



Eastling Primary School

Handwriting & Presentation Policy

A whole-school approach to transcription, fluent writing and purposeful presentation

Date: September 2026

Review Date: July 2028

1. Intent and rationale

Every child at Eastling is a writer. Handwriting is explicitly taught as a transcription skill, so that accurate, increasingly automatic letter production frees attention for vocabulary, sentence construction, spelling & grammar, composition and editing. Neatness is not a substitute for ideas, and presentation expectations must not prevent pupils from demonstrating what they know.

We believe handwriting is a skill which, like reading and spelling, affects written communication across the curriculum therefore handwriting skills should be taught regularly and systematically. We strongly believe cursive handwriting teaches pupils to join letters and words as a series of flowing movements and patterns and supports pupils to write with ease, speed and legibility.

Aims

- To encourage children to develop a sense of pride in their work
- To present work neatly for an audience.
- To teach print script initially, forming letter shapes with the correct start and end points, leading to a cursive, joined script when ready.
- To teach cursive handwriting to our children.
- To support pupils to eventually develop the ability to produce letters without thinking in an automatic style response. This releases the brain to concentrate on other ideas i.e., spelling, syntax, grammar, style and content. Through purposeful, guided practice, pupils will foster a comfortable and legible handwriting style.
- To write legibly in both joined and printed styles with increasing fluency by:
 - ♣ Having the correct pencil grip
 - ♣ Sitting correctly in the seat
 - ♣ Knowing that all lower-case letters start from the line
 - ♣ Forming all letters correctly
 - ♣ Knowing the size and orientation of letters

2. Curriculum alignment

This policy must be read alongside the Eastling Writing Curriculum and Writing Progression of Knowledge and Skills; Supersonic Phonic Friends (SSPF) phonics progression; Spelling Shed progression; Classroom Secrets school grammar long-term plan; and the separate Handwriting Ready to Progress Criteria and Handwriting

Progression of Knowledge and Skills. Handwriting teaching is coordinated with taught graphemes, dictated words and sentences, common exception words, punctuation and extended writing. Staff teach formation explicitly rather than assuming that seeing or copying a grapheme secures motor knowledge.

3. Principles

We use consistent verbal cues, teacher modelling, guided rehearsal, short frequent practice and prompt corrective feedback. Staff distinguish letter identification, formation, positioning, sizing, spacing, fluency and joining when diagnosing difficulties. Children begin with clearly formed unjoined letters. Joining is introduced only when foundational formation is sufficiently secure; it is never an automatic reward for age or year group. The agreed letter models and joining conventions are exemplified in the Ready to Progress document and staff formation crib sheet.

4. Teaching from EYFS to Year 6

EYFS and Year 1: use Twinkl Print as the school's model for unjoined letter formation; provide playful gross- and fine-motor opportunities, drawing, mark-making, posture and tool control; explicitly teach correct formation of graphemes alongside SSPF Basics 2 and 3 as introduced. Year 1: prioritise secure lower-case formation, capital letters and digits, correct start/end points, line placement and appropriate size, using daily/regular short instruction and application in phonics, dictation and writing. Year 2 onwards: use Twinkl Looped as the school's model, introducing joins only when the pupil meets the Ready to Progress criteria. Year 2: consolidate automatic, legible unjoined script, spacing and proportion; introduce appropriate joins for pupils meeting readiness criteria. Years 3–4: teach and practice joins, consistent sizing and spacing, maintaining clarity during longer composition. Years 5–6: maintain legibility and speed, choose when joining or print is appropriate, and address any persistent inaccuracies through responsive teaching. Children may work on an earlier criterion in any year group.

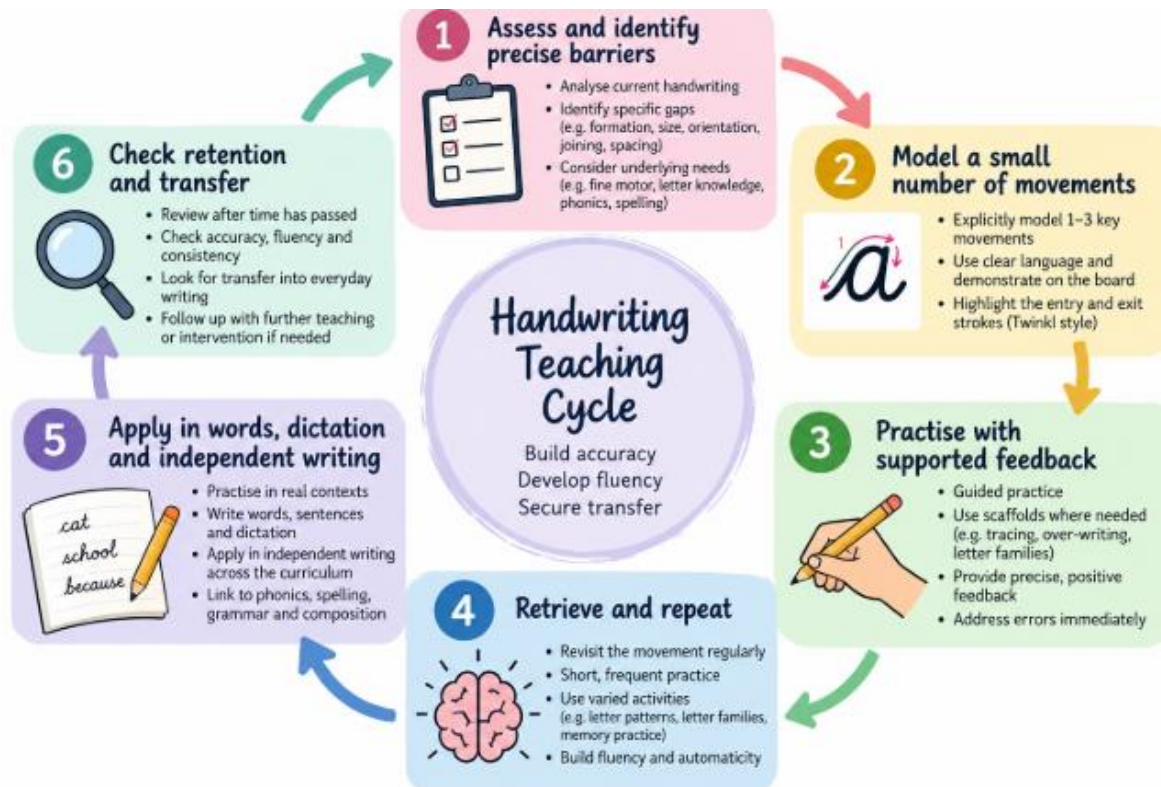
5. Letter families and modelling

Teach and revisit:

- curly caterpillar (c, a, d, g, o, q)
- long ladder (l, i, t, y, u, j)
- one-armed robot (r, n, m, h, b, k, p)
- sliding letters (v, w, z)
- tricky letters (e, f, s, x)

Model start point, direction, sequence, finish point, baseline, ascenders and descenders. Demonstrate lower-case and capitals separately; capitals are not joined to lower-case letters. Use meaningful phonics/spelling examples, without allowing the spelling sequence alone to determine the motor-learning sequence.

6. Teaching cycle and transfer



Oral rehearsal and sentence stems from the wider writing/oracy approach support composition before transcription demands are increased. Correct a manageable priority rather than marking every feature of a child's writing simultaneously.

7. Physical access and inclusion

Use the National Handwriting Association P checks: posture, pencil grasp, paper position and pressure. Ensure stable seating, feet supported, comfortable writing height and an unobstructed view of the page. Left-handed pupils should have suitable paper orientation, seating space and models that do not obscure their writing. Do not insist on one rigid pencil grip when a functional, comfortable grasp enables fluent writing. Consider appropriate pencils, grips, sloped surfaces, larger line spacing, sensory or motor preparation and occupational therapy advice where indicated. Reasonable adjustments and alternative recording methods should preserve curriculum access while handwriting continues to be taught.

8. Presentation across the curriculum

Teachers model the expected standard in every subject. Pupils use an appropriate title and date where developmentally suitable; write on or within provided lines; leave clear word spaces; form capitals and digits correctly; use diagrams, labels and rulers where appropriate; and correct work legibly according to the task. Staff select paper ruling and scaffolds to suit current need, reducing supports when secure. Presentation should be age-appropriate, consistent and supportive rather than punitive; avoid unnecessary copying out of completed work. Pen use is a practical decision based on control and legibility, not a barrier to participation or a fixed reward.

9. Assessment and Ready to Progress decisions

Use a common baseline and repeatable letter-formation check to record each grapheme as secure, formation error, positioning error or both where applicable. Include a short independent writing sample to evaluate transfer, plus evidence from dictation and normal lessons. Use the seven Ready to Progress criteria to describe current attainment and next steps, not to label children permanently. A pupil is ready to progress when the current skills are consistently demonstrated in more than one context, with a manageable cognitive load; record any exceptions or adaptations.

10. Intervention and continuing school research

Building on the 2025–2026 handwriting improvement project, staff use assessment to select pupils for short, frequent, focused intervention. Identify target letters and error types; teach explicit movements with cumulative retrieval and same-day transfer into class writing; reassess after a defined block and adapt provision. In 2026–2027, the programme includes a September baseline, handwriting-family teaching Tuesday–Friday, an October reassessment, additional weeks of targeted consolidation and a planned reassessment. Record attendance, target letters, accuracy, line placement and generalisation.

11. Monitoring and evaluation

The English Lead and SLT triangulate baseline and follow-up letter-level error rates, pupil work, lesson visits, staff and pupil voice, intervention records and moderation across year groups. Report both percentage-point changes and individual progress, including children who remain below criterion. Monitor maintenance and application to authentic writing, not simply improvement on practised letter sheets. Share effective modelling, staff training and adaptations; review findings termly and use them to refine curriculum and intervention.

12. Roles and review

Class teachers teach, model, assess and respond to handwriting needs; teaching assistants deliver planned practice and report progress; the SENCO supports assessment and access adjustments; the English Lead checks progression, consistency and impact; SLT/governors scrutinise implementation and outcomes.

EYFS Teaching sequence for pre-writing

- Hand and finger strength
- Seating position
- Pencil Grip
- Tracing
- Patterns
- Over teacher's writing (highlighter)
- Under teacher's writing (directly under words – write in large letters, leave large spaces between words)
- Independence

Techniques for teaching letter formation:

- Model good handwriting all the time
- Demonstrate
- Talk through the process
- Encourage children to verbalise the process
- Children form letters in the air
- Finger trace over tactile letters
- Write over highlighter pen
- Write in sand with finger or stick
- Write with chalk on chalkboard

EYFS

During the autumn term, pupils will focus on mark making and developing fine motor skills, manipulative skills and hand-eye coordination through a range of activities, such as 'Dough Disco' and 'funky fingers', before being introduced to letter formation as they learn the letter shapes in their phonics work.

Pupils' will have practised all letters and digits by the end of the school year, using handwriting grid paper that is a height appropriate to individual needs. This will enhance their muscle memory and most pupils will be able to form the majority of

the letters correctly by the end of the year. However, some pupils will require further consolidation within Year 1.

The correct pencil grip will be taught; pupils will be offered a variety of tools such as large pencils before they progress onto smaller pencils by the summer term. Children are taught how to form lower case letters in the correct direction, starting and finishing in the right place, including position on the line. They will also be taught how to form the digits 0-9.

It is acknowledged that patterning, drawing and colouring helps establish the feeling of continuous flow and teaches the hands the most frequently used movements. Multi-sensory experiences ensure that the techniques are not only fun to learn, but that the skill is learnt effectively by pupils with a variety of learning styles.

Likely activities include:

- Create patterns using a variety of tools e.g. felt tips, paint, chalk, glitter pens, sticks.
- Go outside and use playground chalks, paintbrushes or water from squeeze bottles to create patterns on the ground.
- Develop fine motor control by embellishing the finished patterns with felt tip pens.
- Use a variety of surfaces e.g. white boards, black boards, different coloured paper on a horizontal or vertical surface.
- Stimulate touch by using different materials such as textured boards made of velour, carpet, sandpaper.
- Use trays containing sand, salt, shaving foam to practise patterns.
- Encourage motor memory by tracing in the air or on other children's backs.
- Develop physical strength and co-ordination by teaching finger rhymes and games. Introduce play-dough activities involving pulling, shaping and squeezing.
- Develop confident pencil control through fun activities such as dot to dot, tracing, driving through mazes, drawing and colouring.

ELGs:

Physical Development:

ELG: 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;

♣ Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors

Literacy

ELG: Writing Children at the expected level of development will: - Write recognisable letters, most of which are correctly formed;

- Write simple phrases and sentences that can be read by others.

♣ Form lower-case and capital letters correctly

KS1

Building on the foundation stage, pupils at Key Stage 1 develop a legible style. This is achieved in Year 1 by continuing to develop a comfortable and efficient pencil grip and by practising handwriting in conjunction with spelling, phonic work and independent writing. Correct letter orientation, formation and proportion are taught in line with the school's agreed handwriting style.

The letters are practised in the same order and in the same family groups as outlined in our Ready to Progress handwriting overview and alongside phonic work. The four basic handwriting joins (diagonal and horizontal joins to letters with and without ascenders) are practised. They will also be taught to form capital letters correctly and learn that capital letters never join lower case letters.

KPI – Handwriting

- Form all lower-case letters in the correct direction, starting and finishing in the right place (descenders and ascenders are clear)
- Form capital letters which are correctly sized

Year 2 Children continue to be taught handwriting regularly and may begin to join letters. Language of descenders and ascenders will be reinforced. Handwriting will continue to be taught in discrete lessons, in handwriting books but will be reinforced in all written work, and with a focus in literacy lessons. Pupils are taught to write with a clear and joined style as soon as they can securely form letters with the correct orientation and are ready to progress. This year will consolidate letter formation and will focus on learning joins and overall presentation of handwriting.

Pupils will use hand-writing books with grids on for discreet handwriting lessons throughout KS1 as well as in their Literacy books. By the end of Key Stage 1 the majority of pupils will be able to write legibly, using upper and lower-case letters appropriately and correct spacing between words using a cursive style. The majority will be using basic joins.

KPI- Handwriting

- form lower-case letters in the correct direction, starting and finishing in the right place
- form lower-case letters of the correct size relative to one another in some of their writing
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use the diagonal and horizontal strokes needed to join some letters. (GD)

Lower Key Stage 2 – Year 3 and 4

Children will have regular handwriting lessons to continue focusing on learning to join correctly, with a particular focus on more complex joins, whilst developing an independent style of handwriting that is fluent and legible. They will continue to practice joined writing to aid presentation, legibility and the finer points of the joins. This will be demonstrated in handwriting books and linked to spellings.

By Year 4 we aim for all pupils to use joined handwriting at all times unless other specific forms are required, e.g. printing on a map, a fast script for notes. We aim for them to develop a clear and fluent style and by the end of year 4.

Pupils will be allowed to use a pen when they have earned their 'Pen License' after producing several polished pieces of work and at the teacher's discretion.

KPI Handwriting

- (Y3) Increase the legibility, consistency and quality of handwriting.
- (Y4) Writing is joined and beginning to develop own style

Upper Key Stage 2 – Year 5 and 6

Children will be encouraged to develop their own style, whilst still maintaining legibility. They will be taught to maintain this legibility when writing at speed. Children will need reminders about joins and any inconsistencies of style should be worked on. Discrete lessons will be taught as and when required to ensure children are joining accurately.

KPI Handwriting

- (Y5) Writing is joined and developed into own style
- (Y6) Write legibly
- maintain legibility in joined handwriting when writing at speed

Left Handers

We recognise that left-handers have difficulty with handwriting, because the movements required have been developed by right-handers. The natural inclination is to write in an outward direction from the body, which results in left-handers writing mirror wise.

All teachers are aware of the specific needs of left-handed pupils and make appropriate provision:

- Left-handed pupils should sit away from another pupils' writing hand and to the left of a right-handed child, but not with their left to a wall or an obstruction.
- The left hander needs to be distanced from the paper by sitting in the right-hand half of his or her writing space.
- Left-handed pupils should be encouraged to use a grip, which is higher up the shaft and with the pencil pointing back up in line.
- 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 well be necessary before pupils write left to-right automatically.
- Left-handed pupils will explore the different pencils to see which best suits their needs. For example, triangular pencils, pencil grips.

Specific presentation expectations and reasonable adjustments

Across all subjects, staff model legible writing, a clear date and title where appropriate to age and task, and consistent use of the line or writing guide. Pupils are explicitly taught word spacing, relative letter size, baseline alignment, margins, and appropriate spacing between lines. Expectations are introduced gradually and revisited, rather than used to penalise pupils whose transcription is not yet automatic.

In EYFS, mark-making and recording may be on unlined or appropriately spaced paper; letter formation is modelled in Twinkl Print. In Year 1, use suitably spaced guidelines and Twinkl Print while securing letter families, letter positioning, capitals and digits. From Year 2, Twinkl Looped is the model, with line spacing and writing tools selected to support accurate formation and fluent application. Across KS2, pupils increasingly sustain consistent legibility and choose an appropriate writing implement for the task.

Correction is precise and proportionate: identify the target letter, movement or positioning issue; model; rehearse; then check transfer. Staff do not routinely require lengthy copying or rewriting as a sanction for poor presentation. Accessible paper, pencil grips, sloped boards, enlarged guides, additional time or alternative recording are provided when indicated by assessment and SEND needs.

Links between transcription and composition

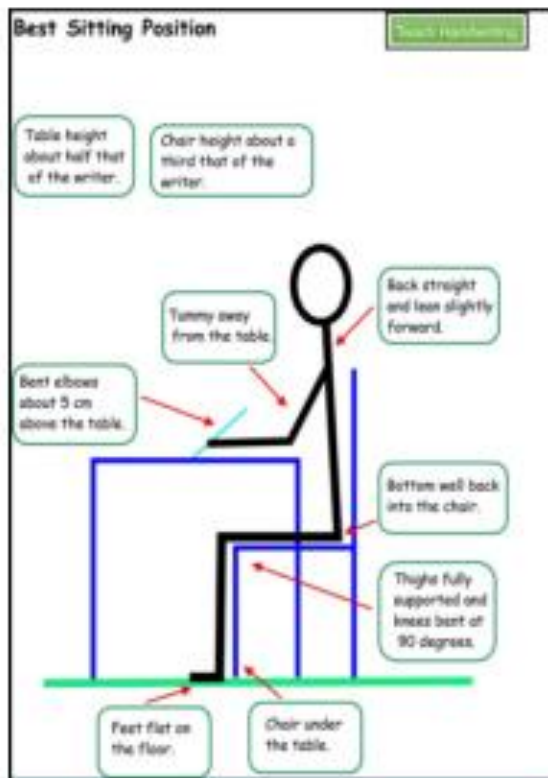
When planning handwriting practice, teachers select letters, graphemes, words and sentences already introduced through Supersonic Phonic Friends, then increasingly draw on current Spelling Shed patterns and the school grammar sequence. Dictation provides an opportunity to rehearse taught spellings, capital letters, word spaces and punctuation while monitoring handwriting automaticity.

During The Write Stuff sentence work, pupils are supported to orally rehearse and compose ideas without unnecessary transcription demands. Explicit handwriting instruction remains distinct, but children are helped to apply its skills in sentence stacking, independent writing and writing across the curriculum. A handwriting difficulty should not obscure evidence of vocabulary, sentence construction or composition.

Reference documents

Eastling Primary Writing Curriculum; Eastling Writing Progression of knowledge and skills; SSPF phonics progression; Spelling Shed and grammar progression; Handwriting Ready to Progress document; Handwriting Progression of Skills; Eastling handwriting intervention materials; National Handwriting Association Good Practice for Handwriting; Ambition Institute, "How to teach handwriting" (2025).

Appendix 1 - Seating/pencil grips



Grip 1 – Palmer-supinate grasp



Grip 2 – Palmer or digital-pronate grasp



Grip 3 – Four finger and thumb grip



Grip 4 – Static quadruped or tripod grip



Letter Formation Stages

EYFS

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

KS1

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

KS1/ KS2

abcdefghijklmnopqrstuvwxyz

Handwriting Ready to Progress Document

These are cumulative readiness criteria, not year-group targets or rigid age thresholds. Evidence should include both focused practice and independent application.

Criterion 1 – Physical and mark-making foundations

Participates in hand-gym/fine-motor activity; explores controlled lines, curves and patterns; adopts a functional grasp, supported posture and paper position.

Ready to progress evidence: Can reproduce purposeful movements with increasing control and comfort.

Criterion 2 – Accurate unjoined letter formation

Forms taught lower-case letters using the agreed sequence and direction, organised by the five letter families; positions letters on the line; recognises small, tall and descending letters; increasingly forms capitals and digits appropriately.

Ready to progress evidence: Most taught letters are independently recognisable and consistently formed in isolated practice and familiar words; remaining errors have an intervention plan.

Criterion 3 – Initial two-letter joins

With secure unjoined formation, explicitly practises appropriate bottom/diagonal joins between two lower-case letters, including different letter heights; preserves individual letter shapes.

Ready to progress evidence: Selected joins are legible and repeatable without loss of correct formation.

Criterion 4 – Additional joins and three-letter sequences

Practises suitable top/horizontal joins and combinations of three letters, maintaining proportion and recognising letters best left unjoined.

Ready to progress evidence: Joins are controlled in familiar short words and can be used without distorting letter shapes.

Criterion 5 – Fluent short phrases

Writes short multiword phrases with appropriate letter sequences, ascenders, descenders, spacing and baseline alignment; applies appropriate joins where secure.

Ready to progress evidence: Produces readable phrases with consistent spacing and without excessive effort.

Criterion 6 – Fluent sentences

Writes simple and increasingly complex sentences legibly, with consistent letter size, baseline alignment, word spaces, punctuation and appropriate joins; maintains focus on spelling and meaning.

Ready to progress evidence: Maintains handwriting quality in dictated and independently composed sentences.

Criterion 7 – Automatic, adaptable handwriting

Writes longer words and sustained text with legible, fluent, appropriately joined or unjoined script; selects writing tool and letter style for purpose; maintains quality as speed increases.

Ready to progress evidence: Shows reliable legibility and useful writing speed across subjects and writing purposes.

Assessment recording

Record date, criterion, observed strengths, formation/positioning/spacing/fluency errors, sample contexts, pupil voice, adaptation or intervention and next review. A child may be secure in one strand but require targeted support in another. Progression to joining must not weaken existing transcription fluency.

Letter family reference

Family	Letters
Curly caterpillar	c a d g o q
Long ladder	l i t y u j

One-armed robot	r n m h b k p
Sliding	v w z
Tricky	e f s x

Non-negotiables and readiness rules

Twinkl Print is the agreed model in EYFS and Year 1; Twinkl Looped is the model from Year 2 onwards. Neither the change of font nor entry into Year 2 demonstrates that a pupil is ready to join.

Before progression from Criterion 2 to joining, check independent formation, correct direction, baseline positioning, relative size and comfortable control across a representative sample of taught lower-case letters, capitals and digits. Use examples from isolated practice, dictated words and ordinary classroom writing. Any recurring errors lead to precise teaching and reassessment.

The seven criteria are cumulative developmental checkpoints. A pupil may practise aspects of a later criterion while still receiving targeted support for an earlier one, but insecure basic formation must not be hidden by joined writing. For all joining work, follow the Eastling joining examples and explicitly teach which letters are best left unjoined.

Teacher assessment and intervention record

Record pupil, date, criterion, sample source, letters secure, F = incorrect formation, P = incorrect positioning (record both when appropriate), size/spacing/fluency observations, targeted practice, independent transfer and reassessment date. Identify next steps by error pattern and letter family rather than a general "needs neater writing" judgement.

For the handwriting programme, use the September baseline and October review to select priority letters; teach through the letter families; review after two further weeks. Record both letter-level improvement and transfer into dictation and independent sentences. Apply the assess-teach-reassess process across all year groups as required by pupil context and individual identified needs.

Stage	Skills
Stage One	<ul style="list-style-type: none"> • Takes part in hand gym exercise • Attempts to follow simple patterns e.g. wiggly lines using a range of larger equipment. • Holds a pencil and other equipment using the appropriate 'pinch' grip
Stage Two	<ul style="list-style-type: none"> • Forms each letter of the alphabet correctly using appropriate in and out strokes (these could be quite large) <p>This will be taught in the following stages:</p> <ul style="list-style-type: none"> ○ Curly 'caterpillar' family letters (c, a, d, g, o, q) ○ 'Long ladder' family letters (l, i, t, y, u, j) ○ 'One armed robot' family letters (r, n, m, h, b, k, p) ○ 'Sliding letters' family letter (v, w, z) ○ 'Tricky letters' (e, f, s, x) <ul style="list-style-type: none"> • Uses letters with in and out strokes in their everyday mark making and/or writing
Stage Three	<ul style="list-style-type: none"> • Joins two letters with bottom join correctly using correct formation <ul style="list-style-type: none"> Small letter to small letter (am, in) Tall letter to small letter (ta, ki) Hanging letter to small letter (yo, ga) • Joins two letter with top join correctly using correct formation <ul style="list-style-type: none"> Small letter to small letter (on, we) Small letter to tall letter (ok, vt) Small letter to hanging letter (og, ry)

Stage Four	<ul style="list-style-type: none"> Joins three letters correctly using correct formation Small letters only (can, soc, air) Small and tall letters only (did, ban, ink) Small, tall and hanging letter (big, why, yet) Attempts to join letters in each word in their everyday writing
Stage Five	<ul style="list-style-type: none"> Write 3 word phrases (up to 4 letters in each word) with each word being formed correctly using the correct sequence of movements and appropriate ascenders and descenders (small, tall, hanging letters)
Stage Six	<ul style="list-style-type: none"> Writes simple sentences with each word being formed correctly using the correct sequence of movements and appropriate ascenders and descenders Forms and joins all letters correctly within words of any length
Stage Seven	<ul style="list-style-type: none"> Writing is a uniform size with clearly distinguishable ascenders and descenders.

Handwriting Crib Sheet

- For each introduce as tall, small or hanging and link to others previously taught
- Introduce tall, small and hanging alongside breaking a line into three parts to form

Family	Initial letter and Key Teach Points		Remainder of Family, key Teach Points
<u>'c' family</u> c a d σ g q	c	<ul style="list-style-type: none"> • touch line to start instroke: lean into forming c • must sit on line • top and bottom should be exactly above and under one another – impt: ensures all other 'c' family letters are straight • ensure 'c' is wide enough or will affect all other 's' family letters 	<ul style="list-style-type: none"> • a: 'c' with straight line to join, must come back down and touch line before small out stroke • d: as 'a' but straight line longer (intro tall and small being double height), must touch line before small out stroke • σ: 'c' start and continue round (diff to 'a' because curved), out line is a horizontal line at top of small letter height • g: 'c' straight line like a but longer like 'd' but hanging down (intro small, tall and hanging height), small curl at bottom. 'g' out stroke should cross on line • q; 'c' straight line down like 'g', outstroke straight and not too wide to touch line

Handwriting Crib Sheet

- For each introduce as tall, small or hanging and link to others previously taught
- Introduce tall, small and hanging alongside breaking a line into three parts to form

Family	Initial letter and Key Teach Points		Remainder of Family, key Teach Points
<u>Long Ladder</u> i j l t u y	i	<ul style="list-style-type: none"> • Introduce as small letter like c, a, o • touch line to start instroke, straight line to height of small letter • straight down to touch line before small outstroke • emph diff between slight lean of instroke and straight of main letter 	<ul style="list-style-type: none"> • j: 'i' but low like 'g', straight line down, small curl at bottom, 'j' out stroke should cross on line like 'g' • l: (tall like 'd') touch line to start instroke, into straight line to height of 'd', like 'd' straight line down to touch line before small out stroke (important as emphasises difference to 't' later) • t: as 'l' but instead of small outstroke as touches line at end, small curl to sit on the line (emphasise diff in width from outstroke of 'l' and bottom of 't'), cross with horizontal line on small height line • u: 'i' start but when touches line at end, small curl to sit on line like bottom of 't', straight up and down to touch line again before small out stroke • y: as 'u' but continue straight down like 'g', small curl at bottom, outstroke should cross on the line like 'g, j'

Handwriting Crib Sheet

- For each introduce as tall, small or hanging and link to others previously taught
- Introduce tall, small and hanging alongside breaking a line into three parts to form

Family	Initial letter and Key Teach Points		Remainder of Family, key Teach Points
<u>One-Armed Robots</u> r n m p	r	<ul style="list-style-type: none"> • introduce as small letter • like 'i' but when touches line at end, go back up almost to top (this stops one-armed robot letters being taller than other small letters when complete) and then arc over • emph need to be arc and not straight line 	<ul style="list-style-type: none"> • n: as 'r' but at end, straight down to touch line and small outstroke • m: as 'r' and 'n' without outstroke, most of way back up and over before straight line down and small outstroke • p: as 'r', then round to sit on line with horizontal outstroke sitting on line
h b k		<ul style="list-style-type: none"> • introduce as small letter • like 'l' and 'r' but when touches line at end, go back up almost half way to height of 'i' as small (this stops the 'small' section of one-armed robot letters being taller than other small letters when complete) and then arc over like 'n' • emph need to be arc and not straight line 	<ul style="list-style-type: none"> • b: as 'h' but when get to arc over half way, round like a 'p' to sit on line with horizontal outstroke • k: as start of 'b' to arc over – intro split in half to do mini loop to touch tall ladder part of letter before diagonal line to sit on line

Handwriting Crib Sheet

- For each introduce as tall, small or hanging and link to others previously taught
- Introduce tall, small and hanging alongside breaking a line into three parts to form

Family	Initial letter and Key Teach Points		Remainder of Family, key Teach Points
<u>Sliding Letters</u> v w z s	s	<ul style="list-style-type: none"> • be clear about what a diagonal line is • intro as small letters • instroke to height of small letter • diagonal down (not too wide) to sit on line • diagonal back up to height of small letter • horizontal outstroke on top line for small letter 	<ul style="list-style-type: none"> • w: as 'v' before outstroke, repeat diagonal to sit on line and diagonal back to height of small letter, horizontal outstroke on top line for small letter • z: instroke to height of small line, horizontal line on top line for small (width of c), diagonal down to bottom line (should end directly below start of top line), horizontal line on bottom line (should end directly under end of top line, small outstroke
<u>Other</u> s (technically sliding) e f x		<ul style="list-style-type: none"> • s: small – instroke and arc over like 'c', split gap in half again, curl round like 'c' and then back on self to touch line, horizontal outstroke when sat on bottom line • e: small – instroke, diagonal across and round (like final part of 'c'), end must be directly under end of top arc like 'c' • f: like tall and hanging, instroke, up and over like arc of 'c', back round and straight down to just below bottom line, small curl like 'g', outstroke should cross on bottom line, cross with horizontal line on small height line • x: instroke, back ward 'c', pencil off, main 'c' which touches backward 'c' in middle 	

