Handwriting Policy & Progression

Updated August 2026

Rationale

At Snodland CEP, handwriting lessons start in Term 1 of the Foundation Stage year because, '*Teaching handwriting and spelling (transcription) from the reception year is crucial to ensure that these skills become automatic for children. This will free up their working memory for composition.' (The Writing Framework, 2025).* We believe in the importance of pupils mastering transcription skills, as well as sentence composition, before being expected to write at length.

We recognise and understand that, *'Writing places significant demands on pupils' working memory so it is vital to teach it in a sequenced way that helps to manage those demands'* (The Writing Framework, 2025). We ensure that children receive frequent, quality handwriting lessons that are taught explicitly through researched and recommended strategies such as letter families, using formation rhymes and repeated practice. We follow the Little Wandle Handwriting scheme for EYFS and Year 1 and condensed version for year 2 (and 3, when necessary) before introducing joins through Morrells.

Aims

- Our pupils will leave school with fluent, speedy, legible handwriting consisting of correctly formed letters.
- Pupils will know how to sit in the correct seating posture and use the right pencil grasp for secure writing.
- We have high expectations and aim for the all pupils to use cursive handwriting, applying our cursive code, by the end of Year 6, however, we prioritise securing letter formation above the need to ensure children write cursively.
- Our pupils will understand the significance of neat presentation in order to communicate effectively.
- Pupils will take pride in their handwriting and presentation in all subjects but understand that there are different expectations depending on the purpose e.g. note-taking or form-filling.
- All children will start daily handwriting lessons in the Early Years Foundation Stage and will continue frequent handwriting lessons through their school life with us.
- All teachers will understand the importance of teaching handwriting and the research and pedagogy that underpins how children learn to write; they will be familiar with the transcription sections of the National Curriculum as well as the 2025 Writing Framework.

- All teachers will gain confidence in analysing pupils' posture, pencil grip and handwriting in order to identify difficulties early and provide the correct support with guidance from the English Lead and support from outside training e.g. Morrells Handwriting CPD. Teachers will also be able to recognise when letter formation is fully secure and embedded into long-term memory, indicating that the pupil is ready to be introduced to cursive joins.

Handwriting Style at Snodland CEP

FS and Year 1 and 2 need to focus on unjoined letter formation. We do not teach precursive 'lead in' lines at Snodland. Some children may be ready to be introduced to some cursive joins in Year 2 but children must be fully secure in letter formation first - this is also applicable for all children above Year 2. Year 3 teachers can begin to introduce letter joins to most pupils who have mastered letter formation but this should not be introduced until pupils are ready. Whilst learning joins, there is no expectation for the entire piece to be joined; to consider cognitive load, children may just focus on using cursive writing for their date and WALT/LO, for example, but then revert to unjoined for the lesson activity until they become more automated and fluent with their cursive handwriting. This allows the children to focus on composition whilst writing extended pieces; the automaticity of cursive handwriting will eventually lead to more fluent writing.

Teaching and Learning of Handwriting

- We expect handwriting to be taught daily in EYFS and Year One. In Year 2 and 3, handwriting should also be taught *at least* 4 days a week, if appropriate, until the majority of the class are secure - when those needing more frequent support will then receive intervention. Beyond this, we would expect 2 to 3 handwriting lessons a week for the rest of the school as well as quick handwriting starters at the beginning of every writing lesson.
- When teaching letter formation, all teachers should follow our progression document (see below) and refer to the Little Wandle formation phrases for lower and upper-case letters, as well as for digits (see appendix), chanting these when teaching the formation of the letter.
- All teachers must be aware of who needs support to develop a secure pencil grasp and who may benefit from a pencil grip. We understand that it is not necessary to correct an older child's grip if their handwriting is legible and fluid.
- Spelling and phonics lessons are to be taught separately to handwriting – although the LW scheme does include practising letter formation within words, when ready, the purpose of this is to provide practise of handwriting when letter formation is automated and the focus is on developing fluency and speed, while also providing useful further practice of National Curriculum spellings and learnt phonic sounds.
- In Handwriting lessons, praise must be specific to handwriting e.g. praising children who are starting at the correct point, correct use of direction within the formation of letters, as well as sizing, spacing etc, rather than praising the final product.
- Staff will receive training from Morells Handwriting or by Lianne Head (English Lead) and should refer to this for theory behind handwriting development, the order of teaching letter joins, using their shaded lined paper to guide children in correct letter sizing, for identifying writing difficulties and how to address these, as well as providing an environment rich in opportunities and activities that form secure foundations for good writing.
- All writing lessons, including those outside of English lessons that require the children to produce extended writing pieces, should start with a handwriting warm up. This will include quick exercises and movements that allow the children to build and improve their skills in crossing the midline, bilateral coordination and binocular vision, which all help children to develop the skills needed for good handwriting. Please see Appendix for ideas.
- Teachers must also ensure the children are prepared for writing, referring to the PREP poster (see Appendix) so children know how to sit correctly, maintain this position throughout writing, tilting their paper in accordance to their dominant hand, and holding their pencil correctly. Children in KS1 will also use the LW Ready to Write rhyme in their Handwriting lessons (and writing lessons if preferred).

- In Foundation Stage and Year 1 PE lessons and during their Guided Play, we ensure that there is plenty of opportunity for pupils to practise and secure basic gross motor skills, crossing the midline and using bilateral coordination.
- All pupils in Year 1, apart from those who did not meet the ELG in writing or fine motor skills, will use the Morells exercise books for their English lessons to ensure that letter sizing is taught, modelled and practised as a priority once letter formation is secure, using these guide lines to prepare them for Year 2 and beyond. Year 1 teachers will use the same Morrells exercise book to model all writing in and reference, and specific praise, will be made to the formation of letters, including direction and sizing in relation to other letters. Children in Year 2 may start using the Morrells exercise books until their letter formation and sizing is secure, or if they struggle to see their writing on the shaded paper.
- Left-handed writers will be identified and will receive specific teaching to meet their needs e.g. supported by positioning them on the left-hand end of a table and teachers will also need to know how to advise those children e.g. tilting their paper the other way, showing left-handers how to trace a letter on their right palm.

<u>Development of Pencil Grip</u>

Pencil grip is normally developed in sequence, depending on children's developmental stage.

Palmar grip (1–2 years)

- The pencil is held in a closed fist.
- Movement comes from the shoulder.
- Common during early mark-making.

Digital pronate grasp (2–3 years)

- Fingers point down towards the paper.
- Pencil is held with all fingers, palm facing down.
- Movement mainly comes from the elbow.

Four-finger grasp (3–4 years)

- The pencil is held with three (or sometimes four) fingers.
- Fingers hold the pencil but don't move independently.
- Movement comes mainly from the wrist and forearm.

Tripod grip (4-6 years)

- Pencil is held between the thumb and index finger, resting on the middle finger.
- Small finger movements control the pencil.
- The wrist is stable, allowing fluent, efficient handwriting.

Children will come to us at different points with their pencil grip. We will very quickly identify where they are and what they need to develop that pencil grip. Before expecting a mature pencil grip, children need:

- Good shoulder stability.
- Core strength and postural control.
- Wrist stability.
- Well-developed hand arches.
- Separation of the two sides of the hand.
- Good finger strength and dexterity.



Handwriting Progression

Foundation Stage

EYFS goals:

- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils
- Shows a preference for a dominant hand.
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.
- Write some letters accurately.
- 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, knives, forks and spoons.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.
- Form lower case and capital letters correctly.
- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Write recognisable letters, most of which are correctly formed.

Autumn Term guidance:

Follow LW Handwriting scheme. Teach daily (introduce 3 letters a week but review learnt letters on the other 2 days).

Autumn term	**Preparation and practice (suggested time 4 weeks)** • Teach the 'Ready to write' checklist • Engage in motor development activities • Practise with patterns	
	Unit 1: Practising patterns	• Horizontal lines, Vertical lines, Wavy lines, Circles (Week 1) • Up curves, Down curves, Mixed-height curves, Letter C (Week 2) • Spirals, Crosses, Turrets, Diagonals (Week • Zig-zags, Sideways V, Letter X, Triangles (Week 4)
	Teach lower-case letter formation (suggested time 9 weeks) • Teach the lower-case letters in families • Use Assessment for Learning to reteach and review	
	Unit 2: Curly letter family	• c, a, d (Week 5) • g, o, q (Week 6) • e, s, f (Week 7)
	Unit 3: Long letter family	• l, i, t (Week 8) • j, u, y (Week 9)
	Unit 4: Bouncy letter family	• m, n, r (Week 10) • b, p, h (Week 11)
	Unit 5: Zig-zag letter family	• v, w, x (Week 12) • z, k (Week 13)
End or start of term	Assess and review week	Review lower-case letters as needed (Week 1

Spring Term guidance:

Those who have not passed the Autumn assessment will continue to follow whole-class handwriting but will need an additional intervention to target insecure lower-case formation.

Spring term	**Teach capital letter formation (suggested time 11 weeks)** • Teach capital letters • Review lower-case letters alongside capitals • Use Assessment for Learning to reteach and review	
	Unit 6: Capital letters	• Cc, Aa, Dd (Week 15) • Gg, Oo, Qq (Week 16) • Ee, Ss, Ff (Week 17) • Ll, Ii, Tt (Week 18) • Jj, Uu, Yy (Week 19) Assess and review week (Week 20 – before or after half-term) • Mm, Nn, Rr (Week 21) • Bb, Pp, Hh (Week 22) • Vv, Ww, Xx (Week 23) • Zz, Kk (Week 24)
End or start of term	Assess and review week	Review capital letters as needed (Week 25)

Please also complete Year One Unit 3: Forming Digits (2weeks – carry over to beginning of summer term if needed)

Summer Term guidance:

Those who have not passed the Spring assessment can join a separate group to review the Autumn and Spring units. It will not be necessary for them to start unit 7 until ready.

Summer term	**Practise in digraphs, trigraphs and words (suggested time 9+ weeks)** • Assess and review lower-case and capital letters as needed • Practise letter formation in digraphs and trigraphs • Practise letter formation in words • Use Assessment for Learning to reteach and review	
	Unit 7: Digraphs and trigraphs	• ff, ll, ss (Week 26) • zz, ck, qu (Week 27) • ch, sh, th (Week 28) • ng, nk, ai (Week 29) • ee, igh, oa (Week 30) Assess and review week (Week 31 – before or after half-term) • oo, ar, or (Week 32) • ur, ow, oi (Week 33) • ear, air, er plus Assess and review (Week 3
End of term	Assess and review week	Week 35 (onwards): Assess and review all letters as needed

Year 1

National Curriculum expectations:

Pupils should be taught 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

Notes and guidance (non-statutory):

Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided.

Left-handed pupils should receive specific teaching to meet their needs.

Autumn term:

Please note that many of the following units are from the Reception scheme as there are gaps where the scheme was only introduced later in the year when these children were in Reception. This should just be relevant for the year 26-27.

Term 1:
Year One Unit 3: Forming Digits (2weeks)
Reception Unit 2: Curly Letter Family (3 weeks)
Reception Unit 3: Long Letter Family (2 weeks)

Term 2:
Reception Unit 4: Bouncy Letter Family (2 weeks)
Reception Unit 5: Zig-Zag Letter Family (2 weeks)
Assess and Review (3 weeks plus lots of letter formation races)

If children are not able to hold a pencil correctly with the tripod grip (even with an aid) or have limited motor control, they may need to start with practising patterns in Unit 1 of the Reception programme and have support with developing a correct pencil grip through additional intervention.

Spring term:

Term 3:
Reception Unit 6: Capital Letters (first 6 weeks of the planning)

Term 4:
Reception Unit 6: Capital Letters (last 3 weeks of the planning)
Assess and Review (1 week)
Year One Unit 5: Useful Words (first week of the planning)

Summer Term:

Term 5:
Year One Unit 5: Useful Words (last 4 weeks of the planning)
Unit 6: Words with Phase 5 GPCS (first 3 weeks of the planning)

Term 6:
Continue Unit 6: Words with Phase 5 GPCS (last 3 weeks of the planning)
Unit 7: Days of the week (2 weeks)
Assess and Review (2 weeks)

<table>
<tr><td>Year 2</td><td colspan="3">National Curriculum expectations:
Pupils should be taught 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 unjoined
• 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

Notes and guidance (non-statutory):

Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.</td></tr>
<tr><td></td><td>Autumn Term:
Year Two to complete the Year One LW Unit 3: Forming Digits, first, and then work through the Year One scheme.

Term 1:
Year One Unit 3: Forming Digits (2weeks)
Reception Unit 2: Curly Letter Family (3 weeks)
Reception Unit 3: Long Letter Family (2 weeks)

Term 2:
Reception Unit 4: Bouncy Letter Family (2 weeks)
Reception Unit 5: Zig-Zag Letter Family (2 weeks)
Reception Unit 6: Capital Letters (first 3 weeks of the planning)</td><td>Spring Term:

Term 3:
Reception Unit 6: Capital Letters (last 3 weeks of the planning)
Assess and Review capital letters (1 week)
Year One Unit 5: Useful Words (first 2 weeks of the planning)

Term 4:
Continue Year One Unit 5: Useful Words (last 3 weeks)
Year One Unit 7: Days of the week (2 weeks)</td><td>Summer Term:

Term 5:
Year One Unit 6: Words with Phase 5 GPCs (6 weeks)
Assess and Review (1 week)

Term 6:
Year One Unit 8: Sentences with punctuation (1 week)
Year One Unit 9: Sentences with useful words (2 weeks)
Introduce Morrells joins if ready (4 weeks)
If not ready, assess and review.</td></tr>
<tr><td>LKS2</td><td colspan="3">National Curriculum expectations:
Pupils 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 unjoined
• 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]

Notes and guidance (non-statutory):

Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.</td></tr>
</table>

<table>
<tr><td></td><td colspan="3"></td></tr>
<tr><td></td><td>Autumn term guidance:

Autumn term:
Priority in the Autumn terms is to ensure all children have secure letter formation and form these letters in the correct direction, automatically and at speed.

Term 1:
Year One Unit 3: Forming Digits (2 weeks)
Year One Unit 1: Lower-case Letters (5 weeks)

Term 2:
Year One Unit 2: Applying Capital Letters (6 weeks)
Assess and Review (1 week)

Children with six or more letter formation errors must go back to the beginning and be taught letter formation through the letter families. Those with less than six errors need additional practise in forming those target letters correctly, automatically in the correct direction, and at speed.</td><td>Spring term guidance:

Spring term:

Term 3:
Year One Unit 7: Days of the week (2 weeks)
Year One Unit 8: Sentences with punctuation (1 week)
Year One Unit 9: Sentences with useful words (2 weeks)
Assess and Review (1 week)

Term 4:

Introduce Morrells joins to those who are automatic in letter formation. Begin to work slowly through the book, ensuring that most of the class are keeping up and identifying those falling behind very quickly – ensuring they have additional practice.

Children with six or more letter formation errors must go back to the beginning and be taught letter formation through the letter families. Those with less than six errors need additional practise in forming those target letters correctly, automatically in the correct direction, and at speed.</td><td>Continue to progress through the Morrells Handbook, stopping and repeating when necessary. Intervention needs to be put in place for any children beginning to fall behind.

Children with six or more letter formation errors must go back to the beginning and be taught letter formation through the letter families. Those with less than six errors need additional practise in forming those target letters correctly, automatically in the correct direction, and at speed.</td></tr>
<tr><td>UKS2</td><td colspan="3">National Curriculum expectations:

Pupils should be taught 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
Notes and guidance (non-statutory)

Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra, and capital letters, for example, for filling in a form.</td></tr>
<tr><td></td><td>Autumn term guidance:</td><td>Spring term guidance:</td><td>Summer term guidance:</td></tr>
</table>

	Autumn Term: Term 1: Year One Unit 3: Forming Digits (2 weeks) Complete an assessment of handwriting by asking children to form a line of each letter of the alphabet and practising these within words and sentences, unjoined (1 week). Children with 6 or more letter formation errors must go back to the beginning and be taught letter formation through the letter families. Those with less then 6 errors need practice in forming those letters correctly and at speed before being introduced to cursive (follow Year 1 guidance above). Identify any issues with sizing or positioning on the line and reteach these areas. For those who are secure in letter formation, work through the joins in the Morrells book slowly and carefully, ensuring the majority of the class are keeping up and reteaching where necessary. Quickly identify those who are falling behind and provide additional practice. Term 2: Continue to work through each join in the Morrells book and then practise cursive handwriting at word level using the Morrells teacher handbook, if ready.	Practise cursive joins within words and short dictated sentences. Assess, review and reteach joins where necessary. Practise writing legibly, fluently and with increasing speed using cursive handwriting by writing dictated sentences and passages which include words from weekly spelling list.	Aim for the majority of children to produce automated, cursive handwriting. Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra, and capital letters, for example, for filling in a form. -

<u>KS1 Little Wandle Lesson timings and teaching sequence</u>

Handwriting lessons should last approximately 15 minutes and be scheduled daily in FS and Year 1 and at least four times per week in Year 2 upwards. Each lesson should start with practice of the previous day's pattern/letter using the 'Pattern check-up' or 'Letter check-up' box. Consistent daily practice is essential for progress, and it is strongly recommended to use a small, lined exercise book for additional practice. It is crucial that an adult is present during this extra practice to provide guidance and support and to address any misconceptions promptly. The teaching sequence for introducing a new pattern/letter should be:

1. Introduce the letter and formation phrase.

2. Form the letter in the air.

3. Form the letter on the palm of the hand.

4. Trace the mnemonic with a finger.

5. Write the letter.

For steps 2 to 5, the teacher provides strong modelling and then the children join in.

Effective Modelling

When modelling Handwriting lessons, use the same worksheet or paper in which you are expecting the children to use. For example, FS and Year 1 would use the LW worksheets (with Year 1 moving on to Morrells paper when they are ready to focus on sizing) and the rest of the school using Morrells paper to ensure there is a focus on letter sizing. Where possible, face the same direction as the children, looking over your shoulder to check that children are engaged. This ensures that children can clearly observe the correct direction and movement of the letter. As part of your modelling, demonstrate how to check and improve. Look at your formed letter carefully to see how and if it can be improved, then make the required improvement in the next attempt. Ask the children to do the same.

When modelling writing in English lessons, ensure that you model writing using an exercise book, with the tool you are expecting most children in the class to use e.g. pencil or handwriting pen and model using un-joined or cursive depending on what stage the majority of the children are.

FS teachers to model writing in a 'half and half' book using pencil and unjoined handwriting.

Year One teachers to model writing in a 'half and half' book using pencil and unjoined handwriting.

Adaptations

Some children may be ready to move to independent letter formation more quickly than others. If so, direct them to using exercise books where no tracing is needed or the Morrells letter sizing paper can be used for those ready to focus on letter sizing. In exercise books or on practice paper, we recommend that you model the letter or add a starting point dot for children who need this support. Some children in FS or Year 1 who are significantly behind with their fine motor control, may benefit from plain paper, forming big letters in larger movements, focusing on the starting point and direction before they move onto lines.

Letters k and I

We have decided to use the straight line for the capital I, as taught in Little Wandle. Morrells using the capital I with a top and bottom so please ensure you ignore this and use the straight line. However, do not correct children in KS2, there is no need for them to unlearn the capital if formed correctly.

For the lower-case k, we introduce the 'kicking' k like in Little Wandle. However, we then introduce the curly k in Year 3 when pupils begin to join as we feel the movements are more fluid when joining.

Monitoring and Review

Lianne Head, Writing and Reading Lead, to monitor the teaching and learning of handwriting through termly observations and book looks.

APPENDIX

Planning and Resources (including worksheets):

Handwriting

Tracker

Tracker of which type of exercise books the children are on and if they have a pencil grip is here: Handwriting&Resources Tracker.xlsx

Letter Families in Little Wandle

Please teach in the following order:

Curly letter family	c a d g o q e s f
Long letter family	l i t j u y
Bouncy letter family	m n r b p h
Zig- Zag letter family	v w x z k

Little Wandle How to Videos

https://www.littlewandle.org.uk/resources/my-letters-and-sounds/weekly-reading-and-phonics/handwriting/handwriting-reception/resources-handwriting/#tabnametabHowToVideos

Writing Warm Ups

Example songs, exercises and activities on TEAMS: Writing Warm Ups

Wandle Warm Ups: Handwriting_R_Hand-warm-up-routines_Oct-25 (5).pdf

Writing Warm Ups taken from Pathways to Progress:

Pencil twirl

Hold the pencil between 2 fingers and twirl it around by alternating the movement between the 2nd and 4th finger of the hand. This will make it move in a baton twirling motion.

Shoulder shrugs

Start with both shoulders down and relaxed. Move both shoulders up and down together in a shrug motion. Repeat this a couple of times. Move on to alternating between shoulders, again repeating a few times.

Spider push ups

Place the finger tips of both hands together. Move the palms of each hand into the middle and then out again. Repeat the pushing and pressing motion a couple of times.

Table press ups

Place hands palm side down onto the table. Have fingers pointing towards each other and elbows out to the side. Lower and lift the elbow in a press up motion. Repeat.

Chair push ups

Place both hands onto the side of the chair. Slowly lift up so feet are off the floor and bottom is raised. Hold for as long as possible, then release.

Hand flips

Place hands flat on the table, fingers spread and hands touching. On 'go,' flip hands over so that little fingers are now touching. Repeat.

Pencil walk

Hold the pencil by the point and have the other end on the table. Walk fingers up and down the pencil. Alternatively, walk them to the top and slide them back down again.

Grip change

Hold the pencil in a fist. Then switch to the tripod grip and back again. Repeat, building up speed and rhythm.

Pencil flip

Place the pencil vertically on the table with the tip pointing towards you. Using a pincer like motion, pick up the tip of the pencil with the thumb and first finger. Using the first finger from the other hand, knock the end of the pencil so that it falls to sit in the gap between the thumb and first finger (this will create a tripod grip).

Finger taps

On both hands, leave the thumb stationary and alternate each finger to tap it. Once you get to the little finger, work backwards. Increase the speed and accuracy in which this is done.

Windmill turns

Start with both arms straight up in the air. Slowly rotate one arm forward and the other backward until they reach the middle again. If this is too difficult, complete by moving both arms in the same direction and then switching.

Have a hug

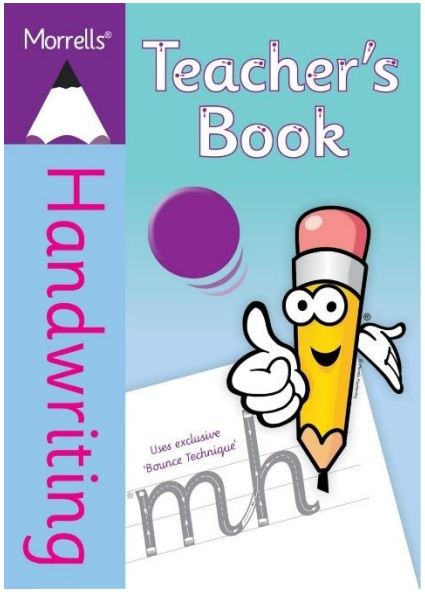
Using your right-hand, reach over to grab the left shoulder. With that arm still in position, reach the left arm over to the right shoulder. Hold the 'hug' position for a few seconds before releasing. Repeat, but this time reaching over with left arm first.

*Please note that some of these activities may need to be adapted for left-handed writers.

Little Wandle's Ready to Write audio song and song for ascenders and descenders

https://www.littlewandle.org.uk/resources/my-letters-and-sounds/weekly-reading-and-phonics/handwriting/handwriting-year-1/resources-handwriting-year-1/

Morells Handwriting Resources and CPD



The teacher handbook can be found in the staff room, which is fully-photocopiable and allows pupils to trace and copy targeted letters or practise first-joins and cursive handwriting.

Please note this Powerpoint has been put together by the school, based on notes taken within the training: Morrells Handwriting CPD.pptx

Number Formation through Little Wandle

All year groups can access the Year One Forming Digits Unit 3: LW-Handwriting_Y1_Lesson-plans_Unit-3_May-26 (1).pdf

PREP poster (to be displayed in all classrooms) and LW Ready to Write Rhyme for use in writing and handwriting lessons



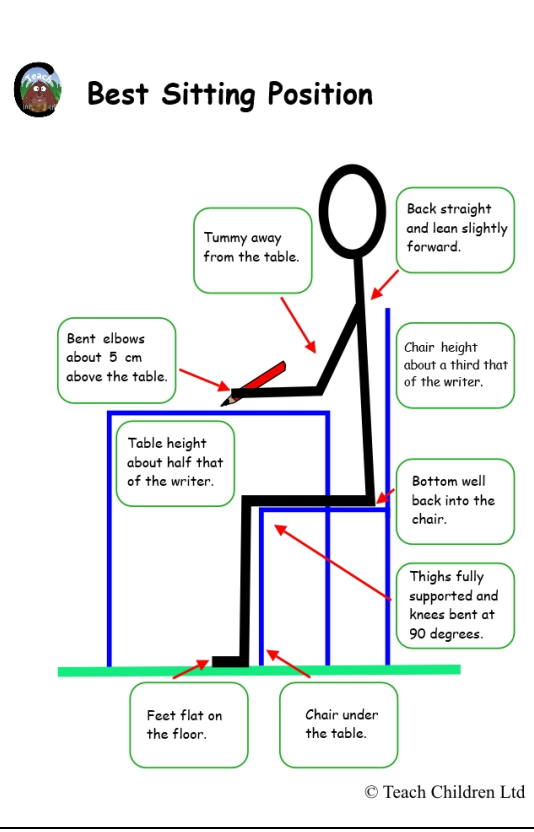


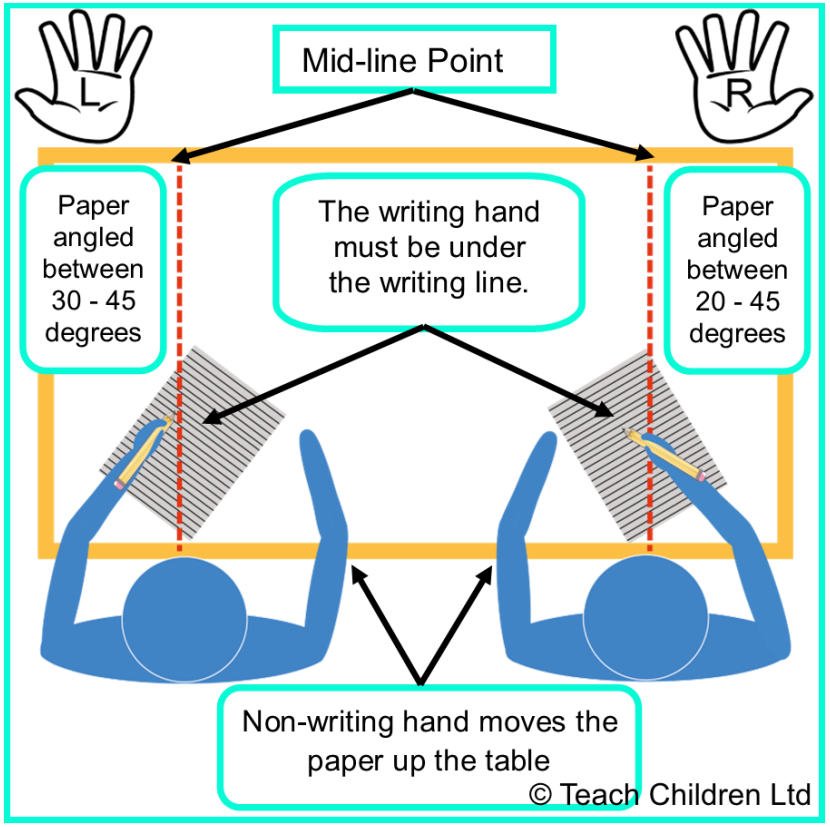
Letter Sizing Guidance

Lianne to add the new copying of letter sizing on the Morrells paper, adapting the capital I to a long line rather than the one with a top and bottom.

Please do not worry about correcting children in KS2 who are using the capital I with a top and bottom.

Correct Seating Position and Paper Tilt





Supporting Left-Handed Writers

Please refer to pages 25-26 of the following NHS document: https://www.nhsggc.org.uk/media/272293/handwriting-left-handers.pdf

REFERENCES:

Morrells Handwriting School CPD, led by Sue Smits.

Little Wandle Handwriting

The Writing Framework, 2025: https://assets.publishing.service.gov.uk/media/686e7890fe1a249e937cbecb/The_writing_framework.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf

https://www.nhsggc.org.uk/media/272293/handwriting-left-handers.pdf

https://teachhandwriting.co.uk/three-stages-handwriting.html

https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks-1/Literacy_KS1_Guidance_Report_2020.pdf?v=1692804398

https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1692794670

https://www.griffinot.com/letter-formation-families-teach-handwriting/

Oxford Health NHS Foundation Trust: Handwriting_Letter_Formation Word document

https://teachhandwriting.blog/tag/join-types-groups/

http://strathburn.aberdeenshire.sch.uk/wp-content/uploads/2018/02/NH_TB_the_joins_FM.pdf

https://teachhandwriting.co.uk/paper-position.html