

Hassocks Infant School



Handwriting Support Pack

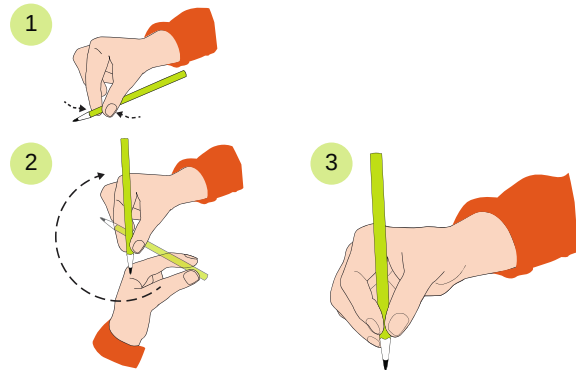
National Curriculum Handwriting Expectations

Year Group	Expectations
Reception	Physical development, moving and handling: 22-36 Months: • Begins to use three fingers (tripod grip) to hold writing tools • Imitates drawing simple shapes such as circles and lines • May be beginning to show preference for dominant hand 30-50 Months: • Draws lines and circles using gross motor movements • Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors • Holds pencil between thumb and two fingers, no longer using whole-hand grasps • Holds pencil near point between first two fingers and thumb and uses it with good control • Can copy some letters, e.g. letters from their name 40-60 Months: • Shows a preference for a dominant hand • Handles tools, objects, construction and malleable materials safely and with increasing control • Begins to use anticlockwise movement and retraces vertical lines • Begins to form recognisable letters • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed Early Learning Goal: • Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely and negotiating space. They handle equipment and tools effectively, including pencils for writing.
1	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
2	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
3 and 4	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]
5 and 6	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

Pen/Pencil Grip

THE TRIPOD PENCIL GRIP

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



1) Grip the pencil with your index finger and thumb with the nib pointing away.

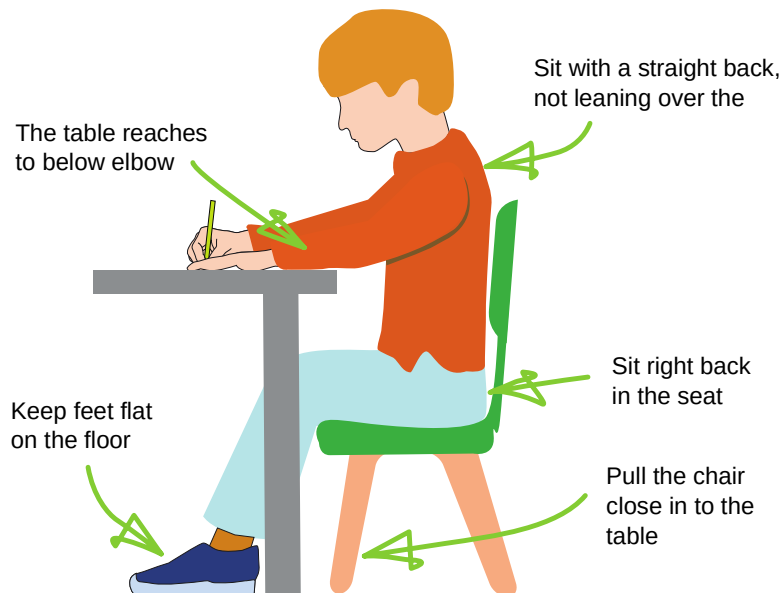
2) With your free hand, spin the pencil from underneath.

3) Use your middle finger to support the underside of the pencil.

Correct Posture for Writing

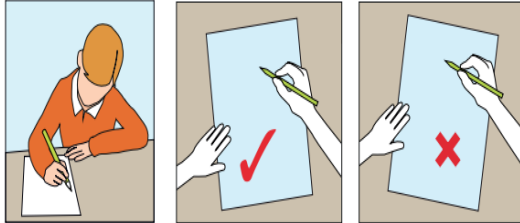
Pupils should be taught to sit correctly at a table, holding a pencil comfortably and correctly.

SITTING POSITION



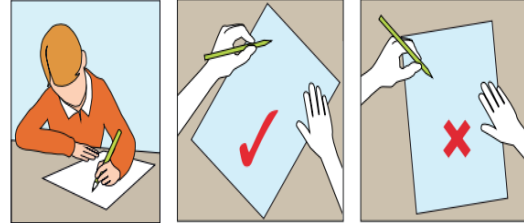
Paper position for right-handed children

How to hold and position the paper.



Paper position for left-handed children

How to hold and position the paper.



Fine motor skill warm-up activities

Action	Description
Finger Stretches	Put the tips of your fingers together and straighten your fingers by pushing your fingertips against each other. Repeat 5 times.
Play the Piano	Touch the table with one finger at a time from each hand like you are playing the piano. Start slowly and get faster.
Fishing Hooks	Put your elbows on the table, keep your hands apart, squeeze your fingers together and point them to the sky. Keep your knuckles straight and make a hook with your fingers. Hold, then straighten five times.
Fireworks	Make a fist with both hands and hold them tight. Then let your fingers go like exploding fireworks! Repeat five times.
Take a Bow	Put your elbows on the table, keep your hands apart, squeeze your fingers together and point them to the sky. Bend your knuckles but keep your fingers straight so your fingers bow to each other. Repeat 5 times.

Action	Description
Quack, Quack Fingers	Start your warm up by making a beak with your thumb and first finger on both hands. Make them quack twice, then do the same with your other fingers.
Roly-poly Pencil	Lay your pencil flat across your fingers. Use your thumb to roll it backwards and forwards. Now try it with your other hand.
Crawling Caterpillar	Hold your pencil ready to write. Move the pencil through your three fingers to the top like a crawling caterpillar. When you get to the top, make your caterpillar crawl back down again!
Helicopter Twirls	Hold your pencil in the middle with your three correct fingers. Make a twirling helicopter by moving your fingers one at a time from one side of the pencil to the other.
<i>Now you are ready for handwriting!</i>	

Letter Rhymes for teaching handwriting (cursive)

One-Armed Robot

b - lead in and up, then down the laces to the heel up and around the toe

h - lead in and up then down the horse's head to his hooves and up over his back, lead out

k - lead in and up, then down the kangaroo's head to his toes up around his curly tail, kick his foot and lead out

n - lead in, then down the net, up over the net and lead out

m - lead in, then down Maisie up, over the mountain up over the mountain and lead out

p - lead in, then down the pirates plait up, around the face and lead out

r - lead in, then down the robot and up over his arm

y - lead in, then down the horn, up the horn, under the yak's head and lead out

Zig-Zag Letters

v - lead in, down the wing, up the wing and lead out

w - lead in, down the worm up the worm down the worm up the worm and lead out

x - lead in, down the arm down the leg and lead out

z - lead in, zig, zag, zig

Curly Caterpillar Letters

c - lead in and curl around the caterpillar

a - lead in, around the apple and down the leaf and lead out

d - lead in and around the dinosaur's bottom, up his tall neck and down to his feet

e - lead in cut the egg and scoop it out

g - lead in and around the girls face, down her hair and give her a curl

o - lead in and all around the orange and lead out

q - lead in and around her head, up past her earrings and down her hair and lead out

f - lead in and up over the flower, back down the stem and lead out

s - lead in, slither down the snake and lead

Long Ladder Letters

i - lead in and up, then down the insect's body and a dot for his head

l - lead in and up, then down the long leg and lead out

j - lead in and up, then down Jack's body, lead out and a dot for his head

t - lead in and up, then down the tower up the stairs and across the tower

u - lead in, down the umbrella up the umbrella, splash and lead out

Gross Motor Skill Warm-Ups activities

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

Letter Rhymes for letters as printed letters

a  Around the apple and down the leaf.	b  Down the laces to the heel and around the toe.	c  Curl around the caterpillar.	d  Around the dinosaurs bottom, up his tall neck & down to his toes.	e  Lift off the top and scoop out the egg.	f  Down the stem and draw the leaves.
g  Around the girls face, down her hair and give her a curl.	h  Down the head, to his hooves and over his back.	i  Down the body and dot for the head.	j  Down his body, curl, dot for his head.	k  Down the kangaroo's body tail and leg.	l  Down the long leg.
m  Down Maisie, mountain, mountain.	n  Down Nobby and over his net.	o  All around the orange.	p  Down the pirates plait and around his face.	qu  Round her head, up past her earring, down her hair, and flick.	r  Down the robots back and curl over his arm.
s  Slither down the snake.	t  Down the tower, across the tower.	u  Down and under, up to the top and draw the puddle.	v  Down a wing, up a wing.	w  Down, up, down, up.	x  Down the arm and leg, repeat the other side.
y  Down a horn, up a horn and under head.	z  Zig-zag-zig.				