



Handwriting and Presentation Policy

September 2026

Aims:

- To know the importance of clear and neat presentation in order to communicate meaning effectively.
- To write legibly in with increasing fluency and speed by.
- Having a correct pencil grip.
- Knowing the size and orientation of letters.
- Forming all letters correctly.
- Knowing which letters join and which are break letters.

Letter formation

When children enter school in Reception, they are taught letter formation according to the Little Wandle scheme (as of September 2022) and this teaching continues in Year 1.

Teaching time

Throughout EYFS and KS1 it is recommended that children have regular handwriting practise. At Escrick C of E Primary School, handwriting will be timetabled numerous times weekly, in short sessions, dependent on pupil age. This is reinforced through Little Wandle sessions when children write letters and sounds in the lower school. Children who find handwriting difficult will be targeted for regular intervention and additional practise.

Progression

EYFS – children are taught pencil grip, letter formation and motor skills according to the EYFS goals and Little Wandle coverage. (Appendix A)

Year 1 – consolidation of individual letter formation, by writing these as digraphs, trigraphs and words, following the Little Wandle teaching sequence. By Year 1, most children should be secure forming individual letters. However, some may still need small group support. The formation of all capital letters and numbers should be taught in Year 1.

Year 2 – Letter formation should now be secure. Joined handwriting will then be taught. We refer to Penpals Scope and Sequence (as of September 2022) using progressive objectives from Year 2 upwards. As the children in upper key stage 2 have not been taught this scheme previously, and due to large intake of pupils from outside catchment in recent times, KS2 teachers may choose to teach objectives for younger year groups at their own discretion.

Year 3 – Year 6 - children should continue to use joined writing but a number of children may need additional practise. This should follow the same progression as above:

1. Correct pencil grip
2. Correct letter formation
3. Capitals and small letters correct size and orientation
4. Joins progression – see Appendix B for Scope and Sequence

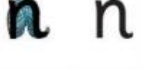
Presentation of work

- All work will have an LI/title or objective at the top. (This may be stuck in or written by the child/teacher, depending on age/ability).
- All work will be dated with the short date.
- Where possible, children should underline the title and date with a ruler.
- Writing should sit on the line and be an appropriate size.

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- Children will write in pencil or black pen.
- Children will use purple pen to edit/redraft or make corrections to their work.

Appendix A – Little Wandle letters and sounds formation phrases

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 s		Show your teeth and let the s hiss out ssssss	Under the snake's chin, slide down and round to tail.
 a		Open your mouth wide and make the a sound at the back of your mouth aaa	Around the astronaut's helmet and down into space.
 t		Open your lips, put the tip of your tongue behind your teeth and press ttt	From the tiger's nose to its tail, then follow the stripe across the tiger.
 p		Bring your lips together, push them open and say p p p	Down the penguin's back, up and around its head.
 i		Pull your lips back and make the i sound at the back of your mouth iii	Down the iguana's body, then draw a dot (on the left) at the top.
 n		Open your lips a bit, put your tongue behind your teeth and make the naaaa sound naaaa	Down the stick, up and over the net.
 m		Put your lips together and make the mmmmm sound mmmmmm	Down, up and over the mouse's ears, then add a flick on the nose.

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 d		Put your tongue to the top and front of your mouth and make a quick d sound d d d	Round the duck's body, up to its head and down to its feet.
 g		Give me a big smile that shows your teeth, press the middle of your tongue to the top and back of your mouth, push your tongue down and forward to make the g sound g g g	Round the goat's face, up to its ear, down and curl under its chin.
 o		Make your mouth into round shape and say ooo	All around the octopus.
 c		Open your mouth into a little smile, make your tongue flat and move it up towards the top of your mouth to say c c c	Curl around the cat.
 k		Open your mouth into a little smile, make your tongue flat and move it up towards the top of your mouth to say k k k	Down the kite, up and across, back and down to the corner.
 ck		Open your mouth into a little smile, make your tongue flat and move it up towards the top of your mouth to say c c c	c Curl round the heel of the sock. k Draw the sock, up and across, back and down and to the corner. Catchphrase: Rock that sock!
 e		Open your mouth wide and say eee	Around the elephant's eye and down its trunk.

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 j		Pucker your lips and show your teeth as you say j j j	All the way down the jellyfish. Dot on its head.
 v		Put your teeth against your bottom lip and make a buzzing vvvvv sound	Down to the bottom of the volcano and back up to the top.
 w		Pucker your lips and keep them small as you say w w w	From the top of the wave to the bottom, up the wave, down the wave, then up again.
 x		Mouth open, then push the xx sound through as you close your mouth xx xx xx (as in x)	Start at the top, then across to the bottom of the box. Start at the top, then across to the bottom of the box.
 y		Smile, tongue to the top of your mouth, say y without opening your mouth y y y	Down and round the yo-yo, then follow the string round.
 z		Show me your teeth and buzz the z sound zzzzz	Zip across, zig down and across the zebra.

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 u		Open your mouth wide and say u u u	Down and around the umbrella, stop at the top and down to the bottom and flick.
 r		Show me your teeth to make a rrrrr sound rrrrr	From the cloud to the ground, up the arch and over the rainbow.
 h		Open your mouth and breathe out sharply h h h	Down, up and over the helicopter.
 b		Put your lips together and say b as you open them b b b	Down bear's back, up and round his big tummy.
 f		Open your lips a little, put your teeth on your bottom lip and push the air out to make the sound fffff	Down the flamingo's neck, all the way to its feet, then across its wings.
 l		Open your mouth a little, put your tongue up to the top of your mouth, behind your teeth, and press lllll	All the way down the lollipop.

Appendix A (Continued) Little Wandle Capital letter formation

Letter formation: Capital letters

Use this document to ensure correct letter formation when you are teaching children to form capital letters.

Letter	Capital letter formation phrase
A	From the top, diagonally down to the left, up to the top, diagonally down to the right. Lift up and across.
B	From the top, down, back to the top. Round to the middle, round to the bottom.
C	From the top, curl around to the left to sit on the line.
D	From the top, down, back to the top. Curve right, down to the bottom.
E	From the top, down, back to the top. Across, back. Lift up and across the middle. Lift up and across the bottom line.
F	From the top, down, back to the top. Across, back. Lift up and across the middle.
G	From the top, curl around to the line, carry on up, then straight down. Lift up and across.
H	From the top and down. Space. From the top and down. Lift up and join the lines across the middle.
I	From the top to the bottom and stop.
J	From the top, all the way down, then short curl to the left.
K	From the top, down, up to the middle. Diagonally up, back and diagonally down to the line.
L	From the top, down and across the line.
M	From the top, down, back to the top. Diagonally down, diagonally up. Straight down to the line.
N	From the top, down, back to the top. Diagonally down, then straight up to the top.
O	From the top – all around the o.
P	From the top, down then back up. Curve right to halfway down.
Q	From the top – all around the o. Lift off. Short line diagonally down.
R	From the top, down, then back up. Curve right to halfway down. Diagonally down to the line.
S	From the top, under the snake's chin, slide down and round its tail.
T	From the top, down and stop. Lift up and from the left, make a line across the top.
U	From the top, down and curve right, then straight up to the top.
V	From the top diagonally right to the bottom, then diagonally up to the top.
W	From the top diagonally right to the bottom, diagonally up to the top, diagonally down to the line, then diagonally up again.
X	From the top, diagonally right to the bottom. Space. Start at the top, then diagonally left to the bottom.
Y	From the top diagonally right to the middle. Space. From the top diagonally left to the middle. Straight down to the bottom.
Z	From the top go across, diagonally down to the left and across the bottom.

Appendix B Scope and Sequence attached at the back of this policy