



St. Leonard's Church of England Primary School

Handwriting Policy

Date written:	July 2024
Policy written by:	Becky Filder
Ratified by Governors	
Date of next review:	July 2026

This policy is to be read in conjunction with our Early Reading Policy, English Policy and Marking and Feedback Policy.

In Jesus' Footsteps, we will grow in grace and knowledge.



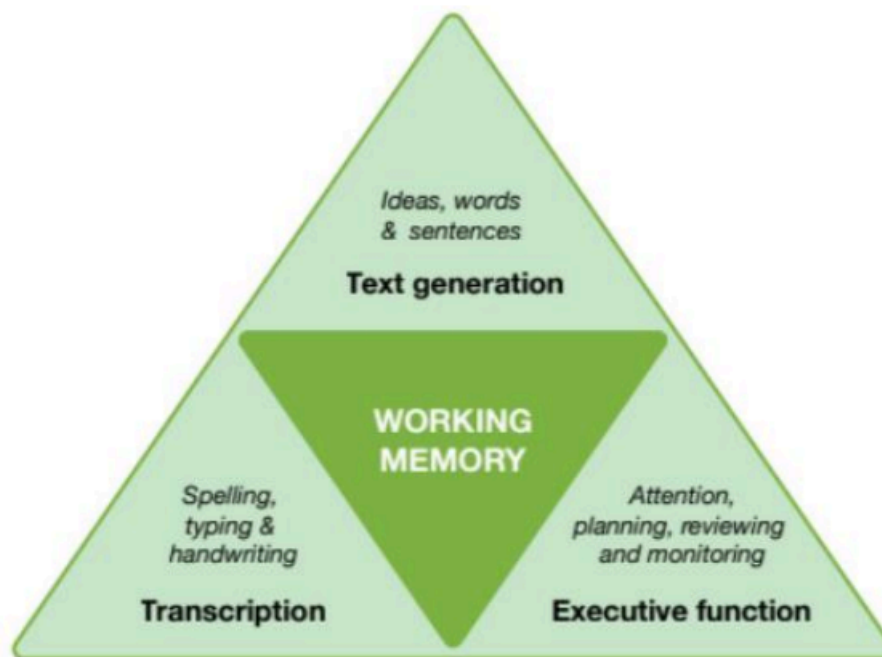
Introduction

"Handwriting is a tool that has to work. It must be comfortable, fast and legible."
(Angela Webb, Chair, National Handwriting Association)

Children must be able to write with ease, speed and legibility. If they have difficulty, this will inhibit the quality and quantity of their work. It is important that the child's handwriting becomes a skill that requires little conscious effort, so that creative and physical energy can be focused on the content of writing, rather than upon the act. (See the Working Memory model below)

St Leonard's handwriting style uses a cursive style **without 'lead in' strokes** with the Collins Happy Handwriting progression of lesson objectives at the core. We teach letters with exit strokes from the start, leading to efficient joined handwriting. The key advantages of this approach are:

- a simple, modern cursive font with exit strokes from the very start, to prepare for fluent joined handwriting
- a view of handwriting as 'language by hand' and recognition that efficient, automatic letter generation contributes to the quality of what students write
- teaching the correct letter movement for each letter right from the start develops a 'hand habit' for joined handwriting
- the planned, cumulative programme of skills teaching involves regular review and assessment, so that teaching can be adjusted to meet student needs
- teaching letter names and alphabetical order enables our students to discuss lowercase and capital letters, as well as spelling
- handwriting teaching includes a focus on developing fluency, speed and legibility
- as students develop as hand writers they learn to make choices about aspects of handwriting, tools, style and proofreading.



Disabilities & Equalities Statement

All children are given full access to the National Curriculum. Staff will endeavour to ensure that all children reach their potential, irrespective of race, gender, age, home-background or ability.

Aims

We aim for children to:

- Experience continuity, coherence and progression in the handwriting teaching across the school
- Achieve a neat, legible style with correctly formed letters in an efficient handwriting style
- Develop flow and speed to aid expressing themselves creatively and imaginatively across the curriculum and for a range of purposes
- Automatically use clearly formed and joined handwriting in all of their writing
- Choose when to emphasise different aspects of handwriting such as neatness and speed relative to the writing task
- Use their skills with confidence, in real life situations

Pre writing stage

Before you start – is the child ready to learn to write?

Before handwriting is taught, it is important to check their readiness. Can the child sit up in their chair? Do they have sufficient shoulder stability? Can they hold a pencil? Have they had experiences with colouring and drawing? Can they recognise their letters?

Pre-writing activities at St. Leonard's:

- Messy play is a great way to help with hand awareness. We do this through: Sand, shaving foam and finger paint, mud kitchen
- Playdough
- Finger songs to improve the fine motor skills of younger children.
- Construction toys, such as Duplo, Sticklebrix and Popoids,
- Scissors and craft
- A wide range of pretend play toys, e.g. doctor sets, dolls houses, trucks and cars, which encourage fine motor skills.

In Reception, the order of teaching the lower-case letter formation follows the Little Wandle phonics programme. As phonemes are introduced, children are taught the corresponding graphemes. Teachers will teach the 'Little Wandle' formation phrases and also make connections between letter families. Teachers will have very high expectations of accurate letter formation.

'Curly Caterpillar' letters:

c a d g q o s f e



'One-armed robot' letters:

r n m p b h k



'Long ladder' letters:

i l t u j y



'Zig-zag' letters:

v w z x



Progression

St Leonards prioritises the introduction of the correct movements to form lower case letters (letter formation), followed by their capital formations (Appendix 1). The letters are introduced in order of letter movement families, based on the formation of the letters (Appendix 2), so that students at St Leonards learn correct letter movements of the letters they have encountered in their Little Wandle phonics programme.

The dot is the starting point and each arrow represents a directional stroke. There is a memory phrase to reinforce this movement, set out in Appendix 1. The relative height of letters is the next priority after correct movement.

Five main joins are introduced in the Summer term of Year 1 (ai wh wa ad ch)

All students learn other joins throughout Year 2. The main handwriting joins are set out below.

In KS2 we teach students to use handwriting joins automatically and to space and place punctuation and capital letters properly. Handwriting lessons use a spelling and proofreading focus to study aspects of handwriting which can be used flexibly across the curriculum. As students go through UKS2 they develop their evaluation of their own writing.

Capital Letters

Children are taught that capital letters start from the top – that is, from just below the upper writing line. When writing a whole word which requires a capital letter at the beginning, a small space is left after the capital letter and the next letter starts on the line. All upper-case letters are simple print letter shapes which do not join other letters.

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

Cursive letter families - Y2 onwards

Curly letters
c q o a d

Over the hill
r h n m b p

Loopy letters
g f y k e j

Zig zags
v w x z

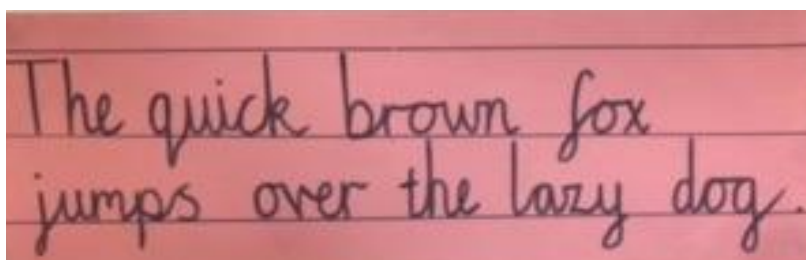
Straight leg

i l t u

In-word joins and exit flicks

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

St Leonard's handwriting style uses a cursive style **without 'lead in' strokes**



Long term progression

Nursery Pupils will be introduced to:	Reception Pupils will be introduced to:	Year 1 Pupils will be taught to:	Year 2 Pupils will be taught to:
<p>A range of mark making media Activities to develop pre writing shapes Visualising and matching pre-writing shapes Copy pre writing shapes independently Draw shapes independently</p>	<p>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 correct place Form capital letters Form digits 0-9 Spaces being used between words Writing on the line</p>	<p>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 correct place Form capital letters Form digits 0-9 Understand which letters belong to which handwriting 'families' and to practise these Define ascenders and descenders</p>	<p>To form lower case letters of the correct size relative to one another 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 reflect the size of the letters Start using some of the horizontal strokes needed to join letters</p>
Year 3 Pupils will be taught to:	Year 4 Pupils will be taught to:	Year 5 Pupils will be taught to:	Year 6 Pupils will be taught to:
<p>Use some of the horizontal strokes needed to join letters</p> <p>Increase the legibility, consistency and quality of handwriting Eg downstrokes parallel and equidistant.</p>	<p>Use some of the horizontal strokes needed to join letters</p> <p>Increase the legibility, consistency and quality of handwriting Eg downstrokes parallel and equidistant.</p>	<p>Choosing which shape of a letter to use when giving choices</p> <p>Choosing the writing implement best suited to the task</p> <p>Further develop formation, placing and spacing of punctuation (commas, appropriate to the size and spacing of handwriting lettering</p>	<p>Choosing which shape of a letter to use when giving choices</p> <p>Choosing the writing implement best suited to the task</p> <p>Further develop placing and spacing of punctuation (Eg brackets, dashes, semicolons) appropriate to the size and spacing of handwriting lettering</p>

The Correct Pen/Pencil Grip

Children should use the tripod pencil grip which will allow the pencil to be held securely whilst allowing controlled movement. This consists of:

- gripping the pencil with your index finger and thumb with the tip pointing away
- using the middle finger to support the underside of the pencil

Book Orientation

For right-handed children, the book/paper should be tilted slightly towards the left hand. For left-handed pupils, the book/paper should be tilted slightly towards the right hand (ensure children are sat so that left handed children are not bumping hands with right-handed children and vice versa).

Inclusion

Children who may find their presentation is limited by problems with fine motor skills, including left-handed children and children with additional needs may be given 1:1 or small group tuition to allow them to reach their full potential. Some children may need a modified handwriting style to support their needs. Occasionally, a child may need to record work in an alternative way than handwriting.

Left Handed Pupils

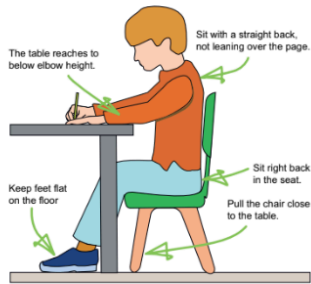
Left-handed pupils may find it challenging to follow a right-handed teacher (and vice-versa). Best practice will see a teacher demonstrating left-handed children individually or in a group setting as per the needs of the child. It is important that teachers are aware who their left-handed children are to ensure that the correct provision is put in place. This should include:

- Children to sit on the left of a right-handed child so that they are not competing for space.
- Children should hold the pencil further away from the tip to ensure that the line of sight is not interrupted.
- Children should be given additional opportunities to practise left to right exercises if required.

Their books may also be presented differently i.e. in History, Geography and Science, left hand positioning of knowledge notes on a page to ensure they are not hindering access to essential knowledge.

Right handed children

How to sit correctly to be comfortable for handwriting.

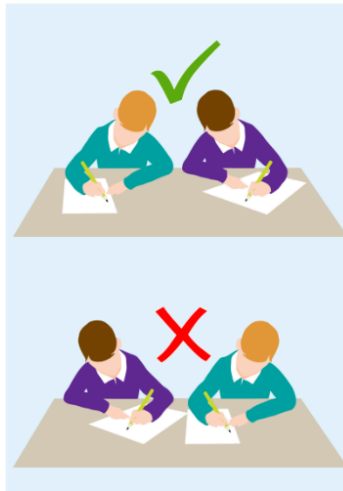


How to hold and position the paper.



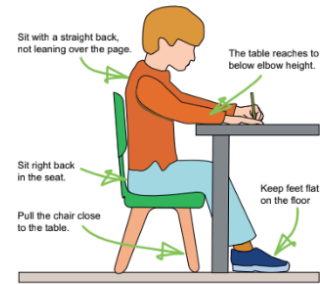
Sitting position

Sit left-handed children to the left of their partner so they have plenty of room to write.



Left handed children

How to sit correctly to be comfortable for handwriting.



How to hold and position the paper.



Policy Success Criteria

We know St. Leonard's Primary School's Handwriting and Presentation Policy is effective if:

- A scrutiny of work confirms the appropriate development in handwriting skills
- Specific difficulties are addressed in the marking of handwriting tasks
- Specific provision is made for the needs of all learners
- A scrutiny of work confirms that the presentation protocol is adhered to

Sequence of Learning for the Teaching of Handwriting















Teaching and learning will follow the Collins Happy Handwriting sequence but be adapted to suit the needs of the children in the class and following our bespoke handwriting style.

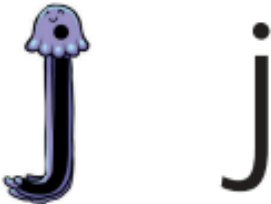











	Autumn 1 (6 weeks, 4 days)	Autumn 2 (7 weeks, 3 days)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1	Summer 2
Year 1	Unit 1: c a d Unit 2: g o q Unit 3: e s f Unit 4: Curly Caterpillar capitals Unit 5: i l t	Unit 6: u y Unit 7: j k Unit 8: Long Ladder capitals Unit 9: r n m Unit 10: h b p	Unit 11: Robot capitals Unit 12: v w Unit 13: x z Unit 14: Zigzag capitals Unit 15: Digits	Unit 16: sh th Unit 17: ck, qu Unit 18: ll, ss, zz, ff Unit 19: Practising ai Unit 20: Joining ai	Unit 21: Practising ch Unit 22: Joining ch Unit 23: Practising wa Unit 24: Joining wa Unit 25: Practising wh	Unit 26: Joining wh Unit 27: Practising ad Unit 28: Joining ad Unit 29: Mixed capitals and lower case letters Unit 30: Self-Assessment.
Year 2	Unit 1: ai ay Unit 2: ie, ue, ae Unit 3: ir, ar, ur Unit 4: ch, th Unit 5: al, all, alk	Unit 6: oa, ow, out Unit 7: we, oe, ve Unit 8: wh, oh Unit 9: Numbers 0-10 Unit 10: Capital Letters	Unit 11: ice, ace, ce Unit 12: ea, ad Unit 13: dg, ng Unit 14: igh, ing Unit 15: ee, ea, ey	Unit 16: oo, oa Unit 17: wa, wo, vi Unit 18: au, aw, or Unit 19: Reviewing the main joins	Unit 20: air, ear, our Unit 21: ily, ely, kly Unit 22: Joins with f and t Unit 23: ui, aw, ip Unit 24: ck, el, il	Unit 25: on, op, wi Unit 26: oll, ob, ot Unit 27: ag, dd, ug Unit 28: oc, og, va Unit 29: Unjoined letters + Self-Assessment
Year 3	Unit 1: Writing	Unit 6: Diagonal joins	Unit 11: Horizontal	Unit 16: Break letters	Unit 21: Joining to	Unit 26: Joins to and

	<p>ascenders accurately</p> <p>Unit 2: Writing descenders accurately</p> <p>Unit 3: Diagonal joins to short letters</p> <p>Unit 4: Joining to and from i</p> <p>Unit 5: Joining from e</p>	<p>to tall letters</p> <p>Unit 7: Joining to y</p> <p>Unit 8: Joining to r</p> <p>Unit 9: Punctuation</p> <p>Unit 10: Self-Assessment</p>	<p>joins to short letters</p> <p>Unit 12: Horizontal joins to tall letters</p> <p>Unit 13: Spacing question marks</p> <p>Unit 14: Joining to and from k</p> <p>Unit 15: Joining and spacing y</p>	<p>b g p j</p> <p>Unit 17: Joining to and from f</p> <p>Unit 18: Alphabetical order</p> <p>Unit 19: Capitals in sentences</p> <p>Unit 20: Self-Assessment</p>	<p>and from t</p> <p>Unit 22: Double letters</p> <p>Unit 23: Diagonal joins to round letters</p> <p>Unit 24: Revising break letters b x y z s</p> <p>Unit 25: Horizontal joins to round letters</p>	<p>from o</p> <p>Unit 27: Proofreading capitals</p> <p>Unit 28: Joining to and from w and v</p> <p>Unit 29: Numbers</p> <p>Unit 30: Self-assessment</p>
Year 4	<p>Unit 1: Parallel ascenders</p> <p>Unit 2: Parallel descenders</p> <p>Unit 3: Diagonal joins to and from e</p> <p>Unit 4: Diagonal joins to short letters</p> <p>Unit 5: Joining m and n</p>	<p>Unit 6: Diagonal joins to tall letters</p> <p>Unit 7: Double letters</p> <p>Unit 8: Writing quickly</p> <p>Unit 9: Exclamation marks and speech marks</p> <p>Unit 10: Self-Assessment</p>	<p>Unit 11: Horizontal joins to e</p> <p>Unit 12: Joining from r</p> <p>Unit 13: Horizontal joins</p> <p>Unit 14: Horizontal joins to tall letters</p> <p>Unit 15: Joins to round letters</p>	<p>Unit 16: Break letters</p> <p>Unit 17: Capital letters and apostrophes</p> <p>Unit 18: Joining and spacing y</p> <p>Unit 19: Alphabetical order</p> <p>Unit 20: Self-Assessment</p>	<p>Unit 21: Printing</p> <p>Unit 22: Numbers, days and month names</p> <p>Unit 23: Consistent joins and spaces</p> <p>Unit 24: Writing with speed and accuracy</p> <p>Unit 25: Possessive apostrophe for plural words</p>	<p>Unit 26: Prefixes dis- and mis-</p> <p>Unit 27: Proofreading capital letters</p> <p>Unit 28: Ordinal numbers</p> <p>Unit 29: Presentation</p> <p>Unit 30: Self-Assessment</p>
Year 5	<p>Unit 1: Writing quickly and neatly</p> <p>Unit 2: Joining to and</p>	<p>Unit 6: Placing and spacing punctuation in sentences</p>	<p>Unit 11: Joining to and from t</p>	<p>Unit 16: Placing and spacing commas and bullet points</p>	<p>Unit 21: Writing quickly and neatly</p>	<p>Unit 26: Placing and spacing speech marks</p>

	<p>from an e Unit 3: Joining to and from an r</p> <p>Unit 4: Key diagonal joins</p> <p>Unit 5: Ascenders and descenders</p>	<p>Unit 7: Writing quickly</p> <p>Unit 8: Writing neatly</p> <p>Unit 9: Copying and timing</p> <p>Unit 10: Self assessment</p>	<p>Unit 12: Joining to and from f</p> <p>Unit 13: Key horizontal joins</p> <p>Unit 14: Loopy letters j g y f</p> <p>Unit 15: Getting the height right</p>	<p>Unit 17: Placing and spacing direct speech</p> <p>Unit 18: Placing and spacing apostrophes</p> <p>Unit 19: Copying and timing</p> <p>Unit 20: Self assessment</p>	<p>Unit 22: Joining to and from k</p> <p>Unit 23: Key joins to round letters</p> <p>Unit 24: Getting the height right</p> <p>Unit 25: Printing and labelling</p>	<p>Unit 27: Writing quickly and neatly</p> <p>Unit 28: Spacing in lists</p> <p>Unit 29: Revising key joins</p> <p>Unit 30: Self assessment</p>
Year 6	<p>Unit 1: Writing quickly and writing neatly</p> <p>Unit 2: Developing my own handwriting style and writing f</p> <p>Unit 3: Joining to and from r</p> <p>Unit 4: Slanting key joins: diagonal joins</p> <p>Unit 5: Keeping ascenders and descenders parallel</p>	<p>Unit 6: Placing and spacing punctuation: sentence types</p> <p>Unit 7: Writing quickly: words per minute</p> <p>Unit 8: Writing neatly: a formal message</p> <p>Unit 9: Writing brief notes about an event</p> <p>Unit 10: Self-Assessment</p>	<p>Unit 11: Spacing key joins: horizontal joins</p> <p>Unit 12: Joining and breaking for descenders</p> <p>Unit 13: Writing words with qu</p> <p>Unit 14: Placing and spacing punctuation: apostrophes in contractions</p> <p>Unit 15: Getting the height right: Capital letters</p>	<p>Unit 16: Placing and spacing punctuation: commas and semicolons</p> <p>Unit 17: Writing quickly: making notes</p> <p>Unit 18: Writing neatly and printing</p> <p>Unit 19: Alphabetical order: advanced</p> <p>Unit 20: Self-Assessment</p>	<p>Unit 21: Spacing key joins: practising spacing and using compound words</p> <p>Unit 22: Slanting your writing</p> <p>Unit 23: Revising key joins: joins to round letters</p> <p>Unit 24: Spacing tricky joins</p> <p>Unit 25: Proofreading and paragraphing</p>	<p>Unit 26: Placing and spacing punctuation: commas, brackets and dashes</p> <p>Unit 27: Writing quickly: instructions</p> <p>Unit 28: Writing neatly</p> <p>Unit 29: Proofreading, editing and improving</p> <p>Unit 30: Self-Assessment</p>

Appendix 1: Letter formation phrases linked to Little Wandle

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 S	 snake	Show your teeth and let the s hiss out ssssss	Down the snake from head to tail.
 a	 astronaut	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	 tiger	Open your lips; put the tip of your tongue behind your teeth and press ttt	Down the tiger and across its neck.
 p	 penguin	Bring your lips together, push them open and say ppp	Down the penguin's back, up and around its head.
 i	 iguana	Pull your lips back and make the i sound at the back of your mouth iii	Down the iguana and dot the leaf.
 n	 net	Open your lips a bit, put your tongue behind your teeth and make the nnnnn sound nnnnn	Down, up and over the net.
 m	 mouse	Put your lips together and make the mmmmm sound mmmmm	Down, up and over the mouse's ears.

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
	 jellyfish	Pucker your lips and show your teeth use your tongue as you say j j j	Down the jellyfish and dot its head.
	 volcano	Put your teeth against your bottom lip and make a buzzing vvvvv vvvvv	Down to the bottom of the volcano and back up to the top.
	 wave	Pucker your lips and keep them small as you say w w	Down and up and down and up the waves.
	 box	Mouth open, then push the cs/x sound through as you close your mouth cs cs cs (x x x)	From the top, across the box to the bottom. From the top again across the box to the bottom.
	 yo-yo	Smile, tongue to the top of your mouth, say y without opening your mouth yyy	Down, around the yo-yo and curl round the string.
	 zebra	Show me your teeth and buzz the z sound zzzzz zzzzz	Across the top of the zebra's head, zig-zag down its neck and along.

How to write 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.

Handwriting Glossary

- Ascender: part of the letter that goes above the main body (t is shorter than others)
 - Automaticity: the ability to automatically and accurately form letters through motor planning requiring little to no effort.
 - Base Line: the line the body of a short letter sits on
 - Bottom line: line in guidelines that descenders go down to
 - Capital letter: the term used in Happy Handwriting for upper case letter, as in the National Curriculum
 - Capital height: the height of capital letters is slightly shorter than most tall letters.
 - Cross bar: the stroke going across a t
 - Descender: part of the letter that goes below the base line
 - Exit Stroke or Flick: Letters that finish on the baseline may have a final flick in the forwards direction, which can become a join
 - Fluency: the ability to access, retrieve, and form letters reliably without hesitation
 - Guideline grid: the lines used for handwriting: top, middle, bottom, and descender space
 - Diagonal join: join from the bottom of a letter to the top or side of the next letter
 - Horizontal join: join from the top of a letter to the top or side of the next letter
 - Join: the writing movement between one letter and the next.
 - Joins to round (anti-clockwise) letters: these demand that the writer goes round the anti-clockwise curve then comes sharply back. (for example: ad)
 - Line quality: the smoothness, darkness, and thickness of the pen or pencil line; good line quality is achieved by holding the pencil correctly, using a sharp pencil, and not pressing too hard when writing
 - Lower Case Letter: the term used in Happy Handwriting for small letters, as in the National Curriculum
 - Margin: the space around the written material on a page
 - Memory Phrase: a form of words to help remember lower case letter formation (a mnemonic).
 - Round Letters: the round part of the letter body, where there is an anti-clockwise curve
 - Short Letters (or X-height letters): the height of the body of the letter
 - Short letter line (or X height line): line the body of short letters goes up to
 - Slant: the amount or degree that a letter leans
- Handwriting but older children may slant their writing to experiment with style
- Spacing: the distance between letters, words, and sentences and between lines
 - Starting Dot: always start the letter at this point to facilitate good movement
 - Tall letter: a letter with ascender that touches (since all letters touch the base line) the top line, such as b, d, f, h, k, l,
 - T height: the height of the letter t is shorter than other tall letters
 - Uppercase letter: a "capital" letter
 - Top line: the line at the top of the writing guidelines, which the tall letters (ascenders) reach

Appendix 2: Key Handwriting Theory:

Handwriting is a very complex task.

Moving a pencil to make letters is primarily a motor skill. However, recognising letters is a visual and memory skill. Knowing letter names and sounds relies on hearing, memory and language. Writing words and sentences requires the ability to combine all of these skills.

At its core, writing letters correctly on the page is a motor skill. It requires pencil control, knowledge of the formation pattern and the ability to visually perceive distances. Motor skills require practice to become proficient.

Handwriting is learnt

Handwriting is not a skill that humans are innately born to do. Walking, we naturally learn. General fine motor skills are learnt through play. Anyone who has watched two and three years-olds play know that they are forever repeating skills. They open, close, fill, empty and constantly explore with their hands. This repetition improves their skills.

When toddlers pick up a crayon they explore. It then becomes more refined. They draw shapes, they draw people and they draw things. Then, they are taught to write their name.

Handwriting should be taught

The new policy guidance from the National Handwriting Association [NHA] (2019 p. 31) recommends that 'handwriting skills need to be taught both as a timetabled discrete subject and through ongoing reinforcement of skills in everyday written language activities.' They suggest that lessons should be focussed, short and at regular intervals, but will be influenced by the age of the children and the class profile. A daily session of ten minutes is recommended for young children learning letter formations. For older children, three sessions of 15 – 20 minutes per week may work better.

Early on, there should be a strong focus on letter formations. Sassoon (1995) highlighted that 'unless the correct point of entry and direction of stroke for each letter is taught, understood and used from the start, it is progressively difficult to alter the wrong movement pattern that is practised and becomes habitual.'

Incorrect formation patterns can make handwriting illegible. They can slow a child down as they won't automatically finish a letter on the right side to start the next. It also makes progressing to joined-up writing more difficult. So, it makes sense to teach correct formations right from the start.

