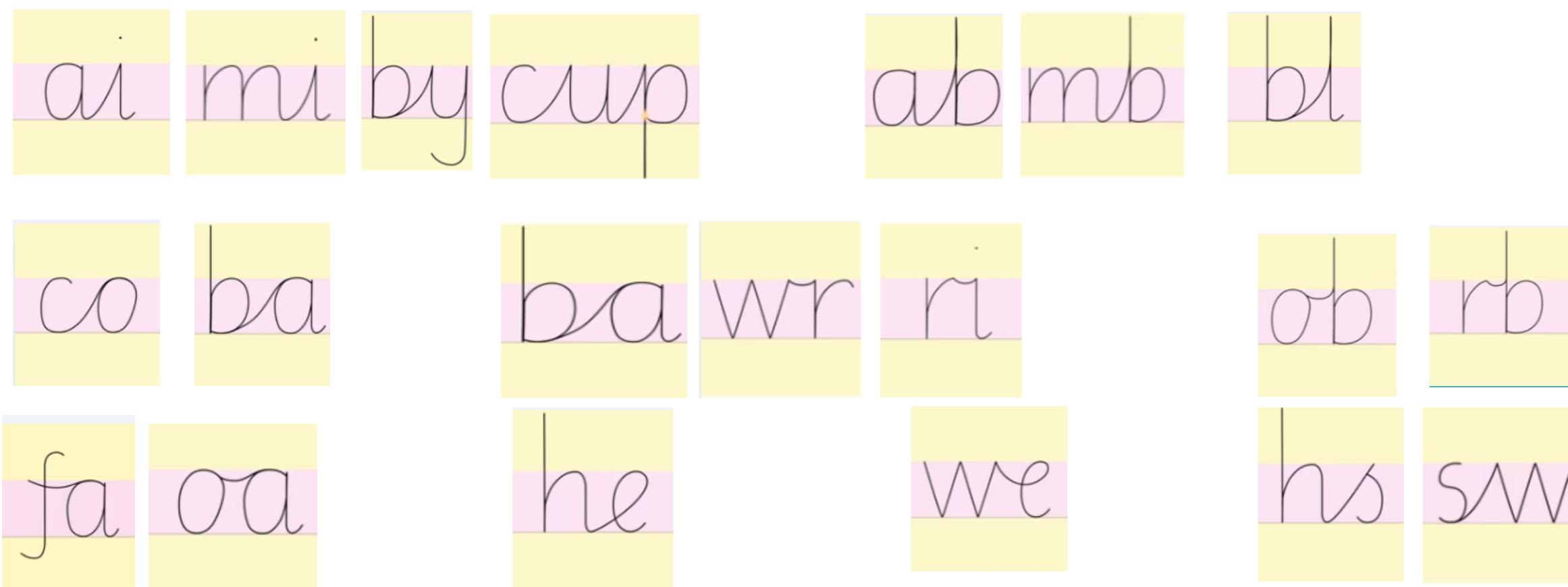
<p>l – “Down the long ladder.” t – “Down the tower, cross.” u – “Under the umbrella and down to the tip.” j – “Under the hull and down to the anchor.” y – “Down the tongue, up the tongue.”</p> <p><u>One-Arm Robot Letters</u> <u>Letters:</u> p, m, r, h, n, b, k <u>Rhymes:</u> p – “Down his body, around his face.” m – “Meerkat, mound, mound.” r – “Down her body, up over her arm.” h – “Down her body and over her arm.” n – “Down the bird and over the nest.” b – “Down his body, around his face.” k – “Down the body, up the arm, down the leg.”</p> <p><u>Zigzag Letters</u> <u>Letters:</u> v, w, x, z <u>Rhymes:</u> v – “Down the tongue, up the tongue.” w – “Hop to the top, land and hop, land and hop.” x – “Criss-cross the kiss.” z – “Zig and zag.”</p>					
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It is not a statutory requirement of the 2014 National Curriculum that children use joined-up handwriting until Year 3, although it notes that children 'should be taught to write with a joined style as soon as they can form letters securely with the correct orientation'.

Handwriting will also be linked to spelling patterns.

In Year 2 at St. Martin's, children will be taught to join most letters by the end of the year.

Joins



Year 2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Know where to place the letters on the writing line</p> <p>These letters sit between the baseline and the middle line only.</p> <p>Letters: a, c, e, i, m, n, o, r, s, u, v, w, x, z</p> <ul style="list-style-type: none"> ○ x-height letters ○ Sometimes called short letters 	<p>Continuous afl and provision based on cohort needs and individual needs before progressing on to joins</p>	<p>Continuous afl and provision based on cohort needs and individual needs before progressing on to joins</p>	<p>Week 1 – Curly & Ladder Letter Joins</p> <p>Lesson 1: ai, du, cr → Curly letter joins (c, a, d, g, o, q family)</p> <p>Lesson 2: mi, nu, hi → Ladder letter joins (i, l, t, u, y family)</p> <p>Lesson 3: by, pr, uv → Descender joins (g, j, p, q, y family)</p> <p>Lesson 4: cup, tip, tum, nip, lip</p>	<p>Week 1 – Vowel & Special Joins</p> <p>Lesson 1: oi, or, ow → Diagonal joins to round letters</p> <p>Lesson 2: wr, vu, fn → Irregular joins & control practice</p> <p>Lesson 3: ri, ry, rr → Repeated letter joins</p> <p>Lesson 4: fur, own, ring, warm, fruit → Applying joins in longer words</p>	<p>Week 1 – High Frequency Joins</p> <p>Lesson 1: he, ee, de</p> <p>Lesson 2: we, re, fe</p> <p>Lesson 3: love, meet, cute, even, here</p> <p>Week 2 – S-Based Joins</p> <p>Lesson 1: hs, os, rs</p> <p>Lesson 2: sw, so, se</p> <p>Lesson 3: mess, most, easy, shop, does</p> <p>Weeks 3–6 – Review & Mastery</p> <p>Sentence writing</p>

<p>These letters go below the baseline. Letters: g, j, p, q, y Correct term:</p> <ul style="list-style-type: none"> ○ descenders ○ letters with a descender <p>These letters go above the x-height to the top line. Letters: b, d, h, k, l, t, f</p> <ul style="list-style-type: none"> ○ ascenders ○ Letters with an ascender <p>To apply correct letter formation of all letters.</p>			<p>→ Applying joins in short CVC words</p> <p>Week 2 – Bridge & Arch Joins Lesson 1: ab, cl, ch → Over-curve (bridge) joins Lesson 2: mb, nk, th → Double arch & tall letter joins Lesson 3: bl, ph, ib → Tall-to-short letter joins Lesson 4: kit, bull, bulb, nutty, tilt → Fluency in simple words</p> <p>Week 3 – Round Letter Joins Lesson 1: co, dg, da → Round-to-stem joins Lesson 2: ma, no, nd → Arch-to-round joins Lesson 3: ba, pa, ka → Anti-clockwise entry joins Lesson 4: dad, dig, add, can, back → Application and consistency</p> <p>Weeks 4–6 – Review & Reinforcement Letter families revision Consistent size and orientation Clear ascenders and descenders Spacing between words</p>	<p>Week 2 – Horizontal Joins Lesson 1: ob, oh, ot → Horizontal joins to tall letters Lesson 2: wh, xt, wl → Crossing & extended joins Lesson 3: rb, fl, rh → Loop and flick joins Lesson 4: owl, flap, whirl, vivid → Fluency and rhythm</p> <p>Week 3 – Flow & Fluency Lesson 1: va, wa, wo → Diagonal joins to w & v Lesson 2: fa, ro, ra → Tall-to-round joins Lesson 3: oa, oo, og → Vowel pattern joins Lesson 4: frog, word, food, world → Speed with legibility</p> <p>Weeks 4–6 – Consolidation Consistent slant Even letter size Clear joins Writing simple sentences fluently</p>	<p>Spacing accuracy Presentation skills Writing across the curriculum</p>
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Inclusion



























Most children will be able to write fluently and legibly. However, some children may need additional support to develop a fluent, legible style of handwriting. Provision will be made through additional sessions once whole class teaching has finished at the end of Y3 that are focused on the child's identified specific difficulty with handwriting. Teachers who are concerned about a child's progress in handwriting will seek advice from our school's SENDCo.

By the end of Year 2, we expect that children can write legibly, and neatly with a consistently high standard of presentation, but we will continue to practise handwriting in Y3 to ensure that it is embedded.

By this stage we aim for the children to:

- sit correctly at a table, holding a pencil comfortably and correctly.
- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- 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)
- increase the fluency with which they can write what they say

ELS - Handwriting Rhymes 

 S	Swerve around the snake	 O	Around the ostrich's body	 L	Down the long ladder
 A	Around the head, down the body	 C	Curl around the camel's back	 J	Swoop down the tentacles and dot the head
 K	Down her body and cross her shoulders	 K	Down the body, up the arm, down the leg	 V	Down the tongue, up the tongue
 P	Down his body, around his face	 E	Around the head and down the trunk	 W	Hop to the top, land and hop, land and hop
 I	Down her body, spot her idea	 U	Under the umbrella and down to the tip	 X	Criss-cross the kiss
 B	Down the bird and over the nest	 B	Down her body, up over the arm	 A	Under the hull and down to the anchor
 M	Meerkat, mound, mound	 H	From his head to his feet, up and over his back	 Z	Zig and zag
 D	Over his back and around the tail, up his neck and down to his feet	 W	Down the person and around the wheel	 F	Around the feather and down the pen
 F	Start at his ear, around the face and down the beard	 F	Over the ear, down to the tail and across the jaw		

