



The Federation of Spixworth Schools

Handwriting Policy

Agreed by Individual Governor: Summer 2024

To be reviewed: Summer 2026

Intent

Overall curriculum rationale

This document is a statement of the aims, principles and strategies used for the development of the curriculum undertaken within The Federation of Spixworth Schools. This policy promotes best practice and establishes consistency in teaching and learning across the federation. It also takes into account the diversity of our learners, providing equality of opportunity for all, alongside varied learning experiences that lead to a consistently high level of pupil attitude and achievement in *handwriting*.

At The Federation of Spixworth Schools we will inspire every child through words. Through engagement in language rich classrooms we will open worlds of opportunity. High quality texts will develop enthusiastic writers where experimentation with words is supported alongside development of skills in the technicalities of writing. Our children will communicate in all its forms with a pleasure and passion that will open doors, across subjects, to the possibility of realising endless dreams and lifelong learning.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2024) The Statutory Framework for the Early Years Foundation Stage (EYFS)
- DfE (2013) National Curriculum in England: *Writing* programmes of study: key stages 1 and 2

This policy operates in conjunction with the following school policies:

- Curriculum
- Curriculum Risk Assessment
- Spoken Language
- Phonics and Early Reading
- Reading
- Handwriting
- Spelling
- Marking, Feedback and Assessment

Aims

At The Federation of Spixworth Schools, it is our aim to encourage the progression and development of each child's handwriting throughout the schools into a fluent, legible and individual style that can be adapted for a range of purposes and will support their spelling and composition.

Implementation

National Curriculum Content

The programmes of study for writing at key stages 1 and 2 are constructed by transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing).

It is essential that teaching develops pupils' competence in these two dimensions. These aspects of writing have been incorporated into the programmes of study for composition. Writing down ideas fluently depends on effective transcription which requires fluent, legible and, eventually, speedy handwriting.

EYFS Educational Programme

Taken from the Statutory Framework for the Early Years Foundation Stage January 2024. Teaching and learning in Handwriting is planned in line with the Physical Development and Literacy areas. This policy should be read in conjunction with the Phonics and Early Reading policy.

Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

EYFS Early Learning Goals

Physical Development

Fine Motor Skills

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paint brushes and cutlery.
- Begin to show accuracy and care when drawing.

Literacy

Writing

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Key Stage One

During year 1, pupils will develop the physical skill needed for handwriting and form good habits. Pupils should be able 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' (ie letters that are formed in similar ways) and to practise these
- During year 2, pupils should be able 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 not 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.

Lower Key Stage Two (Years 3 and 4)

Pupils in year 3 and 4 should be taught to:

- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left not joined
- Increase the legibility, consistency and quality of their handwriting, [for example, by ensuring 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].

Upper Key Stage Two (Years 5 and 6)

Pupils in year 5 and 6 should be able to:

- Write legibly, fluently and with increasing speed by
- 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 suited for a task.

Curriculum delivery

Handwriting is taught as separate lessons as well as being taught as writing sessions throughout the whole curriculum.

Teaching and learning approaches

Handwriting is taught, practised and refined throughout the Federation.

During EYFS and the majority of KS1, the children will be taught to print individual letters with correct formation, orientation and sizing. The Little Wandle handwriting formation phrases are used as memory hooks to enable correct letter formation. Initially, this will correlate to the phonic phase being taught. Children are taught to print letters in their handwriting families. Focus is placed on the features which recur in letter formation within the handwriting families.

A teacher may decide to link the current handwriting focus to the current phonics phase as an additional learning activity.

We believe there are a number of advantages to this approach:

- The emergent writer needs to develop an abstract internal representation of each letterform to be translated into a motor trace. This is more easily achieved if each letter is presented as an individual unit, separate from letter strings. This makes a strong case for adopting simple, unadorned letterforms.
- Teaching to print using individual letters is a quicker process than cursive and enables children to see a direct relationship between their handwriting and the print in the books that they read.
- Many have found that the premature teaching of continuous cursive, with its florid letterforms and its baseline 'entry' and 'exit' strokes, whilst achievable by some children, leaves many struggling to write.
- Children, particularly boys, find printing easier due to the later development of their fine motor skills. Looking more closely at what this style entails, the arm and hand must move slowly across the page whilst the fingers simultaneously perform a range of complex fine movements in a series of different directions, and this requires a high level of gross and fine motor coordination.
- Beginning writers often have to stop and think about each letter-sound correspondence as they write and printing supports this process as the children are able to distinguish each letter or combination of letters.
- A further argument against teaching baseline entry is that children may not always appreciate which lines represent the core of the letterform and which are the joining strokes. This can result in an outcome where either all the additional strokes are retained or where part of the letter is omitted or elided. Either can be detrimental to overall legibility. Children may find it harder to read what they have written as their words are buried in a spider web of strokes. Many children may add the joins once they have written the word making their writing even more illegible.

Towards the end of KS1, once printing is secure the children are introduced to simple letters with an exit stroke that promotes a forward movement.

At KS2, the vast majority of children are developmentally ready for a greater focus on joining. At this stage a more continuous cursive approach is followed and the children are encouraged to develop a personal style. Teachers will recognise that any joined or part-joined style meets the 'cursive' or 'flowing' criteria. Throughout this progressive approach, capital letters are always left unjoined.

The ability to write legibly, in comfort and with control and style supports children in becoming effective communicators. When teaching handwriting we aim to ensure pupils are able to:

- Adopt a supportive writing posture
- Comfortably manipulate and control writing tools
- Write using a recognised font
- Develop a fluent and natural style.

At the Federation of Spixworth Schools, we recognise that physical strengths and skills are needed for handwriting. The EYFS curriculum develops coordination, control and movement memory. The following skills begin in EYFS and are monitored and refined throughout KS1 and KS2 as required:

1. Have good whole body strength and dexterity (Gross & Fine Motor Skills).
2. Understand direction, movement and position (Spatial Awareness & Motor Memory).
3. Remember and recall how to form the different shapes of the letters (Visual & Motor Memory).
4. Sit correctly (Gross Motor Skills).
5. Hold a pencil appropriately (Fine Motor Skills).
6. Control the pencil (Fine Motor Skills).
7. Tilt and move the paper on the desk (Gross Motor Skills & Spatial Awareness).
8. Refine letter formation and position (Fine Motor Skills, Visual & Motor Memory, Spatial Awareness & Eye Tracking).
9. Join the letters to form words (Fine Motor Skills, Visual & Motor Memory, Spatial Awareness & Eye Tracking).

We adopt a casual cursive approach to teaching handwriting. This approach is advocated and supported by the National Curriculum. Handwriting and letter formation is taught both explicitly and discretely throughout the school.

Equipment and resources

- Teachers in EYFS use the Little Wandle handwriting formation phrases to support with the teaching of handwriting.
- Teachers are directed to www.teachhandwriting.co.uk to access resources and advice including in supporting children who are finding handwriting difficult.
- <https://www.ictgames.com/mobilePage/writingRepeater/index.html> is used to model handwriting.
- The Sassoon Infant font is recommended as an appropriate typed font.
- Handwriting practice will be taught with pencil until the class teacher decides that a child is ready and capable of using a pen.
- Writing on display for children will take a number of forms but all will model expectations.
- Teachers will model expectations for handwriting.

Health and safety

Specific considerations for this subject can be found in the Curriculum Risk Assessment, which is reviewed annually. A log is kept of all staff who have read and understood this assessment each year.

Cross curriculum links

Our handwriting expectations and standards are never isolated to just our handwriting lessons. We encourage the transference of handwriting skills across the curriculum.

Inclusion and equality of opportunity

All children are given full access to the National Curriculum. Staff will endeavour to ensure that all children reach their potential, irrespective of race, gender, age, home-background or ability. The Federation of Spixworth Schools is committed to promoting equality. When planning and teaching handwriting, staff will make reasonable adjustments to promote equality of opportunity.

Impact

The Assessment of Handwriting

Handwriting is assessed as part of the writing national curriculum. Teachers in all year groups use daily formative assessments to support progress within lessons and over time. Adults create classrooms where dialogue to provide personalised feedback is possible and powerful. Regular written feedback is also given, following the marking policy.

During lessons, structured self and peer assessment is often used as a feedback tool. Pedagogic marking stamps are used to highlight pupil's next steps through images. These next steps form targets (provided on the inside front cover of English books using the colour-coded termly target pencil format).

End of Key Stage assessment grids from the local authority are used to track progress and attainment in Y2 and Y6. In-school tracking systems are used by all other year groups.

Summative assessments completed after the end of unit independent writing pieces assess children against year group expectations. Teachers make use of comparative judgement and moderate their assessments across classes. Individual pupil achievements are recorded and tracked in line with the Feedback, Marking and Assessment policy.

Families are kept informed regarding pupil progress through parent/teacher meetings which take place four times per year. These meetings will focus on the child's targets for the next 6-8 weeks. The child, parent and teacher will suggest what is going well and what could be improved. These three improvements will be the basis for the targets set and will be reviewed at the next meeting. These discussions then form part of the annual report of a pupil's progress which is issued at the end of the academic year.

Teachers may also decide to use handwriting matrixes to assess progress in handwriting. These include an evaluation of letter formation and joining, letter shape, letter size, slant/slope, alignment, spacing and orientation. Teachers also observe posture, pen grip, paper position, pressure and fluency and speed.

Individual targets may be built into learning support plans.

SATs

Writing is teacher assessed and subject to internal and external moderation.

Staff training

Staff who join the school are able to access training materials on the Little Wandle site, the Teach Handwriting site and the English Curriculum team drive so that they can be immersed in our approach. Support is given from senior leaders as part of staff induction and training.

Monitoring and evaluation

The staff and Governors are committed to maintaining standards, establishing high expectations, and promoting effective teaching and learning. Procedures for monitoring and evaluation involve all members of the school community as part of the monitoring cycle.

A commitment to Assessment for Learning (AfL) endorses the school's participation in the National Curriculum and demonstrates an ethos in which the personalities, strengths and needs of children are considered and addressed individually. The monitoring and evaluating of practice enables the progress of individuals to be seen within the class and whole-school contexts of school and staff development.

The main purpose of monitoring, evaluation and review is to ensure that all members of the school community perform their roles effectively in order to maintain high standards of learning and teaching and raise achievements for all.

Areas which will be monitored and evaluated:

- Reading ethos and environment
- The effectiveness of teaching and Learning
- Standards of work and progress
- The reading environment
- The attitudes, behaviour and attainment of the children
- The reading curriculum, assessment and record keeping.

The range of approaches in monitoring and evaluating may include:

- Moderation exercises/internal standardisation – a comparison of children's work across classes and year groups
- Standardised tests
- Statutory assessment results
- Book looks
- Questionnaires/surveys/ audits

- Learning walks
- Whole-school self-evaluation
- Review meetings with staff and pupils
- The inspection process.

Roles and responsibilities

The Role of the Governing Body and Executive Head teacher is to:

- Approve and monitor the content of this policy.
- Liaise with the Executive Head, Heads of Schools, subject leaders and teachers with regards to pupil progress and attainment.
- Nominate a Governor to have specific responsibility for Curriculum including oversight, support and challenge
- Ensure the curriculum is inclusive and accessible to all.

The Role of the Head of School and Curriculum Leader is to:

- Devise long and medium term plans for the curriculum in collaboration with teachers, subject leaders and other members of the SLT.
- Communicate the agreed curriculum to the governing board on an annual basis.
- Ensure the curriculum is inclusive and accessible to all on a day-to-day basis.
- Assist teachers and subject leaders with the planning and implementation of the curriculum, ensuring their workload is manageable.
- Ensure the curriculum is implemented consistently throughout the school, ensuring any difficulties are addressed and mitigated as soon as possible.

The Role of the Subject Leader is to:

- Provide a strategic lead and direction, ensuring appropriate coverage of the curriculum.
- Keep up to date with developments in subject, at both national and local levels.
- Lead sustainable improvement through supporting colleagues and others.
- Monitor pupil progress.
- Provide efficient resource management.
- Review the way subjects are taught in the school and plan for improvement linking to whole school priorities.
- Ensure the School Improvement Plan priorities are monitored and consistently met.
- Monitor how their subjects are taught ensuring that appropriate teaching strategies are used.
- Reviewing curriculum plans for their key areas ensuring there is full coverage of the National Curriculum and that progression is planned for.
- Accurately judge standards within their subjects so they indicate the achievements of children at each key stage and indicate expectations of attainment.

The Role of the Class Teacher is to:

- Demonstrate a high level of knowledge of each subject they teach.
- Plan lessons with clear learning objectives that pupils understand.
- Demonstrate an enthusiasm for all themes and subjects.
- Know children as individuals, tailoring reaching to their needs.

- Identify barriers to learning and put strategies in place to overcome them.
- Build and maintain relationships with parents.
- Be able to accurately advise parents on how to further support their children at home.
- Reporting to parents on their child's progress across all areas of learning and development.
- To be an advocate of all learning to all learners.
- Be willing to be a learner as well as a teacher.
- Take on the responsibility for leading on a subject area.
- Act as a support partner for all other curriculum areas.
- Challenge and inspire pupils, expecting the most of them.
- Use a variety of methods to enable all pupils to learn effectively and will manage pupils well, insisting on high standards of behaviour at all times.
- Use time, support staff and other resources effectively.
- Use dialogue with pupils about their progress and their next steps.
- Reflect on their personal strengths and weaknesses and to be proactive to plan their own professional development needs

The Role of the SENCO is to:

- Collaborate with the Executive Head, Head of School, Curriculum Leader and teachers to ensure the curriculum is accessible to all.
- Ensure teaching materials do not discriminate against anyone in line with the Equality Act 2010.
- Carry out SEND assessments where necessary and ensuring pupils receive the additional help they need.
- Liaise with external agencies where necessary to ensure pupils who require additional support receive it.

Review

- This policy is reviewed every two years by the SLT and the governor responsible for Curriculum.
- Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.

Handwriting Appendices
Appendix 1: Terminology

CONSISTENT TERMINOLOGY FOR HANDWRITING	
SUGGESTED TERM	DEFINITION AND ALTERNATIVE TERMS
Anticlockwise	In the opposite direction to the way in which the hands of a clock move round.
Ascender	A part of a letter that extends above the level of the top of an <i>x</i> (as in <i>b</i> and <i>f</i>).
Break letters	Letters that are not joined to another letter.
Capital letter	In preference to upper case letter.
Casual cursive	Casual cursive is a combination of joins and pen lifts. Children are taught individual letters with correct formation, orientation and the correct size relative to one another <i>before</i> learning to join letters.
Clockwise	In the same direction as the way in which the hands of a clock move round.
Continuous cursive	The starting point for all the letters is the same; on the writing line. The finishing points for all the letters is also at the writing line; except for, <i>o</i> , <i>r</i> , <i>v</i> and <i>w</i> , which have a top exit stroke. The single letter formations are taught with the entry and exit strokes, this makes the transition from single letter formation to joined handwriting very straightforward and allows it to occur

	sooner. When continuous cursive is joined the first letter in the word has an entry stroke.
Cross bar	Used to describe the left to right line on a t and a f. It may also be used in relation to letters which feature a left to right horizontal lines e.g. e and z.
Curl	Form or cause to form into a curved or spiral shape.
Cursive	Cursive' or 'joined-up' handwriting is any style of writing where letters are joined to make writing faster. The letters start at different points (the same as print). The finishing points for all the letters is the writing line; except for, o, r, v and w, which have a top exit stroke. The single letter formations are taught with just the exit strokes. When cursive is joined the first letter in the word does not have an entry stroke.
Curve	Used to describe descenders on letters (y, j, g and f)
Descender	A letter that has a part written below the bottom line, such as g, j, p, q, and y
Dynamic tripod	The dynamic tripod is a very efficient way of holding a pen/pencil (pen held between forefinger and thumb with the third finger behind) but it does not suit all children
Entry flick	Known as lead in, initial flick, entry flick, in stroke, whoosh in or continuous cursive. It involves a small flick at the beginning of all letters of the alphabet.

Exit flick	Used to describe an exit stroke (Note that t finishes with a curl to the right rather than simply an exit tick)
Flick	Flick is used to describe an exit stroke. (t finishes with a curl to the right rather than simply an exit flick.)
Formal cursive	Formal cursive joins all letters with strokes leading to and from each letter. Children are usually taught to join letters from the beginning.
Handwriting line	The bottom handwriting line, the home base or baseline for the letters. Sometimes known as the writing line.
Joined	Cursive (also known as script, among other names) is any style of penmanship in which some characters are written joined together in a flowing manner, generally for the purpose of making writing faster, in contrast to block letters
Lower case letter	A letter that is not capital or uppercase; sometimes called a “small” letter
Meanline	The imaginary line that marks the top of lowercase letters (x –height or corpus size).
Print	To write (text) clearly without joining the letters together. The letters have different start points and there are a number of different letter finish points.
Short letter	The term to describe a letter with no ascender or descender.

Stroke	Stroke refers to the main body of the letterform. They may be straight, as in letters like l, z, k, v or curved like in c or o.
Top line	The line that marks the top of Capital letters & descenders.
Line quality	The smoothness, darkness, lightness, evenness, and thickness of the pen or pencil line; good line quality is achieved by holding the pencil correctly, using a sharp pencil, and not pushing too hard when writing.
Manuscript	Writing that is made of lines and circles and is not joined; the letters are vertical
Retrace	Going back over the same line for a short distance

Appendix 2: Handwriting Approach

TEACH HANDWRITING ROUTE C CHOICE 3		
KS1 (5-7 years)		
STAGE 1		FORMATION PHRASE (where applicable)
Pre-Handwriting Patterns	<ul style="list-style-type: none"> • Straight pre-handwriting patterns • Curve pre-handwriting patterns • Tunnel pre-handwriting patterns • Diagonal pre-handwriting patterns • Join pre-handwriting patterns 	
STAGE 2		
Cursive Beginners/Refiners	<ul style="list-style-type: none"> • Straight line cursive – i, l, t, x, z • Curves to start cursive letters – c, a, d, g, q, o, e, s • Top exit cursive – r, v, w • Tunnel cursive – n, m, h, b, p, u • Hooks, Loops and Lines Cursive – j, y, f, k 	<p>i - Down the iguana's body, then draw a dot the leaf.</p> <p>l – Down the lollipop stick.</p> <p>t – Down the tiger and across its neck.</p> <p>x- From the top, across the box to the bottom. From the top again across the box to the bottom.</p> <p>Start at the top, then across to the bottom of the box.</p> <p>z – Across the top of the zebra's head, zig zag down its neck and along.</p> <p>c- Curl around the cat.</p> <p>a - Around the astronaut's helmet, and down into space.</p> <p>d - Round the duck's body, up to its head and down to its feet.</p> <p>g - Round the goat's face and curl under its chin.</p> <p>q - Round the queen's face, down her robe and flick at the end.</p> <p>o -All around the octopus.</p> <p>e- Around the elephant's eye and curl down its trunk.</p> <p>s - Under the snake's chin, slide down and round its tail.</p> <p>r - From the cloud to the ground, up the arch and over the rainbow.</p> <p>v - Down to the bottom of the volcano, and back up to the top.</p> <p>w – Down and up and down and up the waves.</p> <p>n – Down, up and over the net.</p> <p>m - Down, up and over the mouse's ears.</p> <p>h - Down, up and over the helicopter</p> <p>b- Down bear's back, up and round its tummy.</p> <p>p- Down the penguin's back, up and around its head.</p> <p>u – Down and around the umbrella, and back to the ground.</p> <p>j – Down the jellyfish and dot its head.</p> <p>y - Down and round the yo-yo, and curl round the string.</p> <p>f – Down the flamingo to its foot and across its wings.</p> <p>k – Down the kite, up to the top corner and down to the bottom corner.</p>

<p>Capitals Beginners/Refiners</p>	<ul style="list-style-type: none"> • Straight line capital letters – L, T, I, F, E, H • Straight and slant line capital letters – V, W, X, Y, A, N, M, K, Z • Straight and curly line capital letters – D, P, B, R, J, G, Q, U • Curly line capital letters – C, O, S 	<p>L – From the top, down and across the line. T – From the top, down and stop. Lift up and from the left, make a line across the top. I – From the top to the bottom and stop. F – From the top, down, back to the top. Across, back. Lift up and across the middle. E – From the top, down, back to the top. Across, back. Down to the line, across. Lift up and across the middle. H – From the top and down. Space. From the top and down. Lift up and join the lines across the middle. 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 (halfway), 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 halfway right. Space. Start at the top, then diagonally left to the bottom. A – From the top, diagonally down to the left, up to the top, diagonally down to the right. Lift up and across. N – From the top, down, back to the top. Diagonally down, then straight up to the top. M – From the top, down, back to the top. Diagonally down, diagonally up. Straight down to the line. K – From the top, down, up to the middle. Diagonally up, back and diagonally down to the line. Z – D – From the top, down, back to the top. Curve right, down to the bottom. P – From the top, down then back up. Curve right to halfway down. B – From the top, down, back to the top. Round to the middle, round to the bottom. R – From the top, down, then back up. Curve right to halfway down. Diagonally down to the line. J – From the top, all the way down, then short curl to the left. G – From the top, curl around to the line, carry on up, then straight down. Lift up and across. Q – From the top – all around the o. Lift off. Short line diagonally down. U – From the top, down and curve right, then straight up to the top. C – From the top, curl around to the left to sit on the line. O – From the top – all around the o.</p>
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		S - From the top, under the snake's chin, slide down and round its tail.
Numbers Beginners/Refiners	0, 1, 2, 3, 4, 5, 6, 7, 8, 9	
Symbols Beginners/Refiners	?, !, @, £, &, \$	
STAGE 3		
Letter Joins	Cursive Letter bottom joins – ai, ar, au, aw, ay, ch, ck, er, ew, ff, ir, kn, ll, qu, sh, th, ur Cursive letter bottom to c shaped joins – as, ea, ed, ng, ss, igh, ing, squ Cursive letter bottom to e joins – ae, be, de, ee, fe, ge, ie, pe, se, ue Cursive letter top e joins – oe, re, ve, we, ere, ure Cursive letter top joins – oa, oo, oh, oi, on, op, or, ou, ov, ow, oy, wh	ch - Chew the cherries, children. ck – Curl round the heel of the sock. Down the sock, up and round, back and down and to the corner. Catchphrase: Rock that sock! sh - sh Share the shells. th - th Thumbs up, we're having fun. ng – Bling on a ring.
TEACH HANDWRITING ROUTE D CHOICE 3		
KS2		
STAGE 2		
Continuous Cursive Beginners/Refiners	<ul style="list-style-type: none"> ● Straight line continuous cursive – i, l, t, x, z ● Curves to start continuous cursive letters – c, a, d, g, q, o, e, s ● Top exit continuous cursive – r, v, w ● Tunnel continuous cursive – n, m, h, b, p, u ● Hooks, Loops and Lines continuous cursive – j, y, f, k 	
Capitals Beginners/Refiners	<ul style="list-style-type: none"> ● Straight line capital letters – L, T, I, F, E, H ● Straight and slant line capital letters – V, W, X, Y, A, N, M, K, Z ● Straight and curly line capital letters – D, P, B, R, J, G, Q, U ● Curly line capital letters – C, O, S 	
Symbols Beginners/Refiners	?, !, @, £, &, \$	
STAGE 3		
Letter Joins	Continuous cursive Letter bottom joins – ai, ar, au, aw, ay, ch, ck, er, ew, ff, ir, kn, ll, qu, sh, th, ur Continuous cursive letter bottom to c shaped joins – as, ea, ed, ng, ss, igh, ing, squ Continuous cursive letter bottom to e joins – ae, be, de, ee, fe, ge, ie, pe, se, ue Continuous cursive letter top e joins – oe, re, ve, we, ere, ure Continuous cursive letter top joins – oa, oo, oh, oi, on, op, or, ou, ov, ow, oy, wh	

Appendix 3: Useful resources

HANDWRITING RESOURCES	
PHYSICAL PREPARATION	https://teachhandwriting.co.uk/handwriting-motor-skills.html#sense
WARM UP EXERCISES	https://teachhandwriting.co.uk/handwriting-warm-up-exercises.html
PENCIL GRIP	https://teachhandwriting.co.uk/pencil-grip-ks-1.html https://teachhandwriting.co.uk/pencil-grip-ks-2.html https://teachhandwriting.co.uk/pencil-grip-development.html
SITTING POSITION	https://teachhandwriting.co.uk/handwriting-sitting-position-desk.html
PAPER POSITION	https://teachhandwriting.co.uk/paper-position-for-comfortable-handwriting.html
MOVEMENT GROUPS AND ORAL PATTERN FOR LETTERS (EYFS & KS1)	http://www.thebellbird.cambs.sch.uk/wp-content/uploads/2014/12/Letter-formation-chart.pdf
NUMBER FORMATION	http://www.communication4all.co.uk/Numeracy/Number%20Formation%20Rhyme%20Cards.pdf
OVERCOMING DIFFICULTIES	https://teachhandwriting.co.uk/handwriting-difficulties.html
RESOURCES FOR SUPPORT	https://www.theschoolrun.com/pencil-grips-for-handwriting https://www.thedyslexiashop.co.uk/writing-slope.html
R + KS1 ROUTE C CHOICE 3 KS2 ROUTE D CHOICE 3	https://teachhandwriting.co.uk/route-c-letter-choice-3-ks1.html https://teachhandwriting.co.uk/route-d-letter-choice-3-ks2.html
BOOKS	EYFS and Early Writers should use unlined paper – as soon as the children can control the size of their letter formation, lined paper can be used (term 2 in reception). Year 1 and 2 15mm sized lined books. Years Three to Six use 8mm sized lined books in class.
ERASERS	These can be used for editing pencil errors.
WRITING INSTRUMENTS	When children have achieved legible joined handwriting in pencil (Y3 onwards), they will be given permission to use a black Berol Handwriting Pen to use in all writing work in school (with the exception of maths work and drawings).
TEACHING MATERIALS FONT	Sassoon Infant print
HANDWRITING REPEATER	https://www.ictgames.com/mobilePage/writingRepeater/index.html