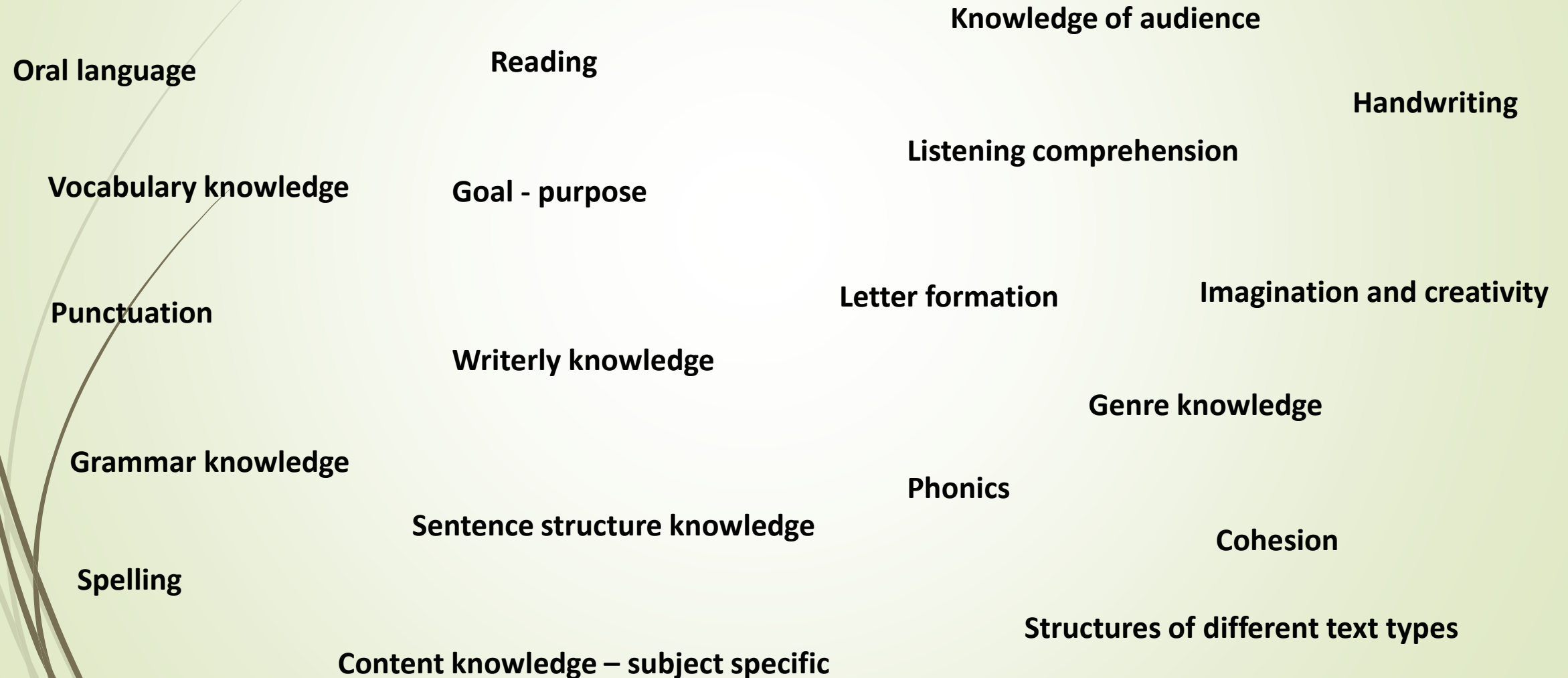


Handwriting at St John's

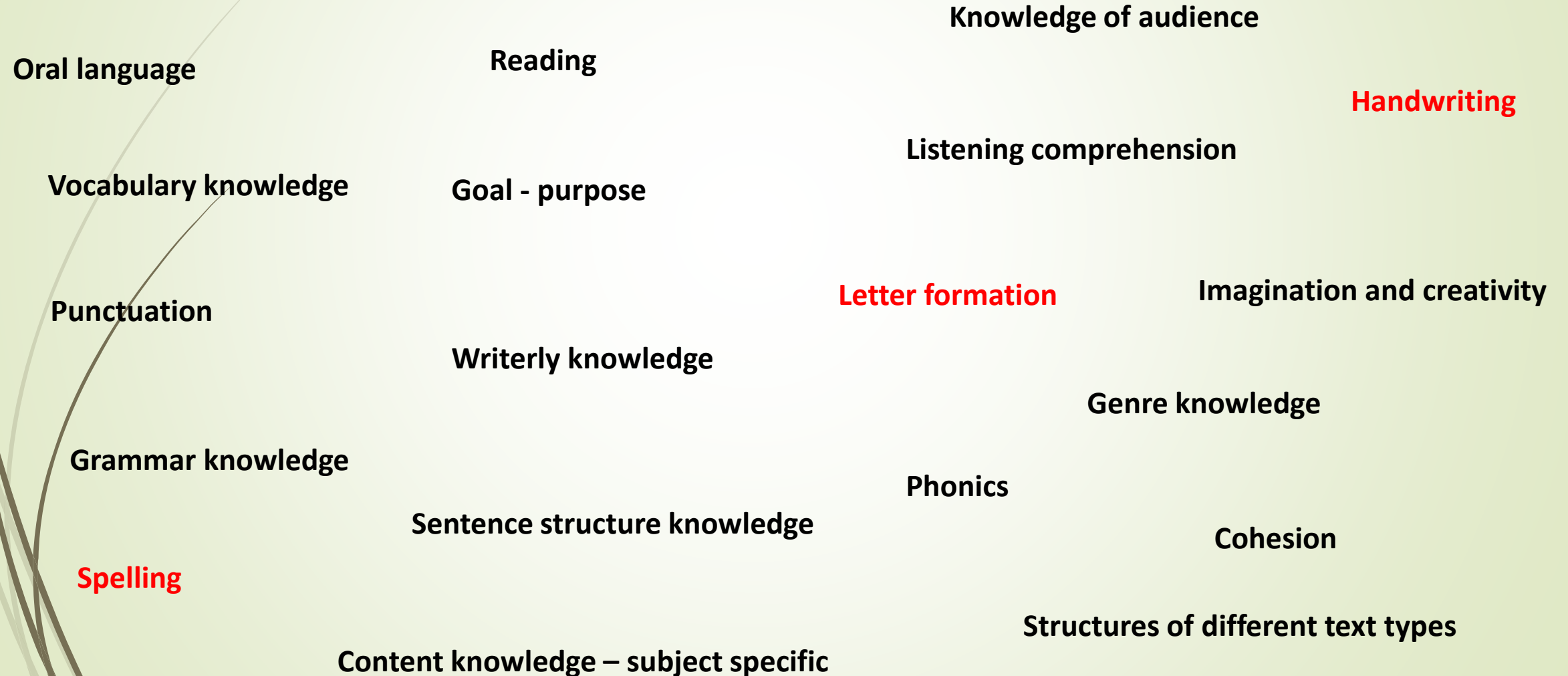
Why is handwriting so important?



Why writing cognitively overloads our brains?



Transcription and Composition



EYFS

Build up gross and fine motor skills


Learn how to hold a pencil/pen



Begin to write letters



























phonics

active learning

teacher led activities

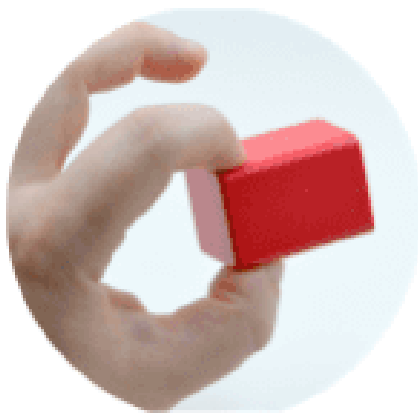
Spelling	 Reading practice sessions with wordless/decodable books three times a week
cat	
top	
bed	
ten	
sock	

 Practise and apply		 Reading practice sessions with decodable reading books three times a week
Read/write the sentence	Spelling	
The cat has a ribbon on its tail.	feel deep + the	
He has loads of carrots in his bucket.	food hard + of	
This duck got in the boat – quack!	sort took + put	
We put the rabbit down on the carpet.	down join + full	
Write: I can put the coat on.	coat moon	

 <p>Around the astronaut's helmet, and down into space.</p>	 <p>Down bear's back, up and round his big tummy.</p>	 <p>Curl around the cat.</p>	 <p>Round the duck's body, up to its head and down to its feet</p>	 <p>Around the elephant's eye and down its trunk</p>	 <p>Down the flamingo's neck, all the way to its foot, then across its wings.</p>	 <p>Round the goat's face, up to his ear; down and curl under his chin.</p>	 <p>Down, up and over the helicopter</p>	 <p>Down the iguana's body, then draw a dot [on the leaf] at the top.</p>
 <p>All the way down the jellyfish. Dot on its head.</p>	 <p>Down the kite, up and across, back and down to the corner.</p>	 <p>All the way down the lollipop.</p>	 <p>Down, up and over the mouse's ears, then add a flick on the nose.</p>	 <p>Down the stick, up and over the net.</p>	 <p>All around the octopus.</p>	 <p>Down the penguin's back, up and round its head.</p>	 <p>Round the queen's face, up to her crown, down her robe with a flick at the end</p>	 <p>From the cloud to the ground, up the arch and over the rainbow</p>
 <p>Under the snake's chin, slide down and round its tail</p>	 <p>From the tiger's nose to its tail, then follow the stripe across the tiger.</p>	 <p>Down and around the umbrella, stop at the top and down to the bottom and flick</p>	 <p>Down to the bottom of the volcano, and back up to the top</p>	 <p>From the top of the wave to the bottom, up the wave, down the wave, then up again.</p>	 <p>Start at the top, then across to the bottom of the box. Start at the top, then across to the bottom of the box.</p>	 <p>Down and round the yo-yo, then follow the string round.</p>	 <p>Zip across, zag down and across the zebra</p>	

TYPICAL PENCIL GRASP DEVELOPMENT FOR HANDWRITING

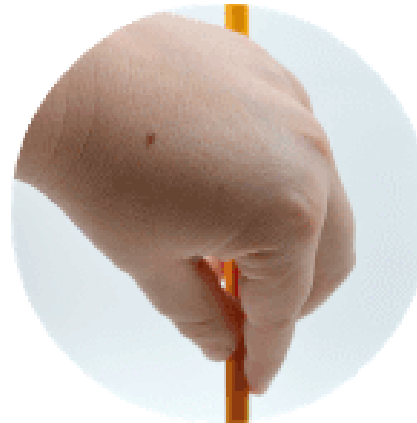
10 Months
Pincer Grasp



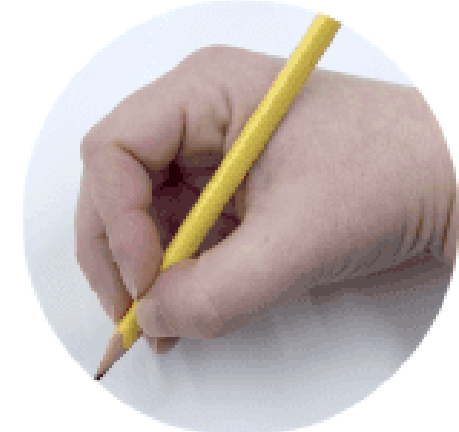
12-15 Months
Palmar Supinate Grasp



2-3 Years
Digital Pronate Grasp



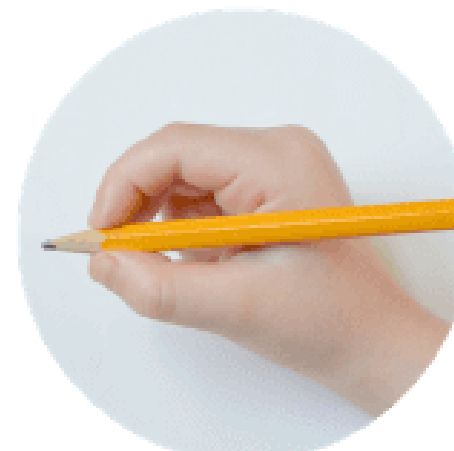
3-4 Years
Quadrupod Grasp



3-4 Years
Static Tripod Grasp



5-6 Years
Dynamic Tripod Grasp









"Little old lady"

"The little old man"

The Gingerbread

Waffle man

HOT

The girl


The boy

"I liked it when he said run, run as fast as you can you can't catch me I'm the Gingerbread man"


on my pizza I would
like not

- 1 pineapple
- 2 sauce
- 3 olives
- on pepper
- cheese







Put the flour



Put the salt




Put the water




mix it up


BRUDDO




Put the flour




Put the salt




Put the water




mix it up




Put the flour



Put the salt



Put the water



mix it up

Peony + on

Year 1

Writing becomes smaller to fit onto writing lines in the first term

Explicit handwriting lessons in the first half term daily

After the first term, children to take part in whole class teaching handwriting lessons

After the first term (if a child is ready) children to write using handwriting lines in their English books

3 letter formation misconceptions addressed in each lesson

Year 1

A large white rectangular area containing 12 horizontal black lines, intended for writing. The lines are evenly spaced and extend across the width of the area.A large white rectangular area containing 12 horizontal lines. The lines are arranged in a repeating pattern of one red line followed by two blue lines. This pattern repeats four times from top to bottom.

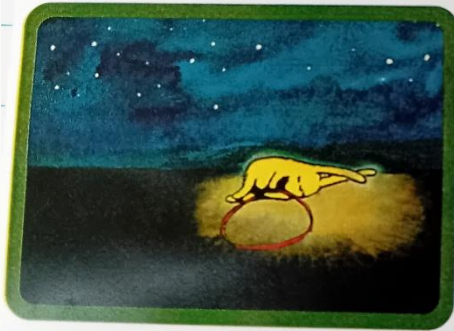
WB Monday 29th September 2025
I am learning to write a sentence

What is Beegu doing?

Beegu is...



Beegu is lonely
and sad.



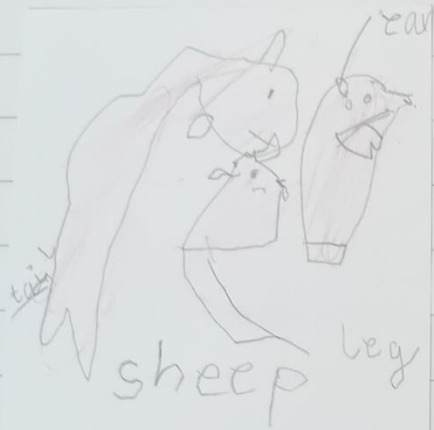
Beegu is lost
and tired.



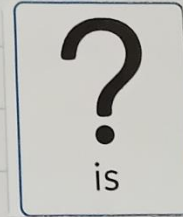
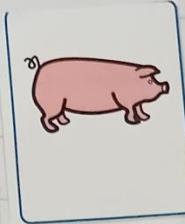
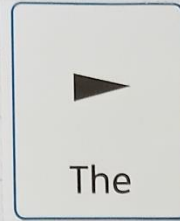
Beegu is
confused.

WB Monday 15th September 2025
I am learning to write a label

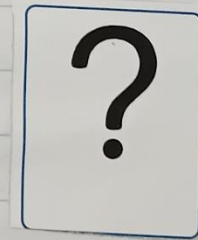
Ind Δ



GA TIA Δ
WB Monday 22nd September 2025
I am learning to structure a sentence



The pig is pink ✓



The sheep is fluffy. ✓



the duck is working.



The duck is tired.



The animals are having a meeting.

WB Monday 15th September 2023
I am learning to order the events of a story
CG TA
I am learning to structure a sentence



The cow is chasing the farmer.



The animals are working together.

22.9.25

m m m m m

m m m m m

n n n n n

n n n n n

map map map map

man man man man

29.9.25

h h h h h h h

h h h h h h h

b b b b b b b b

b b b b b b b b

p

p

Year 2

A white rectangular area containing a series of horizontal lines for handwriting practice. The lines are arranged in a repeating pattern of a red line, followed by two cyan lines, and another red line. This pattern repeats five times, creating a total of 15 lines. The first and last lines are red, while the middle lines are cyan.A white rectangular area containing a series of horizontal grey lines for handwriting practice. There are 25 evenly spaced grey lines filling the entire area.

Year 2

The children start the year with explicit handwriting lessons taken place weekly

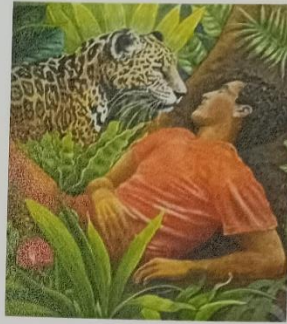
Their English books use handwriting lines

Letter misconceptions addressed for all children

Once a child's letters are formed correctly, the child moves on to normal lined pages in their English books.

In addition, a child begins to join their handwriting.

I am learning to respond to a text



I notice...

I wonder...

I notice a camflarhsig slamy fogo
I wonder if the lasy spoty jaggu is
spairg on him.

I notice a byot foll ckpot flower
I wonder if the ~~J~~Jaggu^{is} ~~is~~ ^{the scary} ~~is~~ ~~to~~ck is hi

p p p p p p

spotty x 3

cute x 3

lazy x 3

• spotty

• cute

• lazy

• spotty

• cute

• lazy

• spotty

• cute

• lazy

Thursday 25th September 2025
I am learning to write in the first person

△ In

	Me	Teacher
Practise		
Use 'I' in my sentences	✓	✓
Use capital letters at the beginning of sentences	✓	✓
Use full stops at the end of sentences	✓	✓
Use features of a letter - dear, from	✓	✓
Stretch		
Use a conjunction - and, but, because, so, if	✓	✓
Extend		
Use an interesting emotion	X	✓

Dear Senhor

Please don't chop down the colossal Kapok tree it is many hours to the animals here.

The spotty, livid Jaguar is heart broken because the hot, sweaty man is chopping down the beautiful, colossal Kapok tree. Please don't chop down the trees because the forest will become a desert!

From Leola

homes x3

colossal x3

beautiful x3

• homes homes

• colossal colossal

• beautiful

• homes homes

• colossal

colossal • beautiful

• homes homes

• colossal

colossal • beautiful



Letter families and relative sizes

Pupils should be taught to develop a consistent style by paying attention to how letters in each family are formed.

The 'families' are grouped according to where each letter starts, although these families may differ slightly, depending on the handwriting programme used.

Typical families are:

- c o a g q d
- i l t k j
- v w u y f
- r n m h p b
- e s x z

Pupils should be taught to write each 'family' of lower-case letters correctly on the line, and then to write words that include letters from that family.



S



S

S

S

S

S

S

S

Under the snake's chin, slide down and round its tail.

Letter formation practice sheet



a



a

a

a

a

a

a

a

Around the astronaut's helmet and down into space.

Letter formation practice sheet





oo

hook a
book

oo oo oo

oo oo oo oo oo

oo

oo



ar

march in
the dark

ar ar ar

ar ar ar ar ar

ar

ar



How can you help at home?

Take part in activities with your children to encourage fine motor strength. They could include:

- molding and cutting playdough
- using tweezers to move small objects
- stringing beads or threading pasta
- tearing and crumpling paper
- picking up objects with droppers or syringes
- playing with bubble wrap, and incorporating activities like art
- cooking
- puzzles into daily routines



How can you help at home?



During homework, encourage your child to form the letter in the correct place.

Dictate sentence for your child to write.

