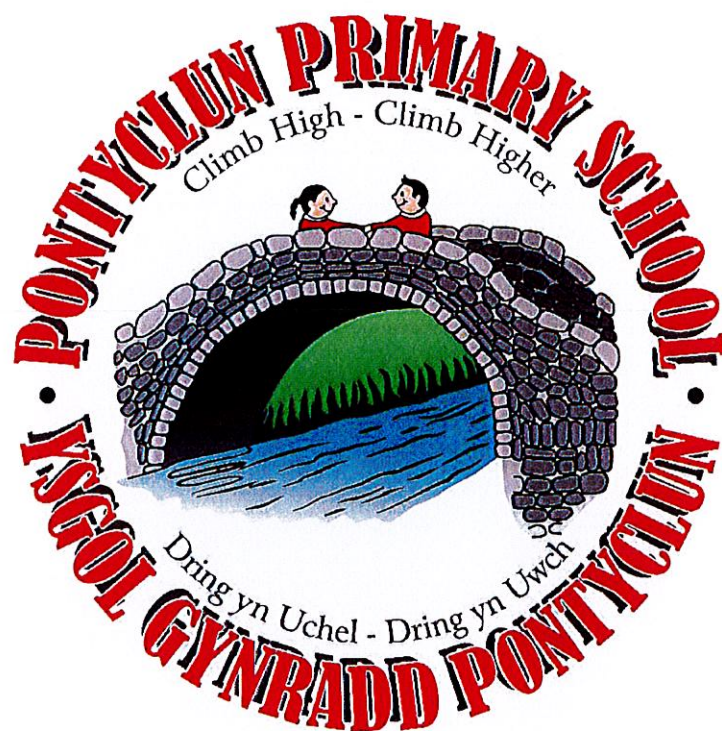
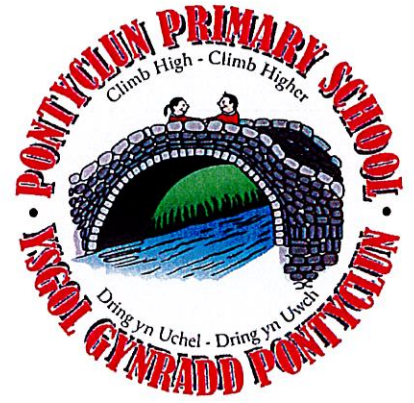




Penpals Handwriting scheme
information pack

Penpals Handwriting scheme information



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Penpals handwriting overview

Even in this technological, computer-literate age, good handwriting remains fundamental to children's educational achievement. *Penpals for handwriting* is the only handwriting programme to offer a progression from 3-11 years and will help teach and develop fast, fluent and legible handwriting.

A flexible, fluent and legible handwriting style empowers children to write with confidence and creativity. This is an entitlement that needs careful progression and skilful discrete teaching that is frequent and continues beyond the initial foundation stages.

Handwriting is a developmental process with its own distinctive stages of sequential growth. It must be practised both discretely and in context, learning to associate the kinaesthetic handwriting movement with the visual letter pattern and aural phonemes to help with spellings.

Within Reception we physically prepare the children for handwriting through gross and fine motor skills, leading to mark-making patterns and letter formation. We use practical fun ideas to ensure handwriting-associated activities are built in to planned provision and a series of write-in workbooks to use when the children are ready. There are lots of opportunities for practising skills in imaginative situations in both indoor and outdoor settings.

As with extra reading and phonics practise any additional support given to your children outside school, helps immensely. The following information includes key vocabulary for mark-making and the development of handwriting that we use within school and would like to encourage you to use at home.

We teach focus patterns, shapes, flow and directions using dots, straight lines and crosses, circles, waves, loops and bridges. We look at angled patterns, spirals and left to right orientation. These are then consolidated when they begin their letter formations.

We talk to the children about **letter patters**, which are a description of the movement needed for correct letter formation, these are shown on the attached print out.

The **letter families** used are called:

Long-legged giraffe letters:

l, i, t, u, j, y

One-armed robot letters:

r, b, n, h, m, k, p

Curly caterpillar letters:

c, a, d, o, s, g, q, e, f

Zig-zag monster letters:

z, x, v, w

These letters are introduced and taught in this order.

Good posture and pencil grip are key and the traditional tripod grip are actively encouraged. All letters should sit on the line, which we call the **baseline**. The letters in the families above printed in red are called **x-height** and show the height of all the lowercase letters that are equal to the height of the letter x. The letters in black show the letters called **ascenders** and sit taller than the x-height ones, the letters in blue are called **descenders** and go below the line.

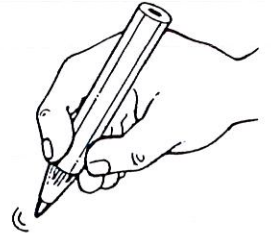
Writing numbers can be taught in a similar way as their formation use similar shapes, patterns and directions as the letters. The numbers 1, 4, 5 and 7 can be taught using straight lines, crosses and angled patterns. Numbers 2 and 3 use similar patterns to the One-armed robot letters and numbers 0, 6, 8 and 9 use similar to the Curly caterpillar letters.

Children learn through repetition, please encourage your child to create patterns and start letter formations at home and share their work with you.

Handwriting is the bedrock for learning. Being able to handwrite allows children to express themselves on paper and gives them confidence as well as pride in their work. To see the utter delight in a child's eyes when they first discover that they can communicate through marks on a page is priceless.

Moving towards the tripod grip.

- Around 4-6 years.
- Holds pencil near point between first two fingers and thumb and uses it with good control.
- Finger movements and wrist now in play.
- Moving to a comfortable and efficient tripod grip: a precise three-way or tripod use of thumb, index and middle fingers.



Letter patterns

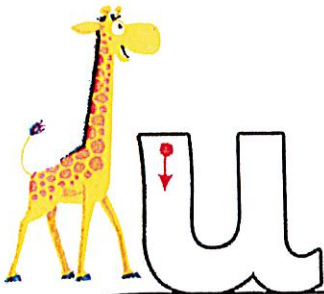
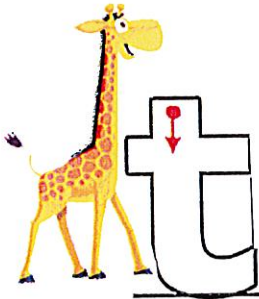
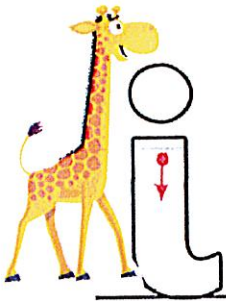
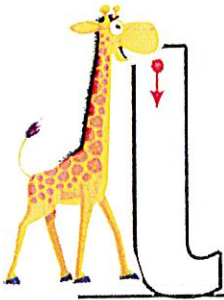
Since young children are often multi-sensory learners, it is helpful to describe the pencil movements at the same time as children see and do them. These descriptions are called 'letter patterns'. All adults in the setting are encouraged to use the same patterns so that the children learn through repetition. You can

even send them home to support parents as they practise the letter formation at home. It is very important that we instill correct letter formation from the beginning: it takes around 200 repetitions of a movement for it to become a learned movement and about 4,000 repetitions to correct a

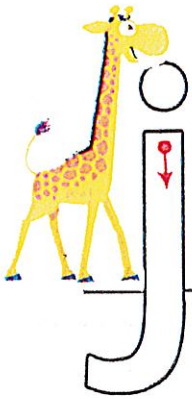
letter formation than has been learned incorrectly. Letter patterns, when they are used consistently, are one way of supporting correct letter formation from the beginning.

Long-legged giraffe family		
l	Start at the top, come all the way down and flick.	L Start at the top, come down and go across.
i	Start at the top, come down and flick. Lift and dot.	I Start at the top, come down. Lift. Across at the top. Lift. Across at the bottom.
t	Start at the top, come all the way down and curve. Lift and cross.	T Start at the top, come down. Lift. Across at the top.
u	Start at the top, come down and curve. Go back up, come back down and flick.	U Start at the top, come down. Curve back up.
j	Start at the top, come all the way down and curve to the left. Lift and dot.	J Start at the top, come down. Curve to the left. Lift. Across at the top.
y	Start at the top, come all the way down and curve. Go back up, come all the way down and curve to the left.	Y Slope down, slope back up. Lift. Come down from the point.
One-armed abel family		
r	Start at the top, come down, bounce back up and over.	R Start at the top, come down. Lift. Back to the top. Go all the way round and slope.
b	Start at the top, come all the way down, bounce half-way back up and go all the way round.	B Start at the top, come down. Lift. Back to the top. Go all the way round and all the way round again.
n	Start at the top, come down, bounce back up, go over, down and flick.	N Start at the top, come down. Lift. Back to the top. Slope and straight up.
h	Start at the top, come all the way down, bounce half-way back up, go over, down and flick.	H Start at the top, come down. Lift. Start at the top come down. Lift and across in the middle
m	Start at the top, come down, bounce back up and over. Down, bounce back up and over. Down and flick.	M Start at the top, come down. Lift. Back to the top. Slope down, slope up and straight down.
k or k'	Start at the top, come all the way down, bounce half-way back up. Loop. Slope and flick. or Start at the top, come all the way down. Lift. Slope. Slope and flick.	K Start at the top, come down. Lift. Slope in, slope out.
p	Start at the top, come all the way down, bounce back up and go all the way round.	P Start at the top, come down. Lift. Back to the top. Go all the way round.
Curly caterpillar family		
c	Make a curve.	C Make a curve.
a	Make a curve, go up to the top, come back down and flick.	A Slope to the left. Lift back to the top. Slope. Lift. Across in the middle.
d	Make a curve, go all the way up, come back down and flick.	D Start at the top, come down. Lift. Back to the top. Go all the way round to the bottom.
o	Make a curve, go all the way round.	O Make a curve, go all the way round.
s	Make a curve, slope, make a curve back again.	S Make a curve, slope, make a curve back again.
g	Make a curve, go up to the top, come all the way down and curve to the left.	G Make a curve. Lift and go across.
q	Make a curve, go up to the top, come all the way down and flick.	Q Make a curve, go all the way round. Lift and slope across.
e	Start with a loop then make a curve.	E Start at the top, come down. Lift. Back to the top. Across at the top. Lift. Across in the middle. Lift. Across at the bottom.
f	Make a curve, come all the way down, curve to the left. Lift and cross.	F Start at the top, come down. Lift. Back to the top. Across at the top. Lift. Across in the middle
Zig-zag monster family		
z	Go across, slope, go back across.	Z Go across, slope, go back across.
v	Slope down, slope back up.	V Slope down, slope back up.
w	Slope down, slope back up. Slope down again and slope back up.	W Slope down, slope back up. Slope down again and slope back up.
x	Slope lift and slope across	X Slope. Lift and slope across.

Long Legged Giraffe Letter Formation

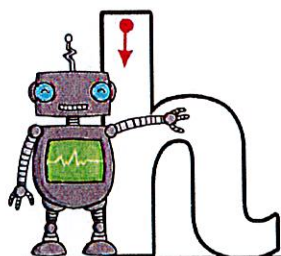
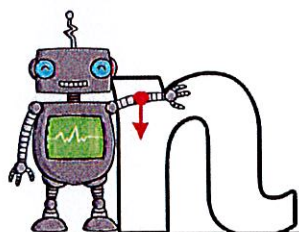
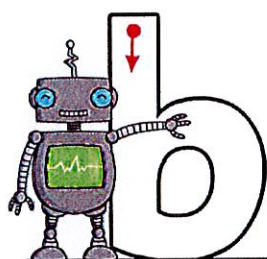
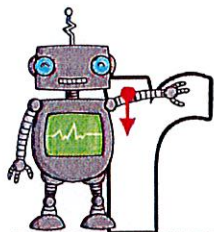


Long Legged Giraffe Letter Formation



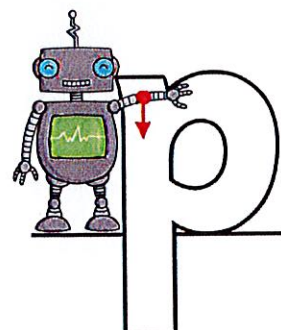
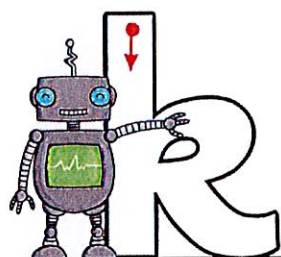
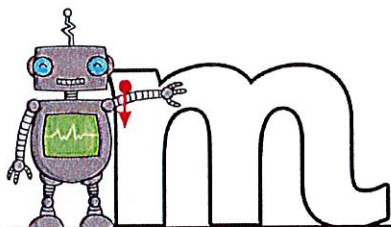
One-armed Robot

Letter Formation

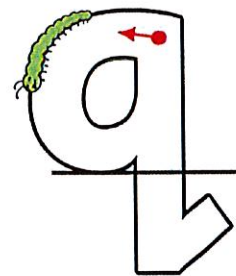
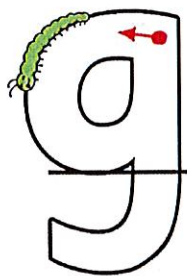
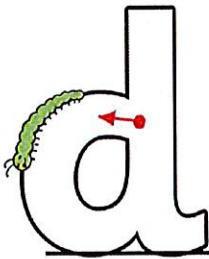
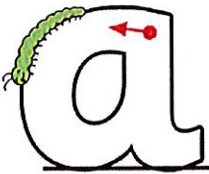


One-armed Robot

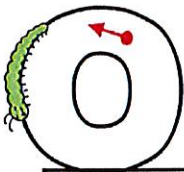
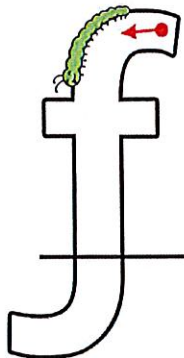
Letter Formation



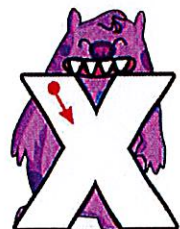
Curly Caterpillar Letter Formation



Curly Caterpillar Letter Formation



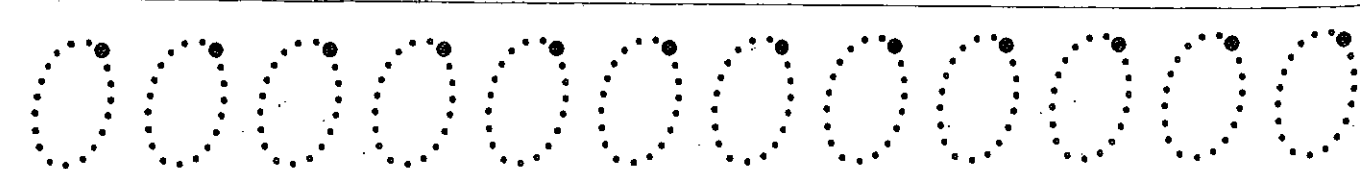
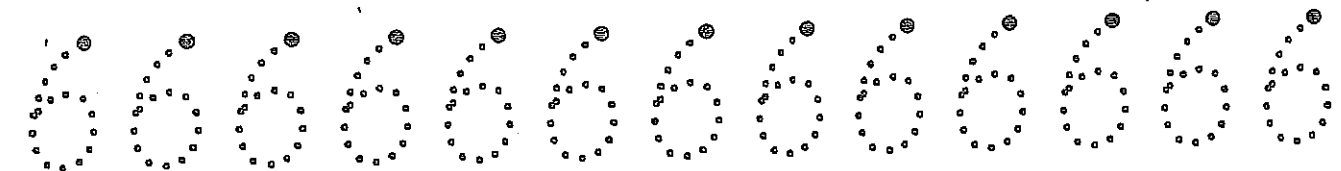
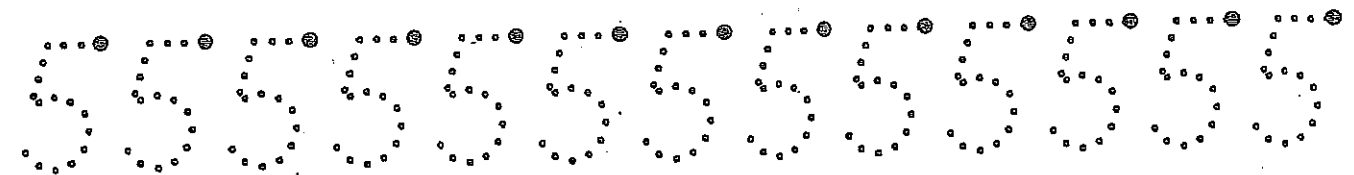
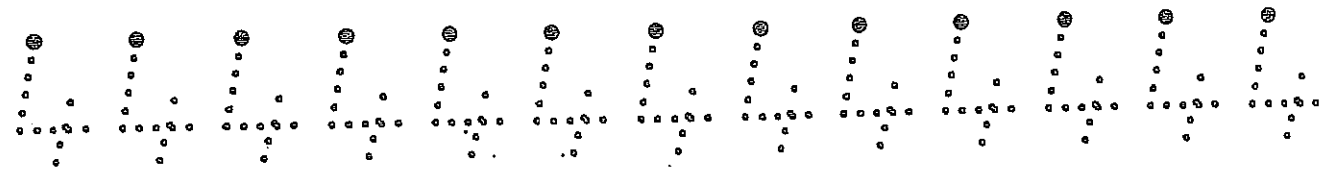
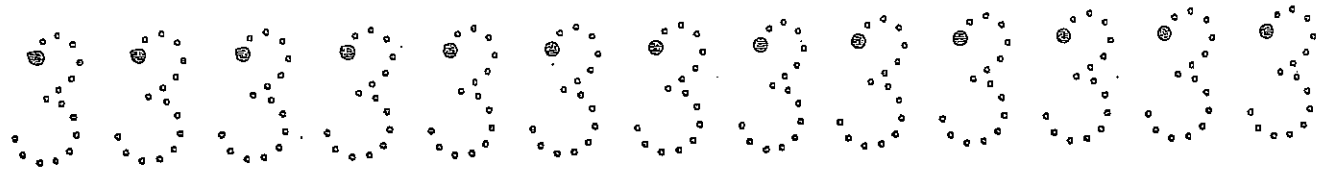
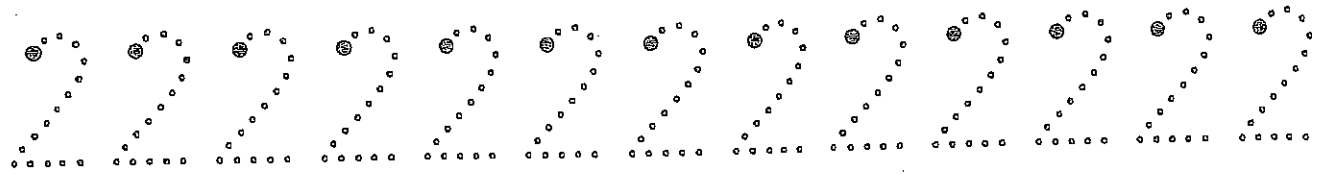
Zigzag Monster Letter Formation



Writing Numbers



Carefully trace over the numbers. Start at the big dot.



My Alphabet Writing Mat

Long legged Giraffe Letters

i l t j

u y



c o a d

g q

e

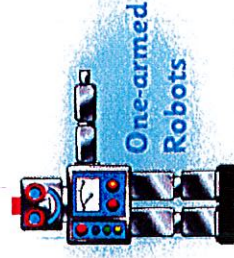


h n m r

b

p

k



v w x z

x

z



f

s

