

Specifically for writing

- Lazy 8's
- Double Doodles

Hand gym/miming activities to relax fingers and hands before writing

- Washing
- Wringing, rubbing, shaking and folding clothes
- Brushing hair
- Stroking a cat
- Playing a musical instrument
- Playing with snow, bubbles, feathers, balloons
- Picking up sweets to put in a dish or your mouth

Later on:

- Sit in the writing position but with arms dangling limply. While in this position let the hands flutter loosely
- Let the forearms lay limply on the table in the correct writing position. Raise and lower the elbows several times
- Place elbows on the table with the forearms held upright. Let the hands flap loosely backwards and forwards
- Clench and unclench the fists
- Drum lightly with fingers on the table
- Circle the hands, inwards then outwards
- Hold the pen in the tripod grip lightly. With the forefinger, tap the pencil lightly

**Activities and exercises to develop Gross Motor Control:**

*Gross Motor Control* is the term used to describe the development of controlled movements of the whole body, limbs such as legs or arms. Of particular importance in relation to handwriting is the development of good posture and balance. Activities such as:

- Dancing and skipping
- Running and jumping to music
- Use of small apparatus e.g. throwing, rolling, catching, kicking and bouncing balls
- Cycling
- Gripping climbing frames
- Building with large-scale construction kits
- Hammering
- Consolidate vocabulary of movement by talking about movements such as, *going round and round, making curves, springing up and sliding down, making long, slow movements or quick jumpy movements*
- Make large movements in the air with arms, hands and shoulders with dance ribbons, use music

Any activities described in the **Curriculum Guidance for the Foundation Stage** under Physical Development

*Fine Motor Control* is the term used to describe smaller movements, usually of the hand and fingers (or of the feet and toes)

**Activities and exercises to develop Fine Motor Control:**

- Folding paper
- Cutting out shapes from paper and card
- Fitting things into frames like geometric shapes
- Model making
- Building and stacking bricks
- Screw toys and wood working tools
- Pegboards
- Modelling with malleable materials like Playdoh, plasticene and clay
- Drawing in sand and sand and water play in general, including sieving, pouring and picking up toys using tools e.g. fishing rods and cranes
- Sewing and weaving
- Chopping and peeling when cooking
- Develop the pincer movement by using tweezers to pick up sequins, beads and feathers, sprinkling glitter, sand and salt
- Scribbling and drawing with chalk, dry wipe pens, felt tip pens and paints on small, large boards and easels and on small large paper
- Playing with tactile and magnetic letters
- Puzzles

- Games and miming involving finger and wrist movement e.g. finger puppets
- Use increasingly finer tools to make patterns of lines

Handwriting

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

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

abcdefghijklmnopqrstuvwxyz  
abcdefghijklmnopqrstuvwxyz

mmmmmmmm  
r n m h b p  
r n m h b p  
r n m h b p  
r n m h b p  
r n m h b p  
r n m h b p  
r n m h b p

Curly caterpillar letters

cccccccccc  
c o a g d q e  
c o a g d q e  
c o a g d q e  
c o a g d q e  
c o a g d q e

## YR "patter" to accompany correct letter formation

### Curly "c" letters:

- c over the top and round
  - o curly "c" all the way round
  - a curly "c" up, down, flick
  - d curly "c" all the way up, down, flick
  - g curly "c" up, down, give it a tail
  - q curly "c" up, down, kick
  - s curly "c" and round the other way
- 
- b straight down, up to the middle, round to the bottom
  - h straight down, up to the middle, over and flick
  - l straight down, flick
  - k straight down, up to the middle, loop and a kick
  - p straight down, up to the top, round to the middle
  - t down and round, take your pencil off, and across
- 
- f over the top, straight down, round the other way and across
  - j straight down, round, give it a dot
  - i short down, round, give it a dot
- 
- m down, up, over, up, over and flick
  - n down over and flick
  - r down, up and over
- 
- u down, up, down, flick
  - y down, up, down, give it a tail
- 
- v down, up
  - w down, up, down, up
  - x across and across
  - z straight, across, straight

Long ladder letters



i u y l t u

i u y l t u

i u y l t u

i u y l t u

i u y l t u

i u y l t u

Zigzag letters



v w x v w x

v w x v w x

v w x v w x

v w x v w x

v w x v w x

v w x v w x

## Basic handwriting joins

There is no join after capital letters, or the following lower case letters: b, g, j, p, q, s, z

Horizontal join (from a letter which finishes at the top to a letter which starts at the top)

on on on on on

Diagonal join from a letter which finishes at the line to a letter which starts at the top

in in in in in

Diagonal join from a letter which finishes at the line to a letter with an ascender

it it it it it

Diagonal join from a letter which finishes at the top to a letter with an ascender

ot ot ot ot ot

It also helps to teach separately horizontal and diagonal joins to "c" family letters, which require a reversal in the direction of movement:

og og og og og

ad ad ad ad ad



## Presentation Guidelines

The purpose of this document is to produce a consistent approach towards the presentation of work throughout the school. Children should be aware of the standards expected of them and know that this will apply whichever teacher is taking the class. It will ensure expectations are raised by all staff and engender in all children a sense of pride in how their work should look.

### GENERAL POINTS

1. Each piece of work must be dated on the left. The short version of the date with "dots", i.e. 24.3.12 is to be used in Maths books, but the long version in all other subjects. Children should know how to spell the days of the week and the months of the year. The full date should be written on the first line not on the top line in the books.
2. Each new piece of work needs to have a learning objective.
3. A new page should only be used if there are less than 4 lines left on a previous page.
4. In Key Stage 2, lined exercise books that do not already have a printed margin must have a pencil margin drawn down the left hand side of every page, which is a consistent width, i.e. the width of the ruler. In Phase 3 for maths, middle margins should consist of 2 vertical lines with 1 box spacing.
5. If work is stuck into an exercise book, it must be trimmed and stuck in neatly.
6. Any mistakes should be crossed out neatly using one line. The correct version should be written on the same line or above the mistake, wherever is most appropriate. Children should not rub out errors in exercise books.
7. Pens should be encouraged when a child is using neat cursive handwriting, although a pencil may be of more use in some lessons such as note taking or drafting.
8. A child should not write or draw ANYTHING on the covers of any exercise books. A child should not "doodle" or in any other way mark any of the pages in their exercise books.
9. Felt tip pens and gel pens should not be used in any exercise books. Colouring pencils only should be used to colour in. If felt tips are to be used, pupils can do this on a sheet of paper which can then be trimmed and stuck in books.
10. Drawings or diagrams must be done in pencil and straight lines drawn with a ruler unless it is intended to be a rough sketch.