



# All Saints Handwriting Policy [2024-25]



## Handwriting Policy

At All Saints we are very proud of our pupil's hand and cursive handwriting style. In Key Stage 1 children use Little Wandle letter formation rhymes. In Key Stage 2 pre-cursive, we use Letter-join's on-line handwriting resources as the basis of our handwriting policy as it covers all the requirements



we care in our printed and our supported using resources ready to for children as the basis of their curriculum.

## Objective

Handwriting is a basic skill that influences the quality of work throughout the curriculum. By the end of Key Stage 2 all pupils should have the ability to produce fluent, legible and, eventually, speedy joined-up handwriting, and to understand the different forms of handwriting used for different purposes.

Our intention is to make handwriting an automatic process that does not interfere with creative and mental thinking.

## Aims:

- To develop a neat, legible, speedy handwriting style using continuous cursive letters, which leads to producing letters and words automatically in independent writing.
- To establish and maintain high expectations for the presentation of written work.
- For pupils to understand, by the end of Year 6, the importance of neat presentation and the need for different letterforms (cursive, printed or capital letters) to help communicate meaning clearly.



## Expectations

All teaching staff are encouraged to model the printed or cursive style in all their handwriting, whether on whiteboards, displays or in pupils' books.

### *Consistency throughout the school*

Pupils should experience coherence and continuity in the learning and teaching of handwriting across all school years and be encouraged to take pride in the presentation of their work. Our objective is to help pupils enjoy learning and developing their handwriting with a sense of achievement and pride.

## Handwriting frequency

Handwriting is a cross-curricular task and will be taken into consideration during all lessons. Formal teaching of handwriting will be carried out regularly and systematically to ensure Key Stage targets are met.

## Pens and pencils

Children will start handwriting using a soft pencil. More competent pupils can use a ballpoint pen.

## Inclusion

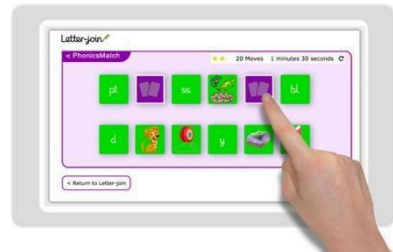
For children who experience handwriting difficulties due to fine motor development, including those who are left-handed and those with special educational needs, the appropriate additional support will be put into place. Letter-join's Lesson Planners all include differentiation activities for extra practice/challenge.

## Handwriting at Home

Pupils are encouraged to practise their handwriting at home by using the Pupil log-in for Letter-join. Teachers will set specific tasks such as:

- Magic Patterns
- Magic Words
- PhonicsMatch
- Word Search
- Word Bank
- Write it Right!

Children can also watch the word and letter animations and practice and explore other handwriting resources on Letter-join.



## Key Stage Teaching

### Early Years

#### *We follow Little Wandle's letter formation and pronunciation rhymes*

For our youngest pupils we teach short handwriting lessons on a daily basis, which will include the following:

- enhancing gross motor skills such as air-writing, pattern-making and physical activities
- exercises to develop fine motor skills such as mark-making on paper, whiteboards, sensory trays, iPads, tablets, etc.
- becoming familiar with letter shapes, their sounds, formation and vocabulary
- correct sitting position and pencil grip for handwriting

**Lesson Planner Module 1 for EYFS** teaches pre-cursive patterns and lower case letters. It starts with Getting Ready for Handwriting including fine and gross motor skills warm-up exercises, correct sitting position and tripod pencil grip.



By the end of Reception, children should be able to recognise and form all the lowercase letters of the alphabet correctly.

### Key Stage 1: Years 1 and 2

#### *We follow Little Wandle's letter formation and pronunciation rhymes*

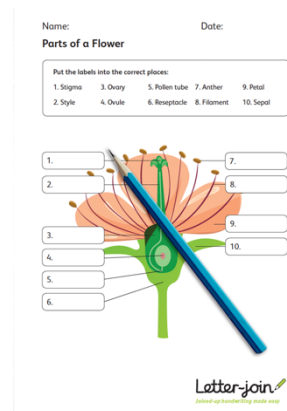
- continuing with gross and fine motor skills exercises
- beginning pre- cursive handwriting (when ready in Year 2), learning and practice
- numerals, capitals and printed letters; where and when to use, learning and practice

**Lesson Planner Module 1 for EYFS** teaches pre-cursive patterns and lower case letters. It starts with Getting Ready for Handwriting including fine and gross motor skills warm-up exercises, correct sitting position and tripod pencil grip.

The first module is divided into three sections covering:

- pre-cursive patterns
- easy letters and words
- harder letters and words

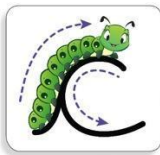
**Lesson Planner Module 2 for Year 1** contains lessons for teaching how to write capital letters, printed letters, numbers and symbols. Letter-join's on-line and printed resources. It is divided into three sections covering:



- capital letters
- printed letters
- numbers and symbols

On finishing this module, children should be confident in writing all the capital and printed letters, numbers and symbols and start to become familiar with their use.

**Lesson Planner Module 3 for Year 2** includes lessons to improve letter formation and orientation of letters through regular practice and to support spelling, grammar and punctuation. Children start to look at pre-cursive handwriting when ready. The sections in this module cover:



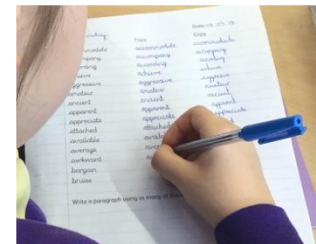
- letter families
- high frequency words
- joining techniques
- sequencing sentences
- dictation exercises
- times table facts



With the regular handwriting practice throughout this module, children should now be developing the fluency and speed of their writing.

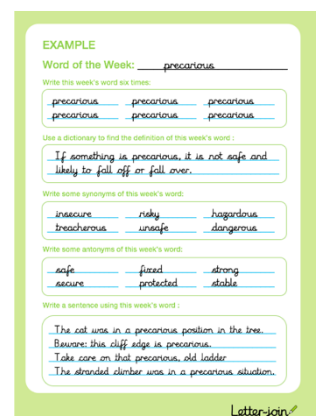
## Lower Key Stage 2: Years 3 and 4

**Lesson Planner Module 4 for Year 3** is targeted at children in lower KS2 where pupils should start to use cursive style throughout their independent writing in all subjects, helping to refine their handwriting in line with the requirements of each lesson. This module covers topics such as dictation, double letters, number vocabulary, palindromes, tongue twisters, MFL (French and Spanish), onomatopoeia, simile and statutory spellings.



Completion of Module 4 should ensure improvement in the legibility, consistency and quality of the children's handwriting through a variety of resources which link handwriting to other areas of the curriculum.

**Lesson Planner Module 5 for Year 4** focuses on using handwriting practice to support other subjects in the curriculum and, at the same time, builds on fluency and consistency. This module aims to promote meaningful links with other subjects such as English, maths, science, geography, French and Spanish. Making such links enables children to apply the skills they are learning in context and also provides depth to the curriculum.





Learners will continue to build on producing fluent, consistent and legible handwriting through the regular practice offered in this module's lessons.

On concluding this module, children will have practised applying size-appropriate handwriting to all areas of the curriculum whilst maintaining fluency and legibility.

## Upper Key Stage 2: Years 5 and 6

More advanced handwriting techniques will be taught during two weekly lessons:

- reinforcing cursive handwriting across the curriculum
- form-filling/labelling using printed and capital letters
- dictation exercises promoting quick note-taking and speedy handwriting writing skills
- KS2 SATs SPaG practice

**Lesson Planner Module 6 for Year 5** continues to build on combining fluent handwriting with other subjects across the curriculum.

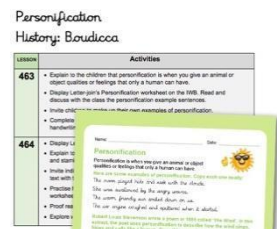
In this module, learners will have plenty of opportunity to develop the stamina and skills to write at length, with accurate spelling and punctuation. With Letter-join's wide range of resources they will be able to work towards producing consistently neat and well-presented handwriting in all curriculum subjects.

On completing this module, children should be producing cursive writing automatically, enabling them to focus on the content of their work rather than the process of writing.

**Lesson Planner Module 7 Year 6** presents learners with a range of tasks where they have to decide on an appropriate style of handwriting. Promoting speedy, fluent writing continues to be a strong feature. Challenging dictation exercises will refine pupils' revising and checking skills as well as boosting their handwriting speed, stamina and fluency. A range of curriculum-based worksheets will give pupils the opportunity to practise writing at length.

Module 7 also contains a series of worksheets to aid KS2 SATs SPaG revision. They are designed to support year 6 pupils in meeting expected standards for spelling, punctuation and grammar, with lots of SPaG preparation and plenty of handwriting practice.

By the end of this module, children should be able to adapt their handwriting for a range of tasks and purposes and to create different effects. They should be clear about what standard of handwriting is

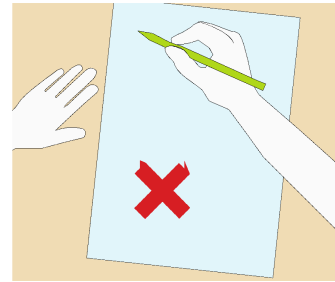
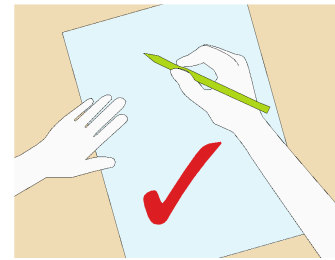
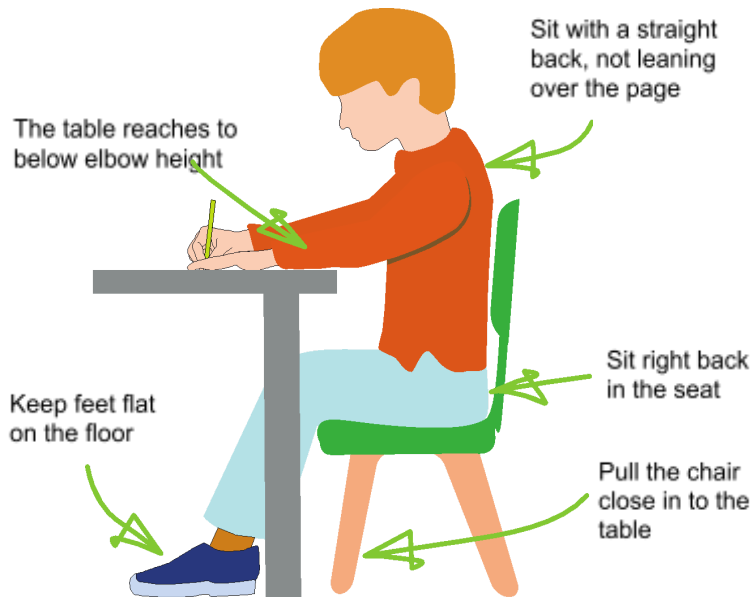


appropriate for a particular task, for example, quick notes, a final handwritten version, an un-joined style or capital letters. All of these writing styles are covered in this module.

## Correct posture and pencil grip for handwriting

Pupils should be taught to sit correctly at a table, holding a pencil comfortably and correctly.

### SITTING POSITION

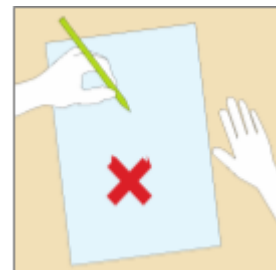
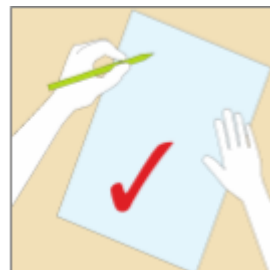
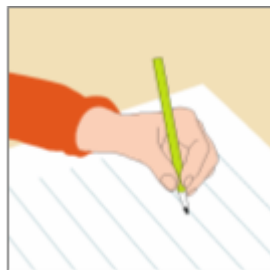


*Paper position for right-handed children.*

### LEFT-HANDED CHILDREN

Left-handed children may find it difficult to follow the movements of right-handed teachers as they model letter formation (and vice versa). Teachers should demonstrate to left-handers on an individual or group basis.

- Left-handed pupils should sit to the left of a right-handed child so that they are not competing for space.
- Pupils should position the paper/book to their left side and slanted, as shown.
- Pencils should not be held too close to the point as this can interrupt pupils' line of vision.
- Extra practice with left-to-right exercises may be necessary before pupils write left-to-right automatically.



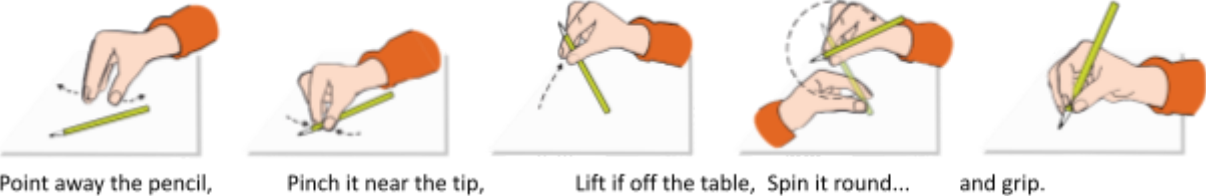
*Paper position for left-handed children.*



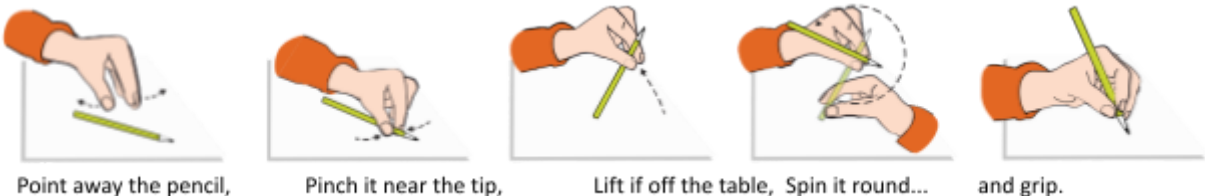
# The Tripod Pencil Grip

Both right and left handed children should be encouraged to use the tripod grip which allows the pen/pencil to be held securely whilst allowing controlled movements of the pen/pencil nib. We use the Tripod Grip Rhyme:

## Right-handed pencil grip



## Left-handed pencil grip



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

Cursive Lower Case Letters



## Capital Letters

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



















# Phase 2 grapheme information sheet









Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 <span style="font-size: 2em; margin-left: 100px;">s</span>	 snake	Show your teeth and and let the <b>s</b> hiss out <b>ssssss ssssss</b>	Under the snake's chin, slide down and round its tail.
 <span style="font-size: 2em; margin-left: 100px;">a</span>	 astronaut	Open your mouth wide and make the <b>a</b> sound at the back of your mouth <b>aaa</b>	Around the astronaut's helmet and down into space.
 <span style="font-size: 2em; margin-left: 100px;">t</span>	 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.
 <span style="font-size: 2em; margin-left: 100px;">p</span>	 penguin	Bring your lips together, push them open and say <b>ppp</b>	Down the penguin's back, up and around its head.
 <span style="font-size: 2em; margin-left: 100px;">i</span>	 iguana	Pull your lips back and make the <b>i</b> 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.
 <span style="font-size: 2em; margin-left: 100px;">n</span>	 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.
 <span style="font-size: 2em; margin-left: 100px;">m</span>	 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; push your tongue down and forward to make the <b>g</b> 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>e e e</b>	<b>c</b> Curl round the heel of the sock. <b>k</b> Down the sock, up and across, 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
 	 <p>umbrella</p>	<p>Open your mouth wide and say <b>u u u</b></p>	<p>Down and around the umbrella, stop at the top and down to the bottom and flick</p>
 	 <p>rainbow</p>	<p>Show me your teeth to make a <b>rrrrr</b> sound <b>rrrrr rrrrr</b></p>	<p>From the cloud to the ground, up the arch and over the rainbow.</p>
 	 <p>helicopter</p>	<p>Open your mouth and breathe out sharply <b>h h h</b></p>	<p>Down, up and over the helicopter</p>
 	 <p>bear</p>	<p>Put your lips together and say <b>b</b> as you open them <b>b b b</b></p>	<p>Down bear's back, up and round his big tummy.</p>
 	 <p>flamingo</p>	<p>Open your lips a little; put your teeth on your bottom lip and push the air out to make the sound <b>ffff</b> <b>ffff</b></p>	<p>Down the flamingo's neck, all the way to its foot, then across its wings.</p>
 	 <p>lollipop</p>	<p>Open your mouth a little; put your tongue up to the top of your mouth, behind your teeth, and press <b>llll</b> <b>llll</b></p>	<p>All the way down the lollipop.</p>

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>v v v v v v v v v v</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 <b>yyy</b>	Down and round the yo-yo, then follow the string round.
	 zebra	Show me your teeth and buzz the <b>z</b> sound <b>zzzzz zzzzz</b>	Zip across, zag down and across the zebra.

# Gross Motor Skills (GMS)

## Animal Actions

The following fun gross motor activities can help improve your pupils' core strength, control and endurance in preparation for handwriting.

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

# Fine Motor Skills (FMS)

A selection of fine motor skills activities to use before each handwriting lesson.

## Finger and Hand Exercises

Here are some fun warm up exercises to wake up your fingers and hand muscles before you start to write.

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 on each hand and point them to the sky. Now 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 on

## Pencil Activities

Practice holding your pencil correctly by using our tripod grip rhyme (see page 8).

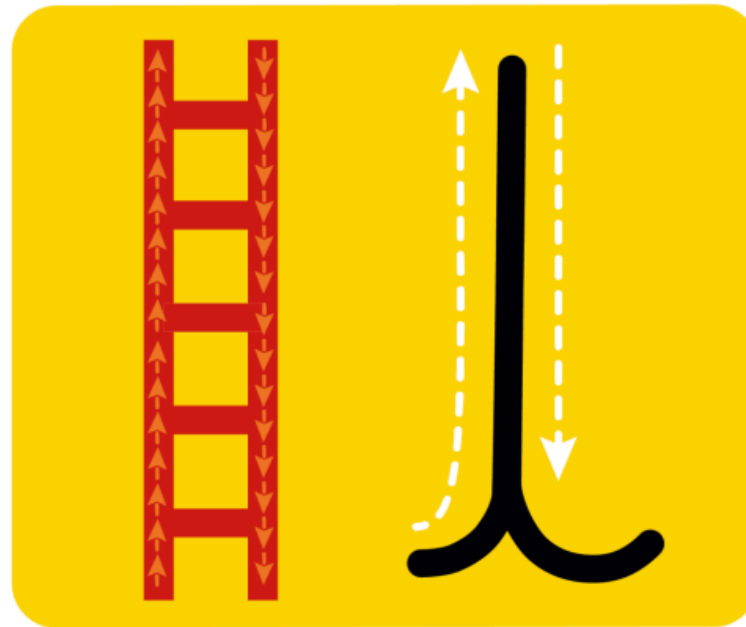
*Point away the pencil,  
Pinch it near the tip,  
Lift it off the table,  
Spin it round and grip.*



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>	With the palm of your hand facing upwards, 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!

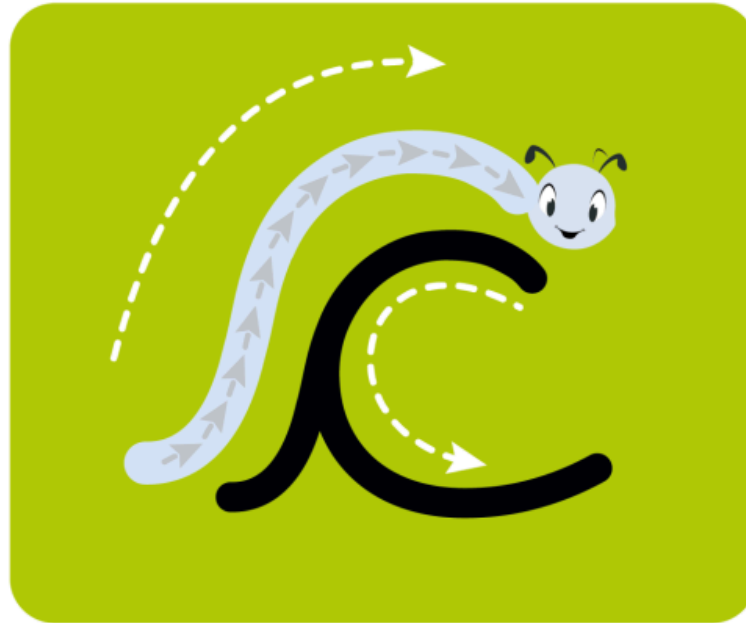


# Long Ladder Letters





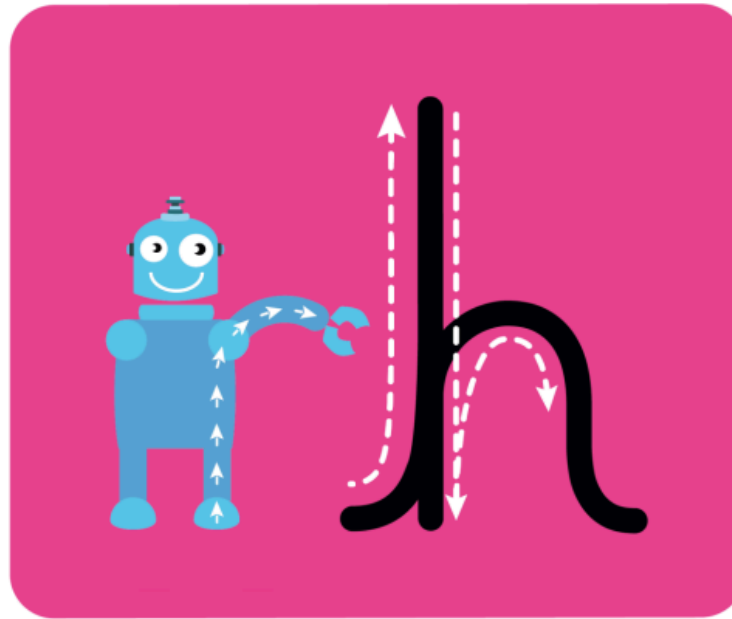
# Curly Caterpillar Letters



a d c o f e s g q

Letter-join

# One-armed Robot Letters



b h k m n p r

# Zig-zag Letters

