

# St. Wilfrid's Handwriting Policy



## National Curriculum Requirements

### Children should:

Nursery	Reception	Year 1	Year 2	Year 3 and 4	Year 5 and 6
<ul style="list-style-type: none"> <li>- Draw lines and circles using gross motor movements. (Moving and handling)</li> <li>- Use one-handed tools and equipment, e.g. makes snips in paper with child scissors. (Moving and handling)</li> <li>- Hold a pencil between thumb and two fingers, no longer using whole-hand grasp. (Moving and handling)</li> <li>- Hold a pencil near point between first two fingers and thumb and uses it with good control. (Moving and handling)</li> <li>- Copy some letters, e.g. letters from their name. (Moving and handling)</li> </ul>	<ul style="list-style-type: none"> <li>- Hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases.</li> <li>- Use a range of small tools, including scissors, paint brushes and cutlery.</li> <li>- Begin to show accuracy and care when drawing.</li> <li>- Shows a preference for a dominant hand. (Moving and handling)</li> <li>- Write recognisable letters, most of which are correctly formed.</li> </ul>	<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>	<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>	<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 downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</li> </ul>	<ul style="list-style-type: none"> <li>- Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.</li> <li>- Choosing the writing implement that is best suited for a task.</li> </ul>
<p><b><u>Further guidance in Early Years Framework.</u></b></p>		<p><b><u>Notes and guidance from National Curriculum:</u></b></p> <p>Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided. Left-handed pupils should receive specific teaching to meet their needs</p>	<p><b><u>Notes and guidance from National Curriculum:</u></b></p> <p>Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.</p>	<p><b><u>Notes and guidance from National Curriculum:</u></b></p> <p>Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.</p>	<p><b><u>Notes and guidance from National Curriculum:</u></b></p> <p>Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.</p>

## How We Teach Handwriting: The Basic Principles

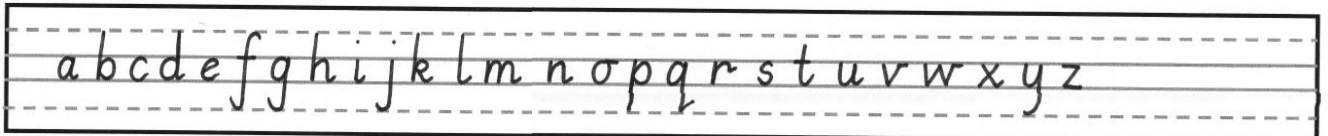
At St. Wilfrid's, we teach children to write clearly, legibly and confidently. Our handwriting style is not overly complicated, as you can see below:

*The style is relatively simple to teach and relatively simple to learn. However, like all handwriting styles, it is only as good as the way that it is taught.*

*(Handwriting style in printed form)*

*It is vital that teacher modelling is good, teaching language is appropriate and teachers have a clear understanding of how to structure a handwriting lesson and have effective strategies to use. These are of greater importance than the actual handwriting style itself.*

*(Handwriting style in joined form)*

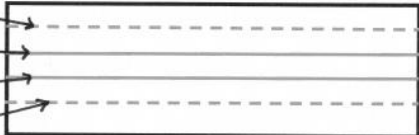
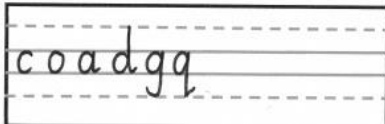
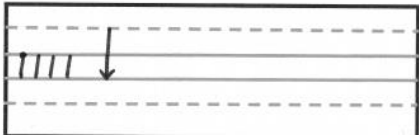
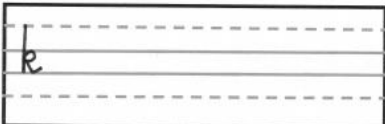
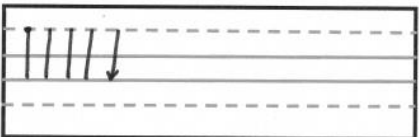
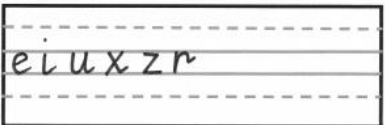
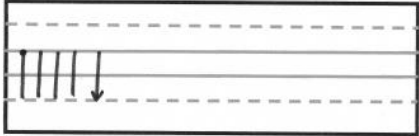
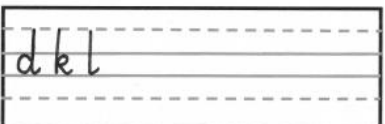
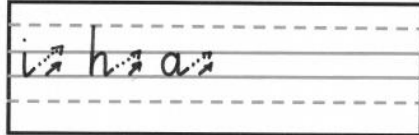

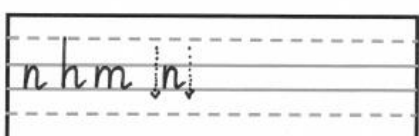
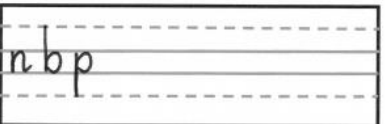
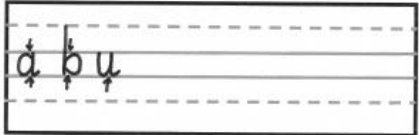

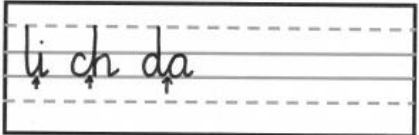

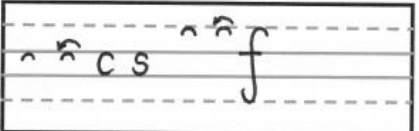


### Some rules to our approach to the teaching of handwriting:

- Every class has at least 3 timetabled handwriting lessons per week. Each session is around 15-20 minutes long and handwriting should be modelled clearly to them by the teacher. A lesson structure can be found later in this document.
- Capital letters are not joined.
- Children will use different styles of lines depending on their age/ability (this will be explored later on in this document).
- Descenders are not joined, *however*, if a child does this naturally and neatly in KS2 then this is allowed as part of their individual handwriting style.
- All staff are consistent in the terminology that they use so that children are familiar with it throughout school. A glossary of these terms is demonstrated on the next page.

## How We Teach Handwriting: The Terminology

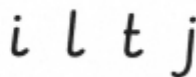
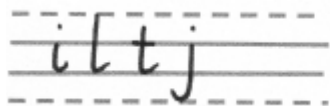
When teaching handwriting, all staff use consistent language when describing letters and describing where they sit on the lines. This is so children do not receive mixed messages or become confused. Consistency of language is very important when teaching handwriting to ensure children begin to assimilate patterns and shapes and link letters together that look similar to each other.

		Egg shapes in the coat hanger letters	
Short Lines		Shoe lace k	
Tall Lines		Small letters	
Tail Lines		Tall letters	
Diagonal joining stroke		Tail letters	
Narrow bridges		Narrow letters	
Letters with triangles		Letters with sharp points	
Joins with triangles		Narrow curved tails	
Coat hanger hooks			

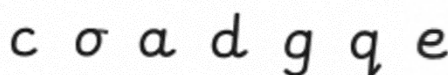
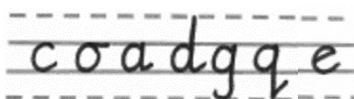
## How We Teach Handwriting: The Letter Families

Children learn about the formation of letters by learning through different letter families:

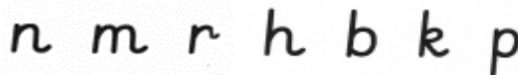
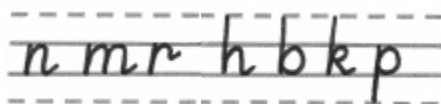
- Family 1: **The Straight Line Family** (i l t j). These are letters based on a single vertical line.



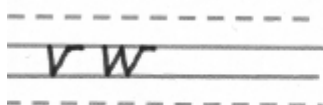
- Family 2: **The Coathanger Family** (c o a d g q e). These are letters based on a c shape.



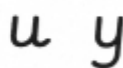
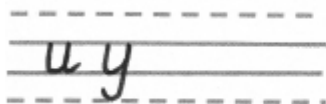
- Family 3: **The Bridge Family** (m n r h b k p). These are letters that have a vertical down stroke followed by a diagonal movement to the right.



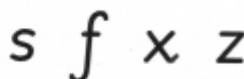
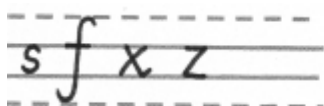
- Family 4: **The Zig Zag Family** (v w). These letters come as a zig zag pair.



- Family 5: **The Smile Family** (u y). These letters come as a smiling pair.

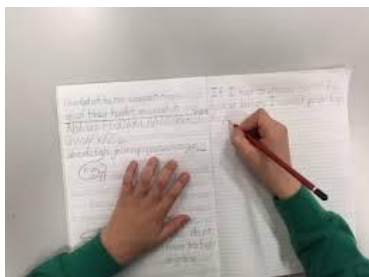


- Family 6: **The Misfits Family** (s f x z). These letters are unique and do not fit with other letter groups.



## How We Teach Handwriting: Correct Posture and Grip

For children to produce effective handwriting, they must sit in the correct way, hold the correct posture throughout writing and have the correct grip on their writing instrument. Children throughout school are taught to do this in a consistent manner across school.



1. Two hands to write with.



2. Six feet on the floor (including chair).

3. Bum, back,  
Chair (BBC).



4. Tummy Near  
Table (TNT).



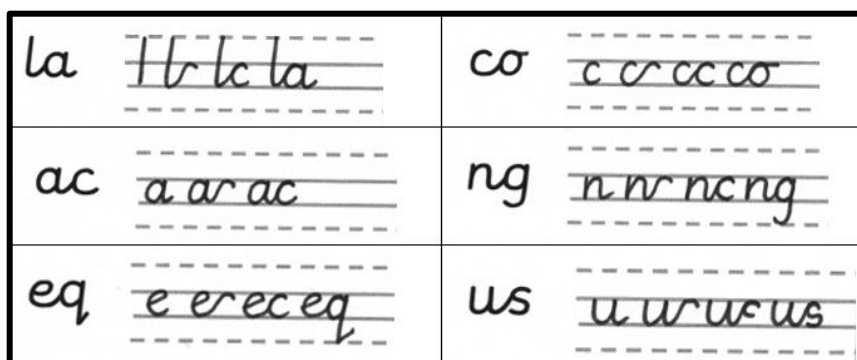
**Accurate Pencil Grip**  
“Pick, Flick, Okay.”

### Pencil Grip

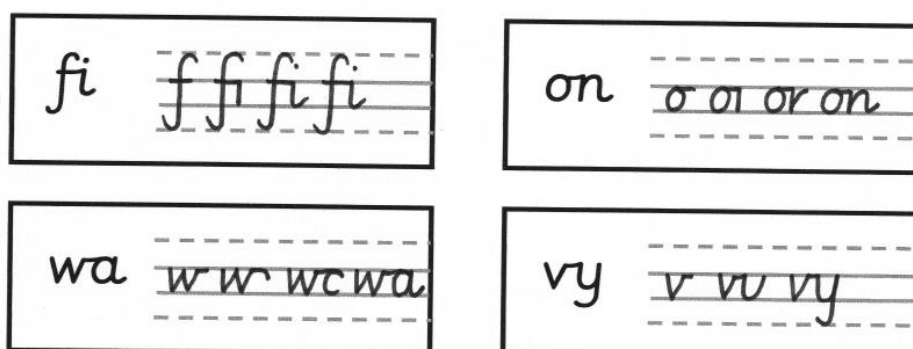
- Check 1 – Back in its bed
  - Check 2 – 3 points of contact
  - Check 3 – Wiggle little finger and finger next to it.
  - Check 4 – 1 cm showing
- Safety Checks!

## How We Teach Handwriting: Joining Letters

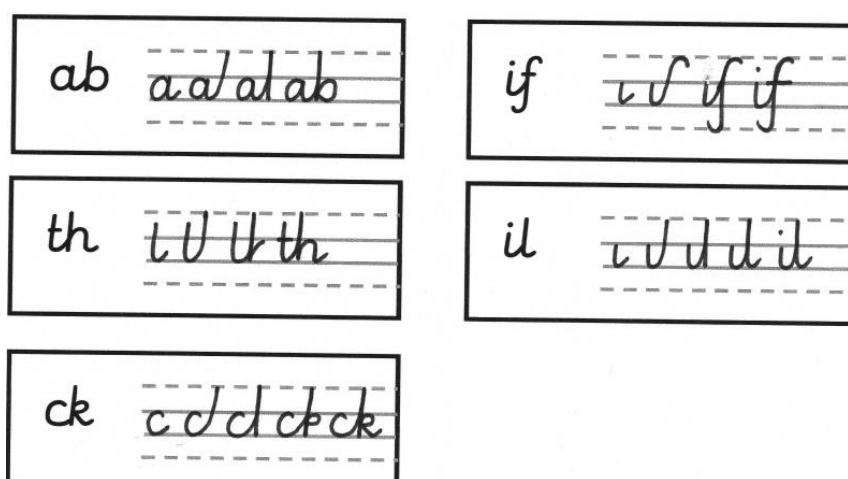
**Up, over, stop, reverse:** The following are examples of joins which follow the 'up, over, stop, reverse' route.



**Join across the top:** The following are examples where letters join across on the top solid line.



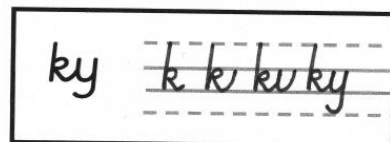
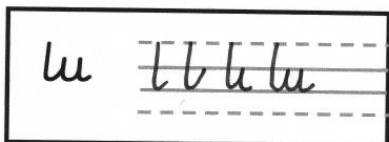
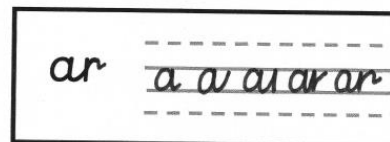
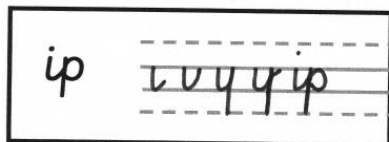
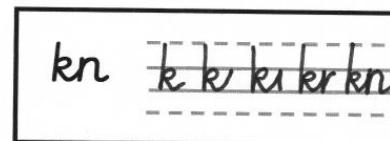
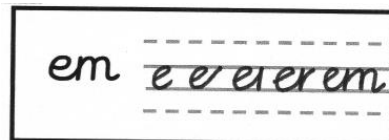
**Diagonal join from preceding letter:** Joined from the preceding letter with a diagonal joining stroke which straightens up at the top solid line then pushes straight up to the top broken line before coming straight back down tracing the line just made.



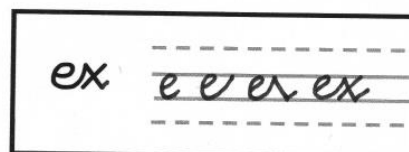
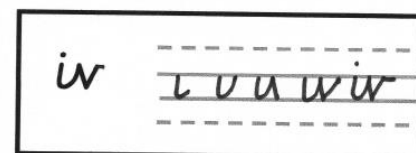
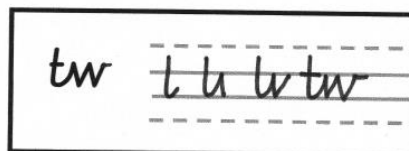
**Joining double ff:** When joining two letter fs together, for efficiency and speed use a “double cross”. Draw the two tall strokes of the f next to each other and then cross together with one horizontal cross bar which sits exactly on the top solid line.



**Diagonal join from preceding letter:** These letters are joined from the preceding letter with a diagonal joining stroke, straightening up to push to the top solid line before coming straight back down, tracing the line just made.

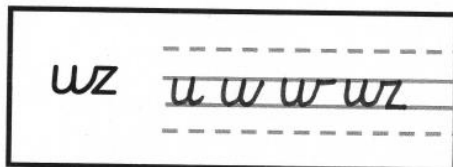


**Diagonal down:** These letters are joined from the preceding letter at the top solid line before going diagonally down to the right.

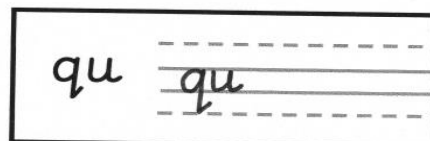
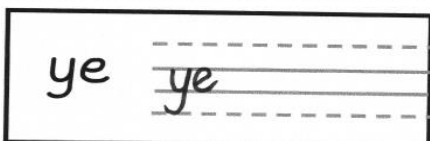
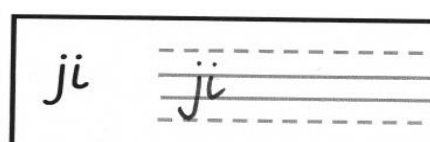
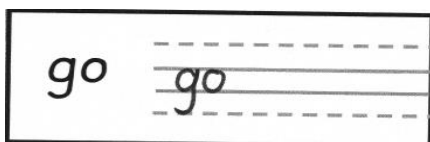




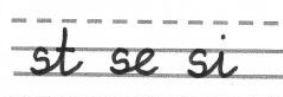
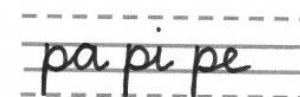
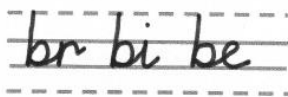
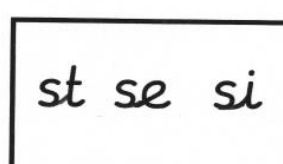
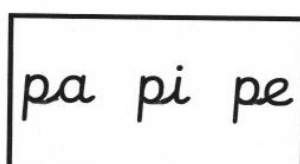
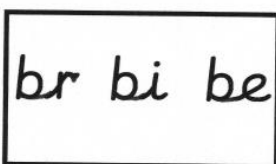
**Letter z:** The letter z is joined from the preceding letter at the top solid line before going straight across the top solid line to start the formation of the letter z.



**No join:** All of the tail letters are break letters. They do not join on to the next letter. g j y g do not join onto the next letter.



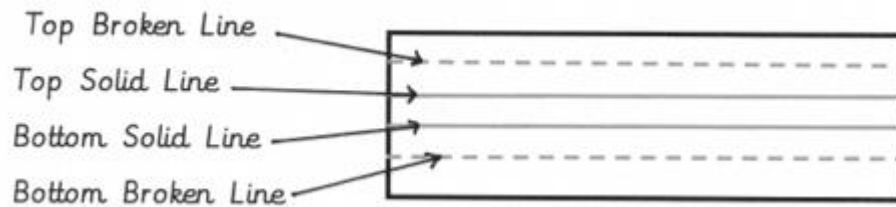
**b p s joining:** These are different to the other letters in that the joining stroke does not form a natural part of the letter therefore is only used when joining in the middle of a word.



## How We Teach Handwriting: Resourcing.

### Line guides

In handwriting sessions, children use a series of different line guides (depending on age/ability) to help them to position and size their writing accurately. All children use the same four lines but the spacing between the lines differs. An example of our handwriting line guide is shown below:



Children from year 1-year 6 will use line guides in handwriting lessons. KS1 will start with the largest lines and progressively smaller lines will be used throughout each year group depending on the needs of the children. As an inclusive school, we understand that children have individual needs so the handwriting sessions can be differentiated through the use of different line guides – i.e. different line guides can be used for different children in the same session.

### Early Years Foundation Stage

In the Early Years, children are continuously developing their fine motor skills in a variety of ways such as threading, weaving, zipping, cutting, moulding, building, etc.

Throughout our phonics programme, children are taught letter formation rhymes/phrases to teach them how letters are formed as part of daily practice. The emphasis on handwriting at this stage is accurate letter formation and so the line guides do not need to be used at this stage to avoid confusing children in these critical years of writing development.

However, in reception, children should still use single lines for their writing starting in Spring term to demonstrate tail letters (descenders) forming below the lines.

## **How We Teach Handwriting: Resourcing.**

### **Pens**

When children's handwriting is consistently neat and accurately formed, they may earn a 'pen licence'. This gives the child the opportunity to write with a handwriting pen in class. Children can only earn a pen licence when their writing is the accurate size, formation and joined. We believe that children should be able to pick a pen that they enjoy writing with and so we provide them with a variety of different pens which they can pick from.



### **Displays**

Displays in classrooms should showcase good examples of child handwriting. All children's names on displays (e.g. on WOW wall, writing wall, locker/resource labels) will be handwritten by staff and any blurbs or information should be handwritten: again, this is to model good quality handwriting. English working walls should be completely handwritten as should anything written in lessons on the flipchart/board where possible.

### **Books**

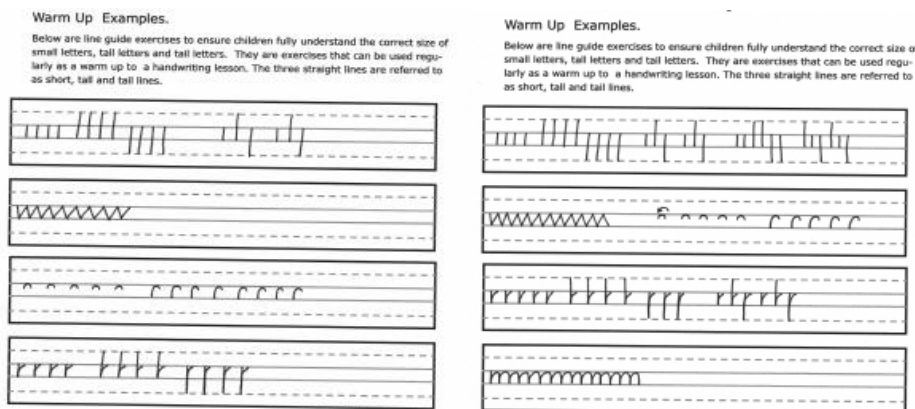
Children's writing books, which will include their GPS and handwriting practice as well as their writing outcomes, will contain the handwriting lines mentioned in this policy for consistency across their writing. Key Stage One will use wider lines than Key Stage Two. Examples of these books are here: [https://theprintsite.com/products/?fwp\\_range=dashed](https://theprintsite.com/products/?fwp_range=dashed)

With this continual practising of handwriting formation, children will be able to demonstrate these skills using ordinary lines in their other foundation books. This will be monitored closely.

## How We Teach Handwriting: Lesson Structure.

Handwriting sessions should be between 15-20 minutes and each class has at least 3 timetabled handwriting lessons a week. Handwriting is clearly and consistently modelled to children by the teacher during this time on the board, using the same line guides as children will be using. An effective handwriting lesson focuses on the three components of handwriting: letter formation, size and spacing. Our handwriting practices focus on these areas. Our handwriting lessons are structured like this:


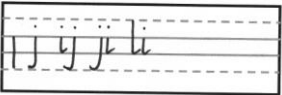

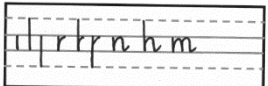
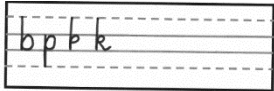
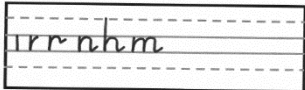
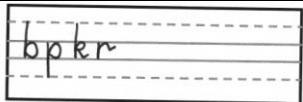
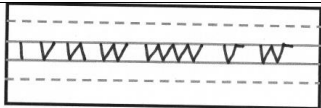
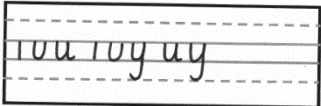

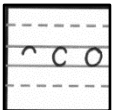
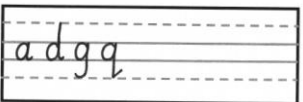
1. **A warm up:** A simple warm up can include reinforcement of the small, tall and tail letters, such as these below. A warm up activity should be modelled to the children by the teacher. Examples of KS1 and KS2 warm ups are below. EYFS should focus on activities such as finger workouts (or activities such as dough disco, threading, cutting, etc) to develop fine motor skills before writing letters in their writing lessons.

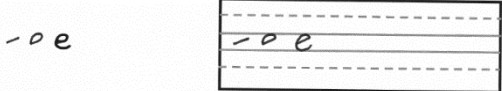

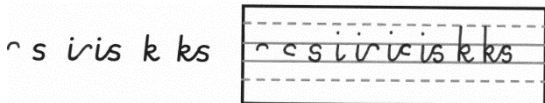
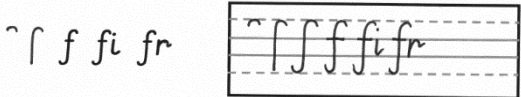
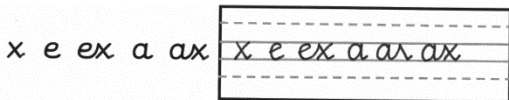

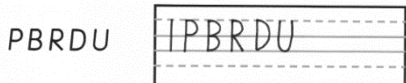
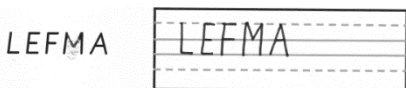
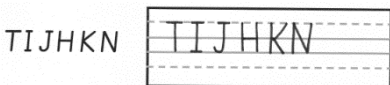
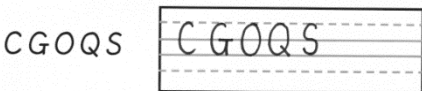
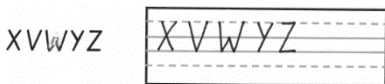
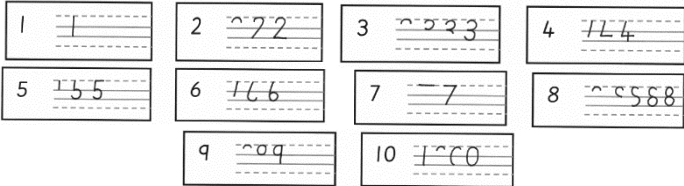


2. **Introduce learning focus** for the day (e.g. joining the letter r). Recap relevant previous learning.
3. **Modelling the skill.** Model the join with a pen on the paper flipchart. It is important that letter formation, size and spacing is discussed throughout this stage.
4. **You do, they do.** Children practise the skill they have just been taught. They can do this alone, in pairs or in groups. They can copy with their fingers in the air, using resources, on boards or with pencils.
5. **Independent application.** Children to apply the skill into their own writing – writing the join/pattern and application into words/sentences on their line guides. Teacher circulates to support.
6. **Review:** Review children's learning as a whole class. Children review their own and each other's work. They focus on one area to uplevel.

## Year 1: Programme of Lessons

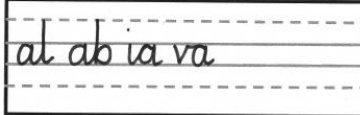
Throughout all sessions, correct grip and posture should be revisited and maintained (e.g. TNT, BBC, etc), along with using the correct vocabulary to ensure correct positioning on lines. Line guides should be used. Each session sits in sequence and should be revisited as necessary before moving to the next one – e.g. session 1 may be revisited until accurate. Year 1 do not need to join their writing but will begin to develop a pre-cursive style in Summer term. Example content should be extended to include words with taught letters.

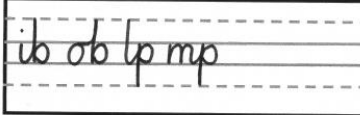
<u>Session</u>	<u>Learning Focus</u>	<u>Example Content</u>
<u>1</u>	Straight Line Family	i i l il li 
<u>2</u>	Straight Line Family	j j ij li 
<u>3</u>	Straight Line Family	t t il t it lt 
<u>4</u>	Bridge Family	r r n h m 
<u>5</u>	Bridge Family	b p k k 
<u>6</u>	Bridge Family	r r n h m <small>reinforcement</small> 
<u>7</u>	Bridge Family	b p k r <small>reinforcement</small> 
<u>8</u>	Zig Zag Family	v v w w 
<u>9</u>	Smile Family	u u y y 
<u>10</u>	Reinforcement of Zig Zag and Smile Family	
<u>11</u>	Coathanger Family	c c o 
<u>12</u>	Coathanger Family	a d g q 

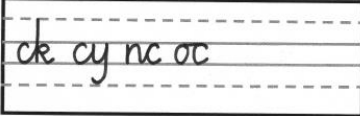
<u>13</u>	Coathanger Family	
<u>14</u>	Reinforcement of Coathanger Family	
<u>15</u>	Misfit Family	
<u>16</u>	Misfit Family	
<u>17</u>	Misfit Family	
<u>18</u>	Misfit Family	
<u>19</u>	Complete lower case alphabet	- Recap of all lower case letters. This will likely take several sessions to perfect formation/address any misconceptions.
<u>20</u>	Upper Case Letters	
<u>21</u>	Upper Case Letters	
<u>22</u>	Upper Case Letters	
<u>23</u>	Upper Case Letters	
<u>24</u>	Upper Case Letters	
<u>25</u>	Complete upper case alphabet	- Recap of all upper case letters. This will likely take several sessions to perfect formation/address any misconceptions.
<u>26</u>	Number Formation	
<u>27</u>	Lower case pre-cursive.	

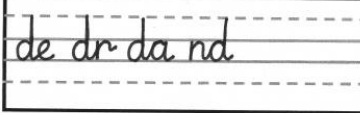
## Year 2: Programme of Lessons

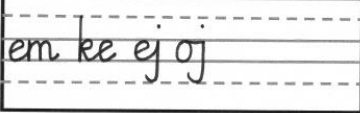
**Year 1 sessions will be revisited in order** but it is expected that children will work through them at a quicker pace with an emphasis on forming the joining line in year 2. Correct grip and posture should be revisited and maintained (e.g. TNT, BBC, etc), along with using the correct vocabulary to ensure correct positioning on lines. Line guides should be used. Year 2 children should be taught to fluently join their letters, starting with the joins below in order. Each session sits in sequence and should be revisited as necessary before moving to the next one.

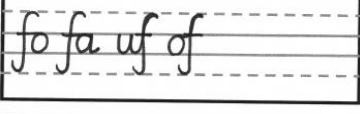
1 al ab ia va 

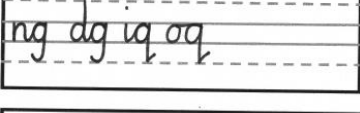
2 ib ob lp mp 

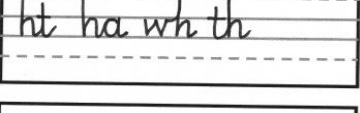
3 ck cy nc oc 

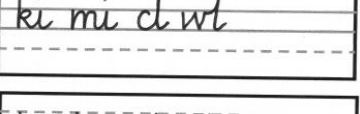
4 de dr da nd 

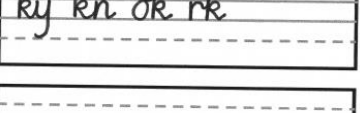
5 em ke ej oj 

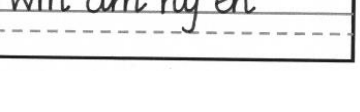
6 fo fa uf of 

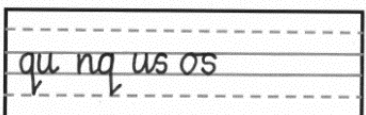
7 ng dg iq oq 

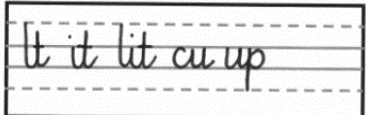
8 ht ha wh th 

9 ki mi cl wl 

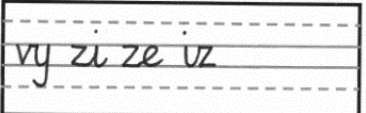
10 ky kn ok rk 

11 wm am ny en 

12 qu nq us os 

13 lt it lit cu up 

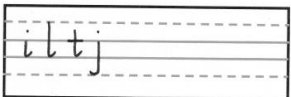
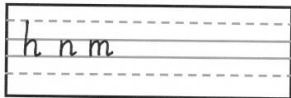
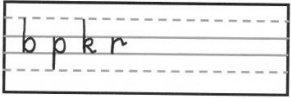
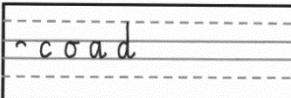
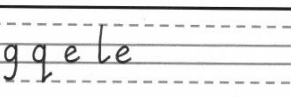
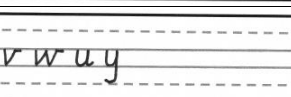
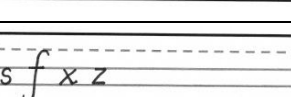
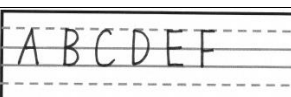

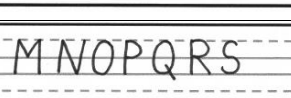

14 er nr wo we 

15 vy zi ze iz 

When these joins have been taught, children will move onto 3 letter joins and joining whole words and sentences. Nelson resources can be used to support in the further delivery of this.

## Key Stage 2: Programme of Lessons

Throughout all sessions, correct grip and posture should be revisited and maintained (e.g. TNT, BBC, etc), along with using the correct vocabulary to ensure correct positioning on lines. Line guides should be used, see section on line guides. Each session sits in sequence and should be revisited as necessary before moving to the next one: it is expected that higher classes will cover content quicker and move on to joining, writing words and sentences more quickly. Handwriting should become cross curricular – e.g. using handwriting to practise spellings in GPS sessions. Revisiting the correct formation and joining each year will provide consistency and create neat, fluent writing.

<u>Session</u>	<u>Learning Focus</u>	<u>Example Content</u>
<u>1</u>	Straight Line Family	<i>i l t j</i> 
<u>2</u>	Bridge Family	<i>h n m</i> 
<u>3</u>	Bridge Family	<i>b p k r</i> 
<u>4</u>	Reinforcement of above	
<u>5</u>	Coathanger Family	<i>c o a d</i> 
<u>6</u>	Coathanger Family	<i>g q e le</i> 
<u>7</u>	Zig Zag and Smile Family	<i>v w u y</i> 
<u>8</u>	Misfit Family	<i>s f x z</i> 
<u>9</u>	Reinforcement of above	
<u>10</u>	Capital Letters	<i>A B C D E F</i> 
<u>11</u>	Capital Letters	<i>G H I K J L</i> 
<u>12</u>	Capital Letters	<i>M N O P Q R S</i> 
<u>13</u>	Capital Letters	<i>T U V W X Y Z</i> 
<u>14</u>	Reinforcement of above	



## Key Stage 2: Programme of Lessons for Joining

**1** ac aw da oa  
ib ob

ac aw da oa ib ob

**2** ck cy ec vc du  
dg

ck cy ec vc du dg

**3** en ef me te fr  
fo

en ef me te fr fo

**4** if af ng og hs  
hu

if af ng og hs hu

**5** lh ch ib ip ki  
vi

lh ch ib ip ki vi

**6** ej nj ky kl mk  
ok

ej nj ky kl mk ok

**7** ll lw cl al mb  
mp

ll lw cl al mb mp

**8** om im mf ms  
ng nt

om im mf ms ng nt

**9** un wn or od  
vo ho

un wn or od vo ho

**10** op rp qu nq  
oq rl

op rp qu nq oq rl

**11** rs vr tr vs fs  
ns

rs vr tr vs fs ns

**12** tl ty ut ot ug  
uz

tl ty ut ot ug uz

**13** du fu va ve  
ov iv

du fu va ve ov iv

**14** wg we ow ew  
ex ix

wg we ow ew ex ix

**15** xh xe vy cy  
oz ez

xh xe vy cy oz ez

When these joins have been taught, children will move onto 3 letter joins and joining whole words and sentences. Nelson resources can be used to support in the further delivery of this.