



# **Parent Guide**

**Wood End First School**

*Handwriting*



m a s d

t i n p g

o c k u b

f e l h

r j n y

w z q x

# RWI Handwriting phrases

## — what to say




Letter	Phrase
m	Get ready, down Maisie, mountain, mountain
a	Get ready, back around the apple, down the leaf
s	Get ready, slither down the snake
d	Get ready, back down his bottom, up his tall neck and down to his feet
t	Get ready, down the tower, across the tower
i	Get ready, down the body, dot for the head
n	Get ready, down Nobby, over his net
p	Get ready, down the plait and over the pirates face
g	Get ready, back around her face, down her hair and give her a curl
o	Get ready, back and all around the orange and go
c	Get ready, curl back around the caterpillar
k	Get ready, down the kangaroo's body, tail and leg
u	Get ready, down and under, up to the top and draw the puddle
b	Get ready, down the laces to the heel, round the toe
f	Get ready, down the stem and draw the leaves
e	Get ready, lift off the top and scoop out the egg
l	Get ready, down the long leg
h	Get ready, down the head to the hooves and over his back
r	Get ready, down his back and then curl over his arm
j	Get ready, down his body, curl and dot
v	Get ready, down a wing, up a wing
y	Get ready, down a horn, up a horn and under his head
w	Get ready, down, up, down, up
z	Get ready, zig-zag-zig
q	Get ready, back around her head, up past her earrings and down her hair and flick
x	Get ready, down the arm and leg and repeat the other side


At Wood End, we teach the children to write in a cursive style – beginning with all letters starting on the line until children are confident to join.




Tips for helping your child learn to write fluently:

Letter formation (starting at the right entry point and then moving in the right direction) learned at this early stage becomes automatic and has a profound influence on later fluency and legibility. Children who have invented their own ways of forming letters will find it harder to change the longer they are allowed to continue, and unless these habits are 'unlearned', it will be difficult for them to learn a fluent, joined handwriting style.

 To encourage correct letter formation, a 'patter' is used to aid memory, e.g. 'a' - all the way round, down and flick. Please encourage your child to say this when practising at home.

 To aid movement, help your child grip the pencil or pen in a 'tripod grip' using three fingers of their writing hand.

 To aid comfort, encourage your child to sit with the paper positioned at a slight angle, and keep their body straight.

 At this stage, the correct formation of letters is stressed, and lower case letters are encouraged.

At school, pupils are given the opportunity to experiment with a range of writing materials and implements; a multi-sensory approach is used to help pupils feel the movement in the hand.

Gross motor skills are developed through sky-writing letters, making patterns in the air and making different body shapes and actions.

Fine motor skills are developed through bead-threading, play-dough modelling, finger painting, etc.

Pencil control is developed through tracing, pattern copying, etc. All of these skills combined will help your child become a fluent writer.

Basic joins are introduced as soon as children are secure in the movements of each letter. These joins are introduced with the phonic teaching, e.g. 'ai' - this is taught as two letters one sound (a digraph, in this case 'ai' as in 'rain') so it makes sense to write it as one unit.