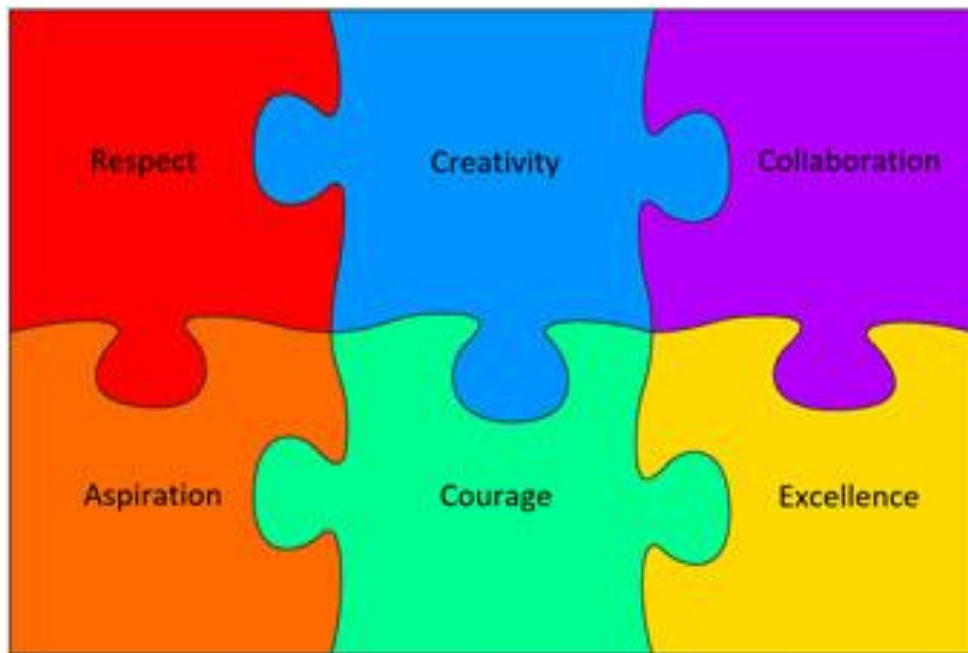


# Randlay Primary School and Nursery



## Handwriting Policy

Date: April 2026

To be reviewed: April 2027

## Intent

***“Building fluency in foundational knowledge allows children to succeed and therefore grow in confidence.” (Strong Foundations in the first years of school. OfSTED 2024)***

At Randlay Primary School and Nursery, we recognise that being able to hold a pencil and form letters and numbers correctly is an essential part of foundational knowledge and we aim to equip our pupils with the knowledge and skills to become fluent, confident writers using a neat, consistent handwriting style from the moment that they start school. The ultimate aim is for children to develop a good handwriting style so that:

- They can produce and maintain a good speed.
- Have fluid hand movement that is comfortable.
- Letters are of a consistent size, positioned correctly.
- Handwriting is legible.

Handwriting requires both movement and precision, which are best taught directly through demonstration, explanation, experience, practice and feedback. We aim to provide every child with a structured approach to enable them to succeed in developing and perfecting this skill. Central to this are the components of:

-Holding the pencil correctly.

-Sitting with the correct posture with paper positioned correctly.

-Forming letters and numbers in the correct way.

All staff are clear and consistent in their approach from the outset, ensuring that pupils understand the expected standard through maintaining high expectations and providing exemplary models. We recognise that it is more beneficial to demonstrate how to form letters correctly than to ask children to trace over letters and so in addition to explicit teaching and demonstration, all staff remain vigilant in monitoring the essential components, using specific, positive praise to notice when these components are correct. Any components which are not correct must be addressed by providing additional modelling and explanation in a timely manner. We recognise that incorrect letter formation can quickly become a habit which we aim to prevent allowing to develop.

## Implementation

### Pencil grip development

We recognise that every child is different, developing the skills needed to hold a pencil at different times to their peers.

There are 5 developmental stages that a child needs to go through, before they can successfully use a mature tripod grip. They need to work through each stage and as their hand, shoulder and arm strength and mobility increases so does the ability to move to the next developmental stage. The three finger tripod pencil grip is considered the most appropriate pencil grip, for right and left-handed writers, as it allows the fingers and wrist to work together to provide a more free flowing movement. (This usually develops by the age of 5/6.)

- **Stage 1- Palmer- supinate grasp.** Holding the crayon/pencil in their fist like a dagger. They use whole arm movements from the shoulder to mark-make. Due to this whole arm movement they prefer to work on a vertical surface.



- **Stage 2- Palmer or digital-pronate grasp.** Holding a crayon/pencil with the palm of the hand facing down towards the paper. The crayon/ pencil is held by all the fingers and the thumb. The movement comes from the shoulder and elbow. Due to the way the arm moves, a vertical surface is preferred.



- **Stage 3- Four finger and thumb grip.** Holding the crayon/pencil between the thumb and four fingers with the crayon/pencil in a nearly vertical, upright position. Movement comes from the elbow and wrist.



- **Stage 4- Static quadruped or tripod grip.** Holding the pencil very nearly in the correct position however the web space is narrower than it would be if held in a mature tripod grip. This means that the movement is coming from the wrist and large finger movements.



- **Stage 5- Mature/Dynamic tripod grip.** Holding the pencil between the thumb and index finger with pencil supported on the middle finger. The ring and little fingers are gently curled inwards. This gives an open wide web space which means the movement comes from the fingers.



Right handed



Left handed

### Sitting position

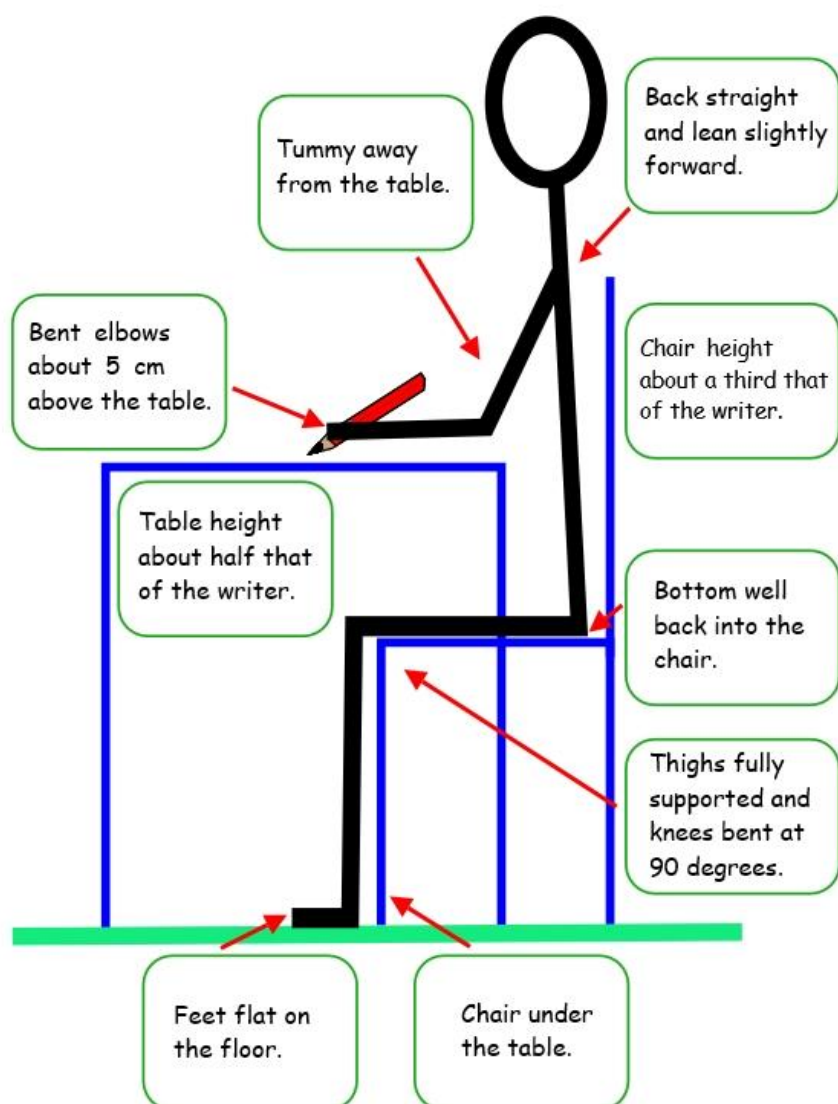
Learning to sit correctly at a table for writing activities is important for developing a physically comfortable and maintainable sitting position and for allowing the arms and hands to move freely. It enables the paper to be tilted and positioned correctly, improving the quality of the handwriting.

Learning to sit correctly needs to be explicitly taught and takes time. Some children find sitting at a table difficult because they have not acquired all the gross motor skills needed to sit correctly. They may require additional posture base and bilateral coordination games to help them to build the appropriate gross motor skills.

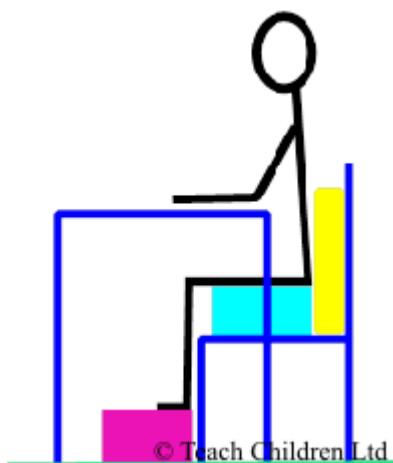
We recognise this to be the best sitting position for pupils.



## Best Sitting Position

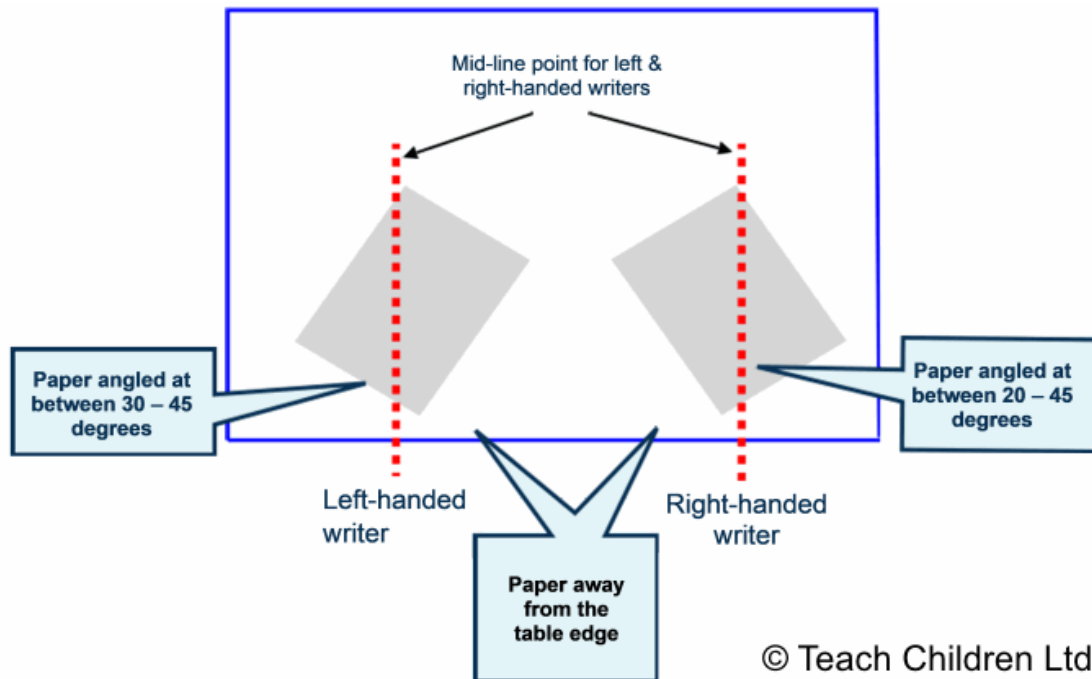


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## **Positioning the paper correctly**

By positioning and tilting the paper correctly the writing hand stays in one comfortable position on the table and the non-writing hand moves the paper diagonally up the table, while maintaining an appropriate paper tilt angle. With the non-writing hand moving the paper up the table the writing line stays in the same place which means eye movements are less, helping to make the writing experience less tiring and stressful. The ideal hand position is for the hand, wrist and elbow to be below the tip of the pencil and under the writing line for both left and right handed writers.



## **Letter formation**

We use a sequenced, structured and age-appropriate approach to directly teaching handwriting.

We recognise that all of the components of handwriting require physical development and that handwriting warm-up exercises can be helpful to focus a child's body on the activity in a fun and relaxed way before a discrete handwriting lesson, completing an extend piece of writing or completing pre-handwriting patterns. Tense muscles can make handwriting hard work and will tire a child more quickly.

The five areas to support the body with handwriting are:

- Shoulder stability and strength.
- Crossing the mid-line
- Wrist strength and flexibility
- Thumb and finger strength and dexterity
- Whole hand strength and dexterity.

## Letter formation in Nursery

When children first enter nursery, they are encouraged to participate in daily mark making activities in as many fun ways as possible. From the outset, children are encouraged to use the correct sequence of movements, including the development of larger movements (gross motor skills) as essential part of muscle development. The development of gross motor skills are crucial in supporting the development of the fine motor skills essential for writing. The **Big to Small** approach is used to help develop motor memory, starting with big, whole-body movements with thicker drawing tools, as they can grip them more easily. Steadily the size of the activities will reduce as fine motor skills become more developed.

Learning pre-handwriting patterns helps children to learn the shapes and directional pushes and pulls of the writing tools required to form letters as all letters are a combination of these shapes and lines. These handwriting patterns are initially taught through activities such as drawing pictures and patterns in sand, foam or paint and with other writing tools and materials. They are introduced based on large scale movements and are then refined through steadily reducing the size of the activities until they reach the paper and pencil stage through more focused, formal approaches. The adult will model and explain how to make the pattern or letter shapes being formed.

With very young children, plain paper is recognised as the best material to use so that children don't feel restricted in their movements and using a range of media on both horizontal and vertical surfaces helps to engage children as they see it as play.

Hand dominance tends to develop between the ages of 3-5 years old but may not become a subconscious decision until 8 or 9. Many children will develop a clear right or left hand dominance. During the foundation stage children develop their hand dominance skills learning that with one hand they have better and more controlled fine-motor skills (worker/dominant hand) while the other hand works best at holding, feeding or stabilising an object (helper/supporting hand).

It is important that they learn that the helper hand is just as important as the dominant hand in completing tasks and that the two hands need to work well together.

Hand-swapping is a natural developmental stage. As they a child develops their bilateral coordination skill, hand swapping will decrease as they start to develop a hand dominance for tasks.

### Pencil grip

Whilst using mark-making tools, nursery practitioners monitor the stage of pencil grip that each child is working at and will provide opportunities to support them in their progression to the next stage. We recognise that it is important not to force a child to hold a writing tool using the correct grip before they are developmentally ready as this can stop them engaging in the writing process and may develop a poor pencil grip later on.

### Sitting position

During snack time and other table-top based activities, children are supported to use the correct sitting position on a chair, at a table and in the term before starting school they will develop this to sitting at a table correctly to write.

## **Letter formation in Reception**

Handwriting is explicitly taught in reception, following the progression of the Little Wandle Handwriting scheme, teaching letter formation through handwriting patterns and letter families. These are:

- Curly letter family- c, a, d, g, o, q, e, s, f,
- Long letter family- l, i, t, j, u, y,
- Bouncy letter family- m, n, r, b, p, h,
- Zig-zag letter family- v, w, x, z, k,

Each lesson is underpinned by the four Ps to promote correct posture, pencil grip, pressure, paper position.

In addition to explicit teaching and demonstration, approaches such as dough-disco and Squiggle are also used to promote the physical development required to develop the control required for accuracy and fluency in writing.

The stages of the development in pencil grip will continue to be monitored and mark making using pre-handwriting patterns will continue in a range gross and fine motor skill activities, using the big to small approach as appropriate to the developmental stage of the child.

## **Letter formation in Year 1**

In year 1, children secure the correct formation of letters, developing their ability to consistently form letters and numbers and develop increasing control over sizing and in positioning these correctly on the line. Children continue to use the formation phrases to support the formation of the letters, which continue to be taught through letter formation families.

Only once children demonstrate that they can form and size all of their letters correctly and consistently will they begin to learn how to form letters using a pre-cursive formation. They will be taught to use a lead-in stroke to each letter, within it's family group, and an exit stroke.

Children in year 1 will use wide-lined paper to support their understanding of positioning letters on the line until letters are formed correctly and consistently.

Handwriting is taught daily in year 1, outside of the phonics lessons, through explicit teaching of letter formation, pencil grip, sitting position and pressure on paper. Any errors will be addressed when writing in any area of the curriculum.

Handwriting may be taught in smaller groups, depending on the child's developmental stage.

## **Letter formation in year 2**

In year two, teaching will focus on ensuring children can securely form letters consistently and correctly and of the correct size relative to each other. They will also start using the pre-cursive formation, starting to learn the diagonal and horizontal strokes needed to join letters and lead ins. They will develop their understanding of which letters join, when adjacent to each other, and which are best left unjoined in the continuous cursive style.

When children begin to join, they will find the bottom joins the easiest to achieve so is taught first to build confidence before moving on to more tricky joins.

- Bottom joins- e.g. ai, ch, ck, er, ff, sh, th, bu, ji, ut, ig, zi,
- Bottom to 'c' shaped joins-e.g. as, ea, ed, ss, ig, sa,
- Bottom 'e' letter joins- e.g. be, ie, se, he, me
- Top 'e' letter joins- e.g. oe, re, ve, we, ere, ure, xe,
- Top letter joins- e.g. oa, oo, oh, oi, on, or, ou, ov, ow, oy, wh,

As children's fine motor skills develop it enables them to form smaller, more refined versions of the letters and they will use a narrower size of line.

Children in year 2 will be explicitly taught handwriting at least three times per week. It may be taught in smaller groups, depending on the child's developmental stage and sitting position, pencil grip and letter formation will be monitored and errors will be addressed, when they occur, by all staff, in all areas of the curriculum.

## **Letter formation in Lower Key Stage 2**

Over the course of Lower Key Stage 2, handwriting sessions will continue to be taught discreetly at least once a week and through daily starters, but this will be dependent on need and additional sessions may be needed. At this stage, any learner experiencing difficulty will access a targeted intervention and the use of formation phrases may still be used if needed. Pupils will continue to refine and develop a clear and consistent style of joined handwriting and develop their writing stamina to sustain this through increasingly longer pieces. They will be awarded the 'Pen Licence' according to their individual attainment of a fluent and consistent style.

As across all other areas of the school, pencil grip, sitting position and letter formation and joins will be addressed as needed by all adults.

## **Letter formation in Upper Key Stage 2**

Handwriting is further developed in upper key stage 2, to reiterate correct letter formation and joining. This is linked to the Y5 and Y6 spelling objectives. Every English lesson starts with a handwriting task, linked to the Y5 and Y6 spellings. There is also a full handwriting lesson at the start of each half-term to reiterate expectations.

All staff continue to monitor and correct errors in letter formation, joining, pencil grip and sitting position in all areas of the curriculum and continue to maintain a high expectation of presentation in books.

The 'Golden Pen' is used as an incentive to reward pupils who display fluent and accurate joined handwriting using the continuous cursive style.

### **End of Year Group Expectations**

It is expected that by the end of the academic year, the 'expected' child will have achieved the following outcomes/ objectives:

|        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EYFS   | <ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed.</li> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</li> </ul>                                                                                                                                                                                                                                                                                  |
| Year 1 | <ul style="list-style-type: none"> <li>• Sit correctly at a table, holding a pencil comfortably and correctly</li> <li>• Begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• Form capital letters</li> <li>• Form digits 0-9</li> <li>• Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</li> </ul>                                                                    |
| Year 2 | <ul style="list-style-type: none"> <li>• Form lower-case letters of the correct size relative to one another</li> <li>• Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>• Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>• Use spacing between words that reflects the size of the letters.</li> </ul> |
| Year 3 | <ul style="list-style-type: none"> <li>• Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>• Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch].</li> </ul>                       |
| Year 4 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Year 5 | <ul style="list-style-type: none"> <li>• Write legibly, fluently and with increasing speed by:</li> <li>• Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>• Choose the writing implement that is best suited for a task</li> </ul>                                                                                                                                                                                                               |
| Year 6 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

### **SEND**

There may be a range of barriers and individual needs that can make handwriting more challenging for pupils with Special Educational Needs. We are an inclusive school and will ensure that our offer allows all pupils to progress and achieve success dependent on their needs. Pupils may access specific handwriting interventions such as Squiggle, Write from the Start or Speed Up, as needed and we will aim to ensure that pupils needing additional aids such as pencil grips, writing slopes or coloured overlays are provided with these. We recognise that some children may need additional gross motor or fine motor control interventions to support the development of their muscles and skills to hold and control a pencil for writing and we will also provide movement breaks or hand exercises as needed. We will provide multi-sensory experiences to support, as needed, using a range of visual and

tactile models. We recognise that some children may need the sequence broken down into smaller steps and verbal explanations and some children may need additional time or practise.

### **Classroom Environment**

All adults within the classroom will provide exemplary models of handwriting through their own modelling, marking in books and handwritten classroom displays. Models will be consistent with the handwriting policy and include careful sizing and formation.

Examples of excellent handwriting will be celebrated within the classroom and there will be a high expectation for all pupils to ensure that all writing, in all curriculum areas and contexts is completed with care and precision appropriate to their age.

### **Monitoring**

Progress in handwriting is monitored as a key part of daily assessment for learning. All adults within the classroom will monitor how pupils are sitting, holding their pencils and forming their letters. Verbal feedback and live marking will be used and when needed, on the spot remodelling and explanation used.

Teachers will assess and track pupils handwriting, keeping records of their current stage of pencil grip, tracking which letters are consistently formed correctly and which require additional focus. This will include tracking the lowest- attaining children, SEND and PPG pupils to identify early what the difficulty or gap is, why this is and how to address it so that pupils keep-up. “successful schools do not accept that some will ‘catch up later’.” (Bold beginnings, Ofsted 2017)

Book scrutinies in all subject areas will monitor presentation of handwriting, and expect to see evidence of progress being made overtime and errors being addressed so that the same letters do not continue to be incorrectly formed.

Assessment information will be used to identify priorities for planning and teaching and to target additional support or interventions.

## Tracking grids

### Pencil grip

#### Left handed/Right handed

|                                                                                   |                                                                                   |                                                                                   |                                                                                    |                                                                                     |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|  |  |  |  |  |
| <b>Stage 1- Palmer-supinate grasp</b>                                             | <b>Stage 2- Palmer or digital-pronate grasp</b>                                   | <b>Stage 3- Four finger and thumb grip</b>                                        | <b>Stage 4- Static quadruped or tripod grip.</b>                                   | <b>Stage 5- Mature/Dynamic tripod grip.</b>                                         |

### Letter formation tracking in letter families

|                       |   |   |   |   |   |   |   |   |   |
|-----------------------|---|---|---|---|---|---|---|---|---|
| Curly letter family   | c | a | d | g | o | q | e | s | f |
| Long letter family    | l | i | t | j | u | y |   |   |   |
| Bouncy letter family  | m | n | r | b | p | h |   |   |   |
| Zig-zag letter family | v | w | x | z | k |   |   |   |   |

## Transitions

As part of the transition process at the end of each academic year, specific information about the pupils foundational knowledge and skills will be shared with the next teacher to make it less likely that problems will persist. For handwriting, these will be:

- Stage of pencil grip
- Letter and number formation
- Stage of handwriting- print ,pre-cursive, joining,
- Additional needs and reasonable adjustments that will be required.

## Supporting Documents

- Strong foundations in the first years of school. Ofsted 2024
- Little Wandle Letters and Sounds Revised Letter formation phrases
- [www.teachhandwriting.co.uk](http://www.teachhandwriting.co.uk)
- Bold Beginnings: the Reception curriculum in a sample of good and outstanding schools. Ofsted 2017
- National curriculum in England: English programmes of study. DfE 2013 (updated 2014)
- Telling the story: the English education subject report, Ofsted 2024

## Appendix

### Little Wandle Formation phrases

| Grapheme and mnemonic                                                                 | Picture card                                                                                   | Pronunciation phrase                                                                                 | Formation phrase                                   |
|---------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|----------------------------------------------------|
|  s   | <br>snake     | Show your teeth and let the s hiss out <b>ssssss ssssss</b>                                          | Down the snake from head to tail.                  |
|  a   | <br>astronaut | Open your mouth wide and make the <b>a</b> sound at the back of your mouth <b>a a a</b>              | Around the astronaut's helmet and down into space. |
|  t   | <br>tiger     | Open your lips; put the tip of your tongue behind your teeth and press <b>t t t</b>                  | Down the tiger and across its neck.                |
|  p | <br>penguin | Bring your lips together, push them open and say <b>p p p</b>                                        | Down the penguin's back, up and around its head.   |
|  i | <br>iguana  | Pull your lips back and make the <b>i</b> sound at the back of your mouth <b>i i i</b>               | Down the iguana and dot the leaf.                  |
|  n | <br>net     | Open your lips a bit, put your tongue behind your teeth and make the <b>nnnnn</b> sound <b>nnnnn</b> | Down, up and over the net.                         |
|  m | <br>mouse   | Put your lips together and make the <b>mmmmm</b> sound <b>mmmmm</b>                                  | Down, up and over the mouse's ears.                |

| Grapheme and mnemonic                                                                  | Picture card                                                                                    | Pronunciation phrase                                                                                                                                                                    | Formation phrase                                                                                                            |
|----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
|  d    | <br>duck       | Put your tongue to the top and front of your mouth and make a quick <b>d</b> sound <b>d d d</b>                                                                                         | Round the duck's body, up to its head and down to its feet.                                                                 |
|  g    | <br>goat       | 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 <b>g</b> sound <b>g g g</b> | Round the goat's face and curl under its chin.                                                                              |
|  o    | <br>octopus    | Make your mouth into round shape and say <b>o o o</b>                                                                                                                                   | All around the octopus.                                                                                                     |
|  c   | <br>cat       | Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say <b>c c c</b>                                                             | Curl around the cat.                                                                                                        |
|  k  | <br>kite     | Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say <b>k k k</b>                                                             | Down the kite, up to the top corner and down to the bottom corner.                                                          |
|  ck | <br>sock     | Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say <b>ck ck ck</b>                                                          | c Curl around the heel of the sock.<br>k Down the sock, up and back down to the toe.<br><b>Catchphrase:</b> Rock that sock! |
|  e  | <br>elephant | Open your mouth wide and say <b>e e e</b>                                                                                                                                               | Around the elephant's eye and curl down its trunk.                                                                          |

| Grapheme and mnemonic                                                                 | Picture card                                                                                    | Pronunciation phrase                                                                                                    | Formation phrase                                         |
|---------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|
|  u   | <br>umbrella   | Open your mouth wide and say<br>u u u                                                                                   | Down and around the umbrella,<br>and back to the ground. |
|  r   | <br>rainbow    | Show me your teeth to make a<br>rrrrr sound rrrr rrrr                                                                   | From the cloud to the ground and<br>over the rainbow.    |
|  h   | <br>helicopter | Open your mouth and breathe out<br>sharply h h h                                                                        | Down, up and over the helicopter.                        |
|  b  | <br>bear      | Put your lips together and say b as<br>you open them b b b                                                              | Down the bear's back, up and<br>round its tummy.         |
|  f | <br>flamingo | Open your lips a little, put your<br>teeth on your bottom lip and push<br>the air out to make the sound ffff<br>fff     | Down the flamingo to its feet and<br>across its wings.   |
|  l | <br>lollipop | Open your mouth a little, put<br>your tongue up to the top of your<br>mouth, behind your teeth, and<br>press lllll llll | Down the lollipop stick.                                 |

| Grapheme and mnemonic                                                                                                                                                   | Picture card                                                                                   | Pronunciation phrase                                                                  | Formation phrase                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
|       | <br>jellyfish | Pucker your lips and show your teeth use your tongue as you say j j j                 | Down the jellyfish and dot its head.                                                         |
|       | <br>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.                                    |
|       | <br>wave      | Pucker your lips and keep them small as you say w w w                                 | Down and up and down and up the waves.                                                       |
|     | <br>box      | Mouth open, then push the es/x sound through as you close your mouth es es es (x x x) | From the top, across the box to the bottom. From the top again across the box to the bottom. |
|   | <br>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.                                            |
|   | <br>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.                                                    |