



Handwriting Intent, Implementation and Impact

Intent

To enable children to write clearly and neatly in order to communicate meaning effectively. To write legibly in both joined and printed styles with increasing fluency and speed by:

- Having a correct, tripod or quadropod pencil grip
- Knowing that all printed letters start from the top, except d and e which start in the middle and that when joining (cursive script) all letters start on the line.
- Forming all letters correctly
- Knowing the size and orientation of letters

Implementation

Teaching of Handwriting

Handwriting is taught in accordance with the Read, Write Inc scheme of work.

In EYFS, letter formation is taught daily, during phonics sessions.

In KS1, stand-alone handwriting lessons take place twice a week, outside of literacy lessons.

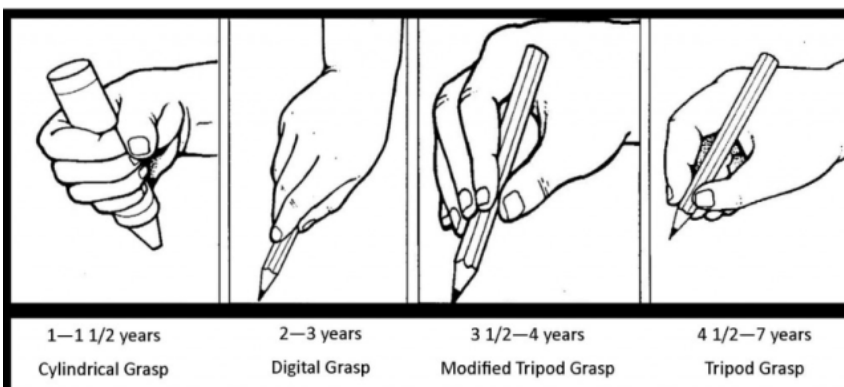
Handwriting is modelled and corrected daily, during phonics sessions.

In KS2, stand-alone handwriting lessons take place twice a week, outside of literacy lessons.

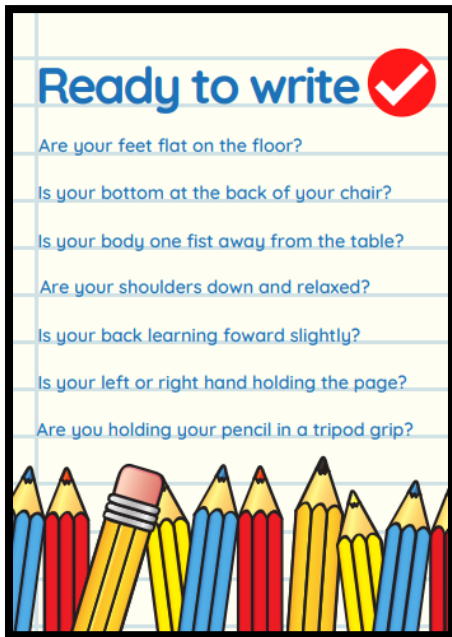
Teaching must meet the needs of the individual. Depending on the children's progression of skills, this may be differentiated according to stage and if necessary, additional support put in place.

Pencil Grip and Posture

Intervention such as Dough Disco or Write Dance are used to support children's fine motor skills for holding a pencil and writing. Expectation is for all children to have developed a tripod grip by the end of Year One. Free hands should be used to steady the paper/book.



The correct position for handwriting is taught from EYFS and posters are displayed and referred to in every classroom. During handwriting lessons, all children are seated at tables.



Paper

Handwriting should be recorded in the children's writing books.

- EYFS and early writers will use unlined paper – as soon as the children can control the size of their letter formation, wide lined paper can be introduced.
- Year One children will use 15mm sized lined paper.
- Year Two children will use 10 mm sized lined paper.
- KS2 will use 8mm sized lined paper.

Resources

RWi Teachers guides and printed resources are available in the co-ordinator file on the server, under Read, Write, Inc – Handwriting.

Lesson plans for each stage of development are available as an ActivInspire Notebook, also on the server.

Capital letter formation, Sun/Boat/Water letters, Digit formation and Handwriting Position posters are also available, printed copies of which should be displayed and referred to, according to Stage, in every classroom.

ICT

For all printed resources and display purposes, school staff should use the following fonts which exemplify the 3 stages in which we teach handwriting:

Print version

Recommended font, *Twinkl*

(Note in Foundation Stage the 'f' is taught according to the Read Write Inc. letter formation, children progress to using a 'flick' in Year One. Children are exposed to different versions of printed letters in the classroom environment.)

abcdefghijklmnopqrstuvwxyz

Pre-Cursive

Recommended font, *Twinkl Cursive Unlooped*

abcdefghijklmnopqrstuvwxyz

(By the end of KS1, all children will have progressed to form recognisable letters with 'kicks and flicks.' Note letters that do not yet join: f g j q x y z)

Cursive

Recommended font, *Twinkl Cursive Looped*

abcdefghijklmnopqrstuvwxyz

By the end of KS1, the majority of children will have progressed to 'joined up' cursive handwriting.

Please note the following letters and exceptions:

g, j and **y** all have descender loops

z is a break letter with a lead in,

f is NOT taught with ascender or descender loops – as shown in the font above, however children are exposed to different versions of printed letters in the classroom environment. '**f**' is taught with a 'washing line' join to 'boat, sun, sister' letters.

Progression of skills across RWi groups:

Stage 1	Stage 2	Stage 3
<div style="display: flex; justify-content: space-between; width: 100%; height: 15px;"> <div style="width: 15%; background-color: red;"></div> <div style="width: 15%; background-color: green;"></div> <div style="width: 15%; background-color: purple;"></div> <div style="width: 15%; background-color: pink;"></div> <div style="width: 15%; background-color: orange;"></div> </div> <p>[1a] Children practice correct letter formation</p>	<div style="display: flex; justify-content: space-between; width: 100%; height: 15px;"> <div style="width: 15%; background-color: yellow;"></div> <div style="width: 15%; background-color: blue;"></div> <div style="width: 15%; background-color: grey;"></div> </div> <p>Children learn a mature style of handwriting for the following letters: a d g o c q u y b p, that will lead to joined-up writing.</p>	<div style="display: flex; justify-content: space-between; width: 100%; height: 15px;"> <div style="width: 15%; background-color: yellow;"></div> <div style="width: 15%; background-color: blue;"></div> <div style="width: 15%; background-color: grey;"></div> </div> <p>Children learn the two basic joins: the arm join (diagonal) and the washing line join (horizontal) and the two variables for each join.</p>
<p>[1b] Children learn where to place the letters on the writing line.</p>		

Progression of skills across EYFS, KS1 and KS2:

Foundation Stage
































Stage 1a

During Foundation Stage children are encouraged to develop fine and gross motor skills. They have access to equipment to make marks with, including: chinks, large paint brushes and shaving foam. They use a range of mark making tools such as pencils, crayons and markers with confidence and enjoyment.

Children learn correct letter formation using the same picture mnemonics they have already learnt through Speed Sounds.

They use a pencil and hold it effectively to form recognisable letters.

Instant feedback is given when errors in pencil grip or formation are seen.

 Down Maisie. Up and over the mountain. Up and over the mountain.	 Down the long leg.
 Round the apple, up and down the leaf.	 Down the horse's leg. Up and over his back. Down to his hoof.
 Slither down the snake.	 Shh says the horse to the hissing snake.
 Round the dinosaur's big bottom. Up his long neck and down to his feet.	 Down the robot, up and over the robot's arm.
 Down the tower, across the tower.	 Down his body curl and dot.
 Down the insect's body. Dot for the head.	 Down a wing. Up a wing.
 Down the pirate's plait and up around his face.	 Down a horn up a horn and down under his head.
 Down Nobby, up and over his net.	 Down up down up.
 Round the girl's face, up and down to give her a curl.	 Zig-zag-zig.
 Round the orange.	 Choo sneezes the horse as the caterpillar's hairs tickle its nose.
 Curl around the caterpillar.	 Th-ank you says the princess to the horse for rescuing her from the tower.
 Down the kangaroo's body. Up to his tail and down to his leg.	 Round the queen's head. Up past her earrings and down her hair.
 Down and under the umbrella. Up to the top and down to the puddle.	 Down the arm and leg and repeat the other side.
 Down the laces, up and around the boot to the heel.	 Thing on a string.
 Down the stem and draw the leaves.	 I think I stink.
 Cut the egg. Around the egg.	

Children write on plain paper.

Children are taught the correct position and signal for handwriting.

Children are introduced to reading words with capital letters in Ditty books and beyond. They learn how to write the correct capital letter for their own name and some of their friends. Lowercase letters written alongside the equivalent capital letters are displayed both inside and outside the classroom.

In handwriting sessions, letters are taught in groups:

- 'around' letters: **c a o d g q**
- 'down' letters: **l t b p k h I j m n r u y**
- 'curly' letters: **e f s**
- 'zig zag' letters: **v w z x**

By the Summer term, some children will be accessing Stage 1b (see below).

Year One

Stage 1b

Once children can form the letters correctly, they learn how to place the letters on the line. Picture mnemonics help children to visualise the size and placement.

Correct formation of capital letters are taught as part of twice weekly handwriting session. Lowercase letters written alongside the equivalent capital letters are clearly displayed in the classroom.

Children are taught how to form digits 0-9 using the Communication4all rhymes.

Children write on wide-lined paper.

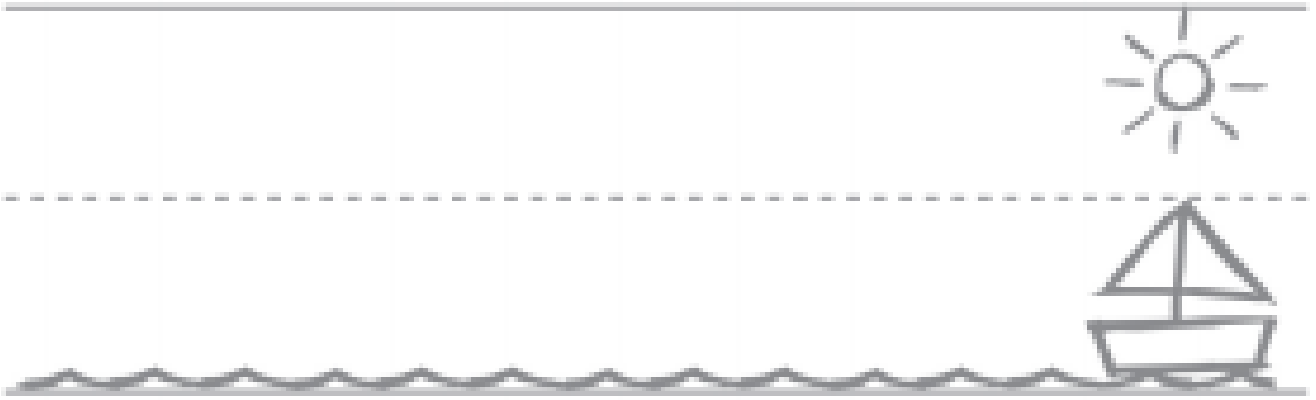
Children use handwriting position and signal.

Children understand which letters belong to which handwriting 'families' and practise these:

- Some small letters are called 'boat letters': **a c e i m n o r s u v w x z**.
- Letters that are written below the line are called 'water letters': **g j p q y**.
- Tall letters are called 'sun letters': **b d h k l t f**.

Explain that:

- Some letters are the same size as the boat and are called 'boat letters': **a c e i m n o r s u v w x z**.
- Some letters go below the water line and are called 'water letters': **g j p q y**.
- Some letters are as tall as the sun and are called 'sun letters': **b d h k l (f and t are just a little bit smaller)**.



Some children will access Stage 2 by the Summer Term (see below)

Year Two

Stage 2

At the start of the year pupils should be able to form individual letters correctly. Teachers should plan opportunities to revisit, practise and review to establish good habits from the start.

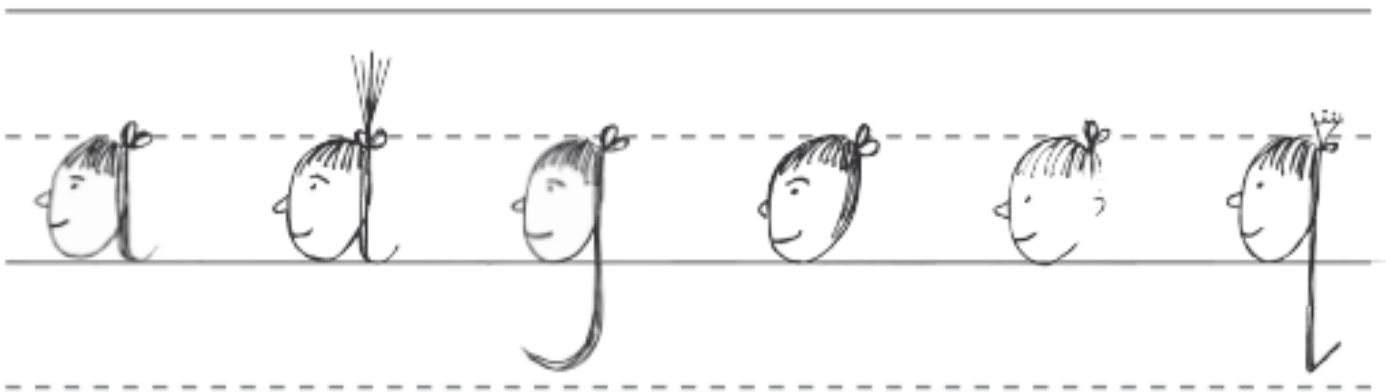
Explain to children that they are going to use new characters to help them develop a grown-up style of writing that will lead to joined-up writing. New pictures will help them to visualise the new shapes.

Children to use handwriting position and signal.

Use of capital letters consistent and corrected during purple pen sessions.

Introduce the formation family: six sisters, two uncles and their two pets.

- The six sisters – Annie, Dina, Gabi, Olivia, Carina and Queenie – all look the same. Their mother tells them that they must all have a different haircut so people can tell them apart!



- The uncles – Uncle Umberto and Uncle Yaseen – look just like the sisters, except they are bald on the top of their heads.



- The family have a dog and a bunny whose faces are very similar too, but they have long ears.



End of Year Two and into Years Three and Four

Stage 3

Children should be using joined, cursive handwriting throughout all independent writing. Handwriting is taught with the aim of increasing the fluency with which pupils are able to write down what they want to say.

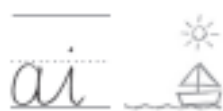
Children to use handwriting position and signal.

Explain to children that there are two basic joins

- The arm join (diagonal)
- The washing line join (horizontal)

The arm join has three variations:

- arm to boat



- arm to sun



- arm to sister



The washing line join has three variations:

- washing line to boat



- washing line to sun



- washing line to sister



Years Five and Six

Children continue to revise Stage 3, showing fluency in the two basic joins to ensure they maintain legibility in joined handwriting when writing at speed, by the end of key stage 2, as stated in the National Curriculum.

In upper key stage 2, once children can demonstrate a mature and consistent style in handwriting, children can move to using a handwriting pen with the expectation that all children should be using pen and showing fluency and legibility in joined writing by the end of year 6.