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Handwriting Guidelines





























Belmont Primary School – Handwriting Guidelines (Reviewed November 2023 – Next review date November 2025)

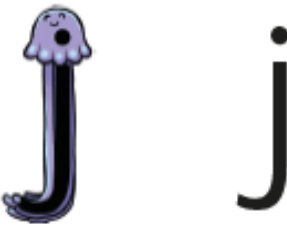











As per Ofsted guidance, pupils in the early stages of reading and writing need to be able to form all letters correctly and consistently before joined-up handwriting is considered. Therefore, pupils in the early stages of reading and writing at Belmont are taught non-cursive letter formation, using the letter formation guidance provided by the Little Wandle Revised Letters and Sounds Phonics and Reading scheme.













As well as providing details of how each phoneme should be pronounced, the grapheme information sheets describe how each individual letter should be formed when writing them. Details of the non-cursive formation of all letters in the alphabet, including capital letters, are contained in the following pages. Once pupils have consistently and successfully shown the ability to form letters in this way, they will be ready to begin learning cursive letter formation.

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 	 snake	Show your teeth and and let the s hiss out sssss sssss	Under the snake's chin, slide down and round its tail.
 	 astronaut	Open your mouth wide and make the 'a' sound at the back of your mouth a a a	Around the astronaut's helmet, and down into space.
 	 tiger	Open your lips; put the tip of your tongue behind your teeth and press t t t	From the tiger's nose to its tail, then follow the stripe across the tiger.
 	 penguin	Bring your lips together and push them open and say p p p	Down the penguin's back, up and round its head.
 	 iguana	pull your lips back and make the 'i' sound at the back of your mouth i i i	Down the Iguana's body, then draw a dot [on the leaf] at the top.
 	 net	Open your lips a bit, put your tongue behind your teeth and make the nnnnn sound nnnnn	Down the stick, up and over the net.
 	 mouse	Put your lips together and make the mmmmm sound mmmmm	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	 duck	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	 goat	Give me a big smile that shows your teeth. Press the middle of your tongue to the top and back of your mouth and push your tongue down and forward to make the sound g g g	Round the goat's face, up to his ear; down and curl under his chin.
 o	 octopus	Make your mouth into round shape and say o o o	All around the octopus.
 c	 cat	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	 kite	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	 sock	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 Down the sock, up and round, back and down and to the corner. Catchphrase: Rock that sock!
 e	 elephant	Open your mouth wide and say e e e	Around the elephant's eye and down its trunk.

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 u	 umbrella	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	 rainbow	Show me your teeth to make a rrrr sound rrrr rrrr	From the cloud to the ground, up the arch and over the rainbow.
 h	 helicopter	Open your mouth and breathe out sharply h h h	Down, up and over the helicopter
 b	 bear	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	 flamingo	Open your lips a little, put your teeth on your bottom lip and push the air out to make the sound fffff fffff	Down the flamingo's neck, all the way to its foot, then across its wings.
 l	 lollipop	Open your mouth a little, put your tongue up to the top of your mouth behind your teeth and press lll lll	All the way down the lollipop.

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	All the way down the jellyfish. Dot on its head.
	 volcano	Put your teeth against your bottom lip and make a buzzing vvvv vvvv	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 w	From the top of the wave to the bottom, up the wave, down the wave, then up again.
	 box	Mouth open then push the cs/x sound through as you close your mouth cs cs cs (x x 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.
	 yo-yo	Smile, tongue to the top of your mouth, say y without opening your mouth	Down and round the yo-yo, then follow the string round.
	 zebra	Show me your teeth and buzz the z sound zzz zzz zzz zzz	Zip across, zag down and across the zebra.

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase Catchphrase
 qu qu	 queen	Pucker your mouth, then open it as you say qu qu qu	Round the queen's face, up to her crown, down her robe with a flick at the end. qu Quick, it's the queen!
 th th	 thumb	Voiced: Tongue on your teeth, teeth almost closed to make a 'buzzing' th th th Unvoiced: Tongue on your teeth push the air out th th th	th Thumbs up, we're having fun.
 sh sh	 shells	Show me your teeth and push the air out shshshshsh shshshshsh	sh Share the shells.
 ch ch	 cherries	Pucker your lips and show your teeth. Use your tongue as you say ch ch ch	ch Chew the cherries, children.
 ng ng	 ring	Open your mouth a bit and then use your tongue at the back of your mouth to say ng ng ng	ng Bling on a ring.
 nk nk	 pink panda	Open your mouth a bit and then use your tongue at the back of your mouth to say ngk ngk ngk	nk I think I am pink.

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. Down to the line, across. Lift up and across the middle.
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 (halfway), 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 halfway right. Space. Start at the top, then diagonally left to the bottom.
Z	From the top go across, diagonally down to the left and across the bottom.



Belmont Primary School – Cursive Handwriting Guidelines and Script

Our aim at Belmont is to provide all pupils with the skills necessary for achieving legible handwriting. Pupils need to be made aware of the way in which letters are correctly formed.

Shown below is the cursive handwriting script adopted by our school. Please encourage and support your child to write the letters as shown, in all their work. The script is used once pupils have successfully mastered non-cursive letter formation, as described at the beginning of these guidelines. It is also important that you support your child's knowledge of upper case (capital) and lower case letters and help them to form them in the correct place. Please support your child to understand the difference between upper and lower case letters, looking at sizing and where they sit on the line.

Lower and upper case (full alphabet)

Aa Bb Cc Dd Ee Ff

Gg Hh Ii Jj Kk Ll

Mm Nn Oo Pp Qq

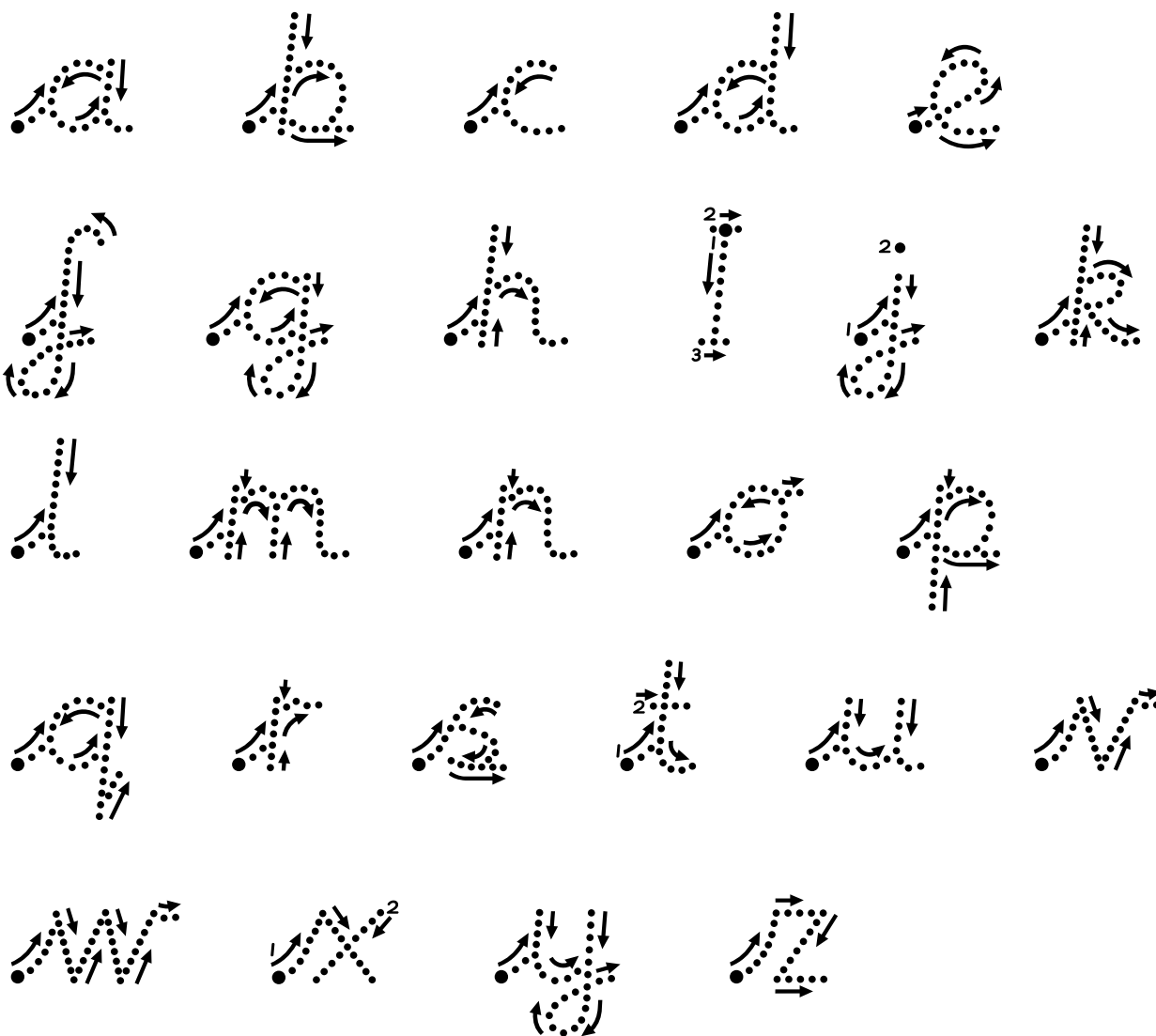
Rr Ss Tt Uu Vv Ww

Xx Yy Zz

Correct letter formation

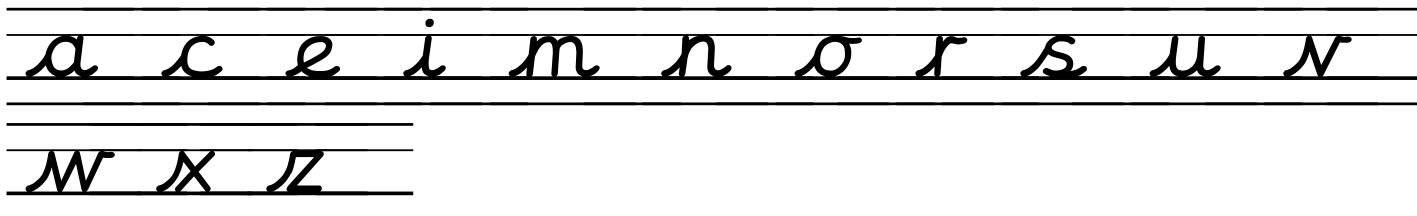
When children start to learn how to write their letters it is important that you support the correct letter formation. Children need to start and finish the letters in the correct place, as this will then help them when they start to join up their handwriting later on in school.

Please look carefully at the letter formation below, showing where to start writing the letter and in which direction the pencil should move. If you are unsure at any stage about the correct formation of letters then please speak to your child's class teacher.



When writing the letters the children also need to know the difference between ascenders and descenders.

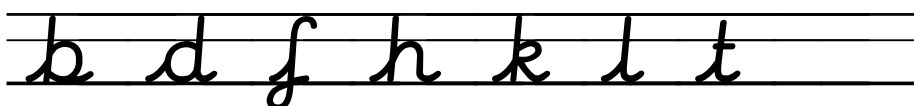
Ordinary letters



Letters with ascenders (tall letters)

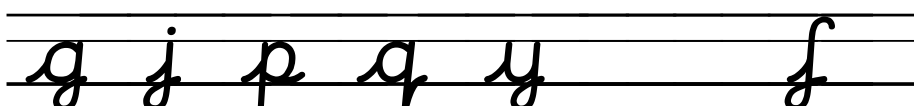
These are much taller than ordinary letters.

The letter **t** is slightly shorter than the other tall letters.



Letters with descenders (letters with tails)

These are much deeper than ordinary letters.



The letter **f** has an ascender and a descender.

Break letter and joined up handwriting

The children will move to joining up their handwriting, when they are ready, from Year 1 onwards. Letters are joined as shown in the following words.

A break is only needed after the letter *X*

- A capital letter is never joined to another letter
- We make a join to and from a *Z*
- We loop *f*, *g*, *j* and *y* letters
- The letter *f* is joined on the line from the loop
- The letter *t* is joined from the tail end (children cross after finishing the word)

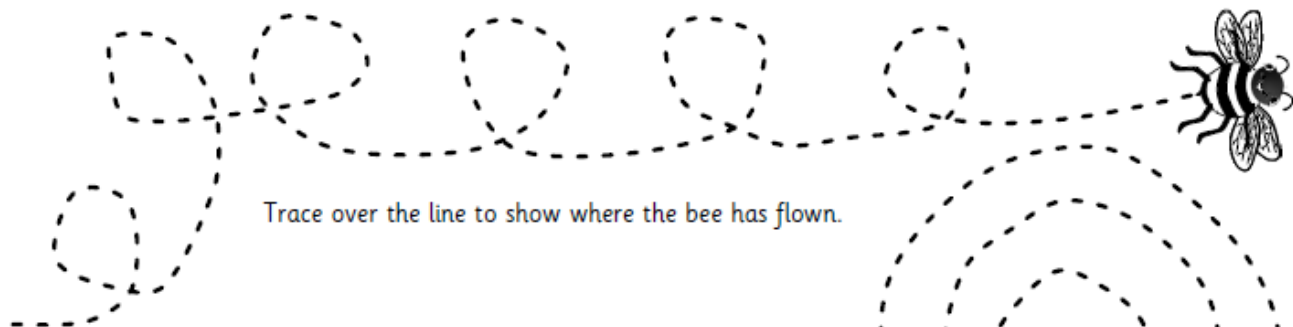
Please see examples of sentences below showing the cursive joined script.

The quick brown fox jumps
over the lazy dog. One, two,
three, four, five, once I
caught a fish alive!

Mary, Mary, quite contrary,
how does your garden grow?

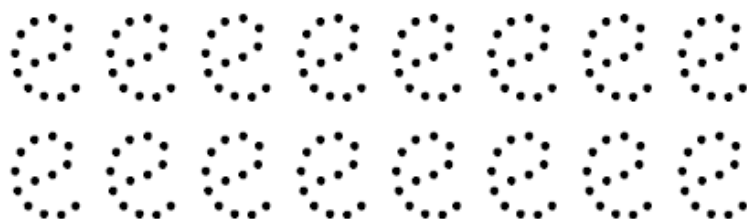
To support children with their joined up handwriting we encourage them to trace over patterns. This will also help with their pencil control in the younger years.

Trace over the line with 3 different colour pencils.

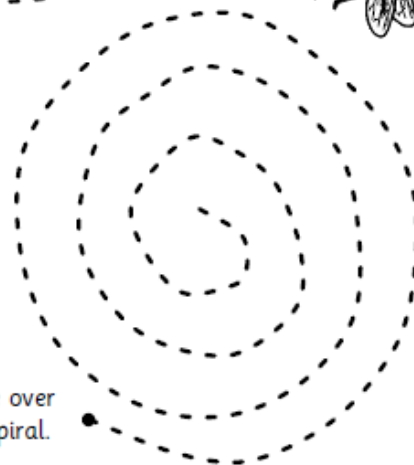


Trace over the line to show where the bee has flown.

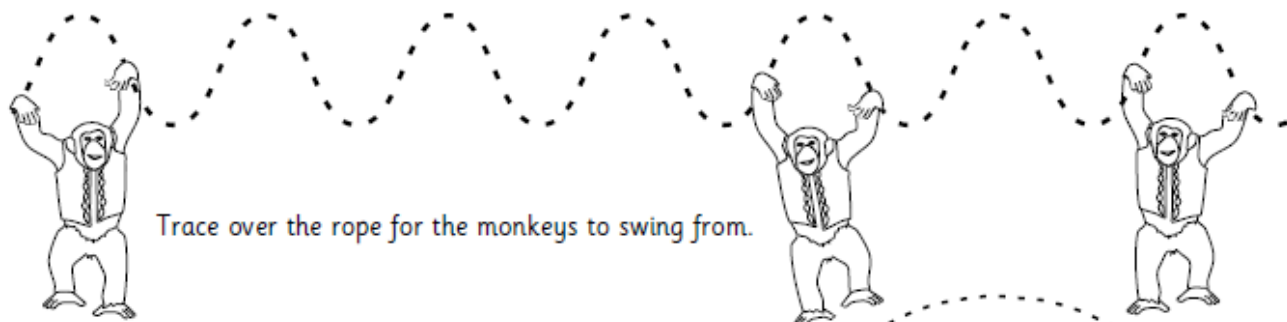
Trace over the e sounds.



Trace over the spiral.

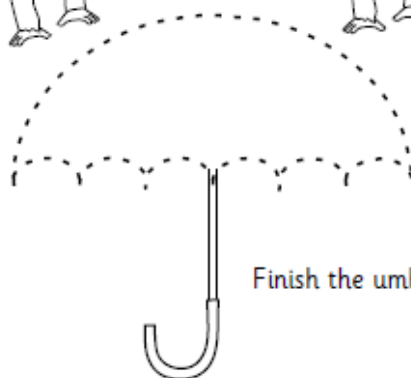


Trace over the line with 3 different colour pencils.



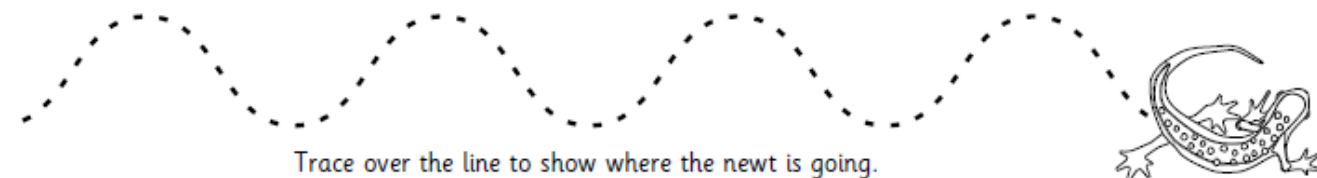
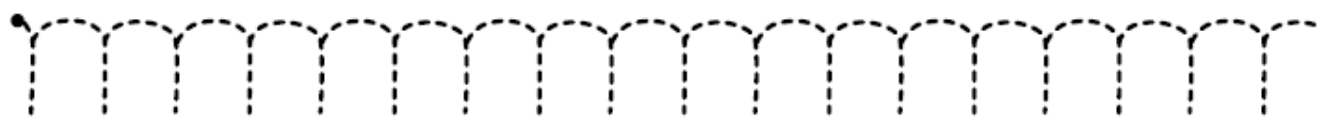
Trace over the rope for the monkeys to swing from.

Trace over the **m** sounds.

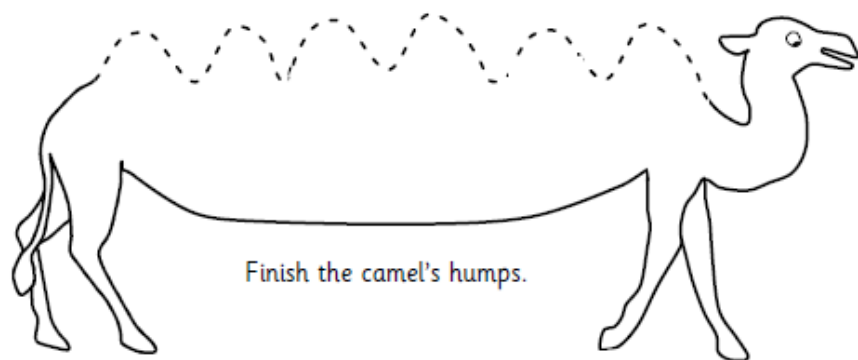


Finish the umbrella.

Trace over the line with 3 different colour pencils.

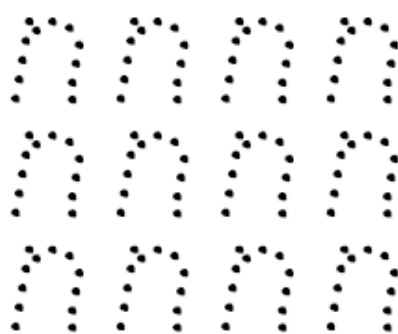


Trace over the line to show where the newt is going.



Finish the camel's humps.

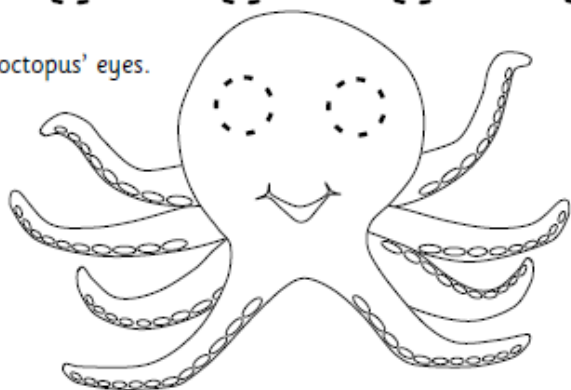
Trace over the **n** sounds.



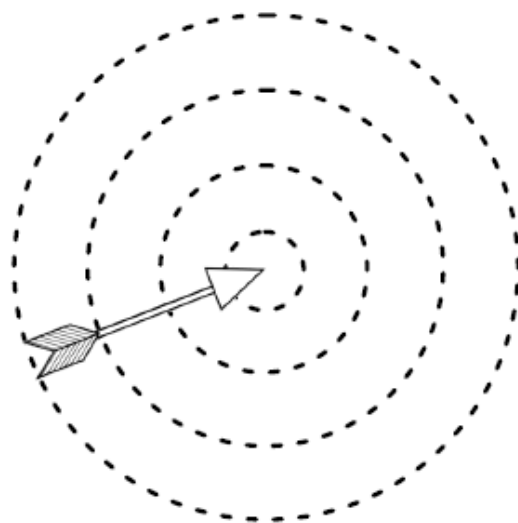
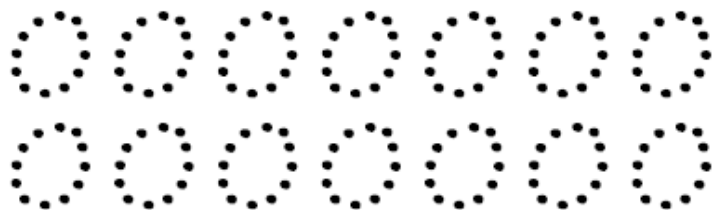
Trace over the circles with pencil.



Finish the octopus' eyes.

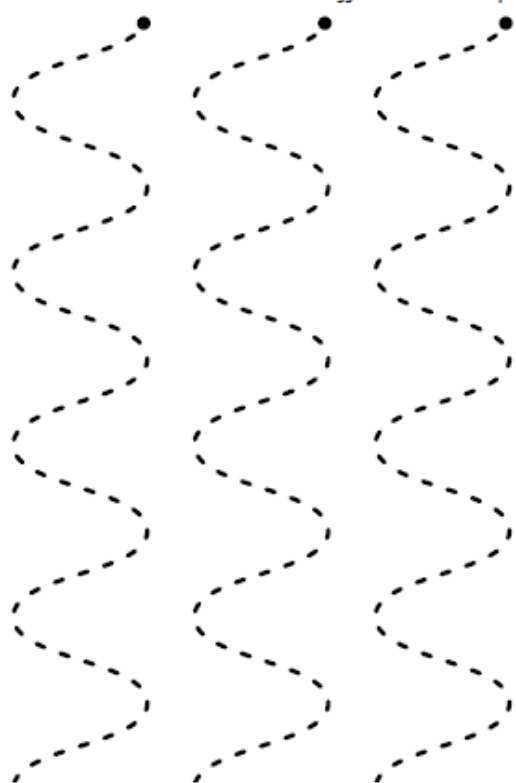


Trace over the o sounds.

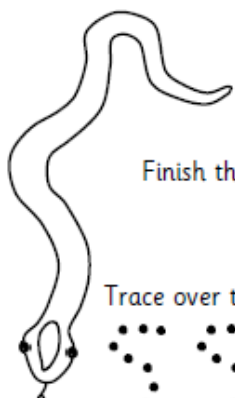


Trace over the target.

Trace over each line with a different colour pencil.



Trace over the line to show where the snake has slithered.



Finish the jellyfish tentacles.



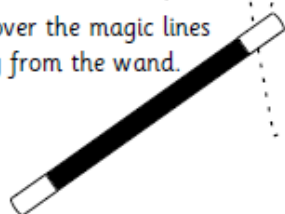
Trace over the s sounds.



Trace over the line with 3 different colour pencils.



Trace over the magic lines coming from the wand.



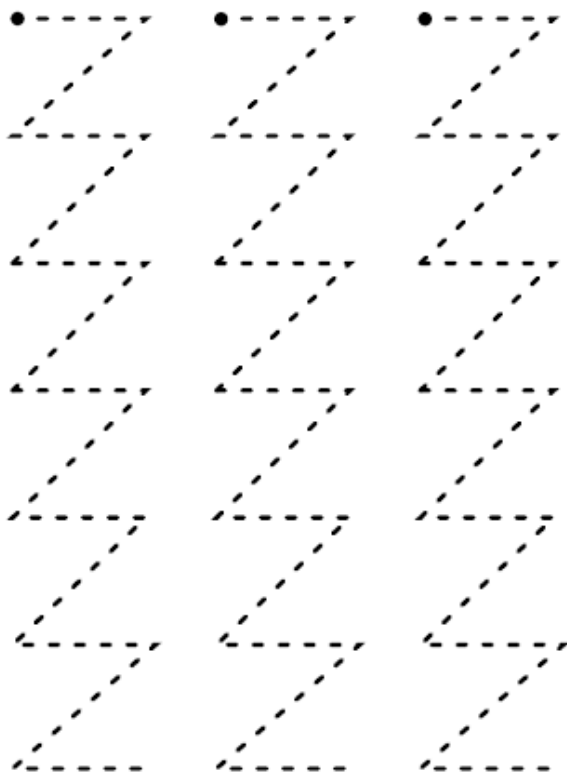
Finish the king's crown.



Trace over the w sounds.



Trace over each line with a different colour pencil.



Trace over the dotted line and finish the zip picture.

Trace over the z sounds.

