

# Woodlands Primary School

## Handwriting Policy



At Woodlands Primary School we aim to teach handwriting from entry to our school. Children will be taught letter formation and we aim to have a progressive programme to support our children to develop a neat, legible and consistently sized style as they move throughout the school.

Teachers will follow the Handwriting Medium Term plan which is based on the Pen Pals programme and identifies which units will be taught in which term.

From Foundation Stage and KS1 the children will be taught to form letters with exit strokes and begin to join at the end of Year 1 if ready. Year 2 pupils will be expected to join their writing as soon as ready. Capital letters do not join. Children in Reception, Y1 and Y2 will use a sharp pencil and children in Y3 will move onto pen when they are ready (as agreed in the English non negotiables September 2017).

Exception letters:

- We will join from **b** and **p**
- **X, j** and **z** will not be joined to or from any letter
- We will introduce the loop on the **k** from Y1
- We will join into **g** and **y** but not from

Handwriting practice will be carried out three times per week (approximately 15 minute sessions) in KS1 and KS2 and will be modelled by teaching staff. Children will use handwriting books with tramlines to practise and consolidate their skills. Once per week children will practise their handwriting in the back of their Literacy book to transfer handwriting skills from tramlines to lined paper.

KS1 will write the day of the week and the short date, KS2 will write the long date in a cursive script at the start of each handwriting session. Children will be taught to adopt correct posture when writing and it is important that they are positioned correctly. Posture is very important when writing and it is essential that left handers are not seated next to right handers because of 'bumping' of elbows. Children will be taught to develop consistency in their writing in terms of size, orientation and formation, along with increasing their speed and fluency.

Each week there will be a hand writer of the week awarded to a child from each class for effort, improvement, consistency in letter formation or another handwriting skill.

Useful activities to support teaching of handwriting

- Use a magic pencil and write the letter in the air
- Using tracing paper over letters
- Writing letters on a friends back
- Writing letters with a magic pencil on the hand
- Practise writing in the sand and clay
- Writing on unlined paper can develop awareness of letter relationships
- Use a highlighter pen for the children to trace over
- Left handed learners often need to slant their paper the other way thus avoiding the need for awkward hand positions.

### Note

At no time are children to join from a capital letter.

## **Progressive Teaching Objectives for each year group**

### Reception and Nursery – Foundation Stage

- In Foundation Stage initial handwriting skills will be taught by developing gross and fine motor control to enable the children to strengthen the muscles needed to hold a pencil effectively. Handwriting will follow the Read Write Inc programme of letter formation to enable children to read and recognise print on the RWI resources

This is done through:

- Using resources which develop a pincer movement e.g. using tweezers, threading beads and handling chopsticks
- Using large equipment to make marks with e.g. chunky chalks and painting and drawing on the playground
- Completing puzzles which require a small and controlled grip
- Ensuring that there are a wide variety of resources for the children to access independently, both indoors and outdoors, which encourage the children to experiment with mark-making
- Letter formation is taught alongside the sounds and in the order of the 'Read Write Inc' programme and is taught daily in Phonics and/or Literacy sessions.
- Mark making activities are available as part of continuous provision in all EYFS classrooms. These activities are to be modelled by adults.
- In Reception, activities will be progressive and increased expectations/structure will be introduced throughout the year.
- Additional intervention for children requiring support for pencil grip and letter formation will be delivered as required in the Reception classes.

### Year 1 & 2

- To form all lower case and upper case letters correctly in a script in preparation for joining in year two
- To ensure correct letter orientation and positioning on the lines

### Year 3

- To build up handwriting speed, legibility and fluency through practise
- To ensure consistency in size and proportions of letters and the spacing between the letters and words
- Children will work towards gaining their 'Pen Licence' and move from using a pencil to a pen for writing when ready.

### Year 4

- To use joined handwriting for all writing except where other special forms are required
- To present all work neatly
- To use a range of presentational skills appropriate to task
- To build up speed, e.g. particularly for notes, drafts, lists etc
- To ensure consistency in size and proportions of letters and spacing between letters and words

### Year 5 and 6

- To use joined handwriting for all writing except where other special forms are required
- To present all work neatly
- To use a range of presentational skills appropriate to task
- To build up speed, e.g. particularly for notes, drafts, lists etc
- To ensure consistency in size and proportions of letters and spacing between letters and words

Appendix 1. outlines all lower case script

Appendix 2 outlines all capital letter script

Appendix 3 September 2017 Handwriting Medium Term Plan

Appendix 4 Units to cover

Appendix 5 PenPals Long Term Plan (Scope and Sequence)

Appendix 6 Outlines positioning and common handwriting problems

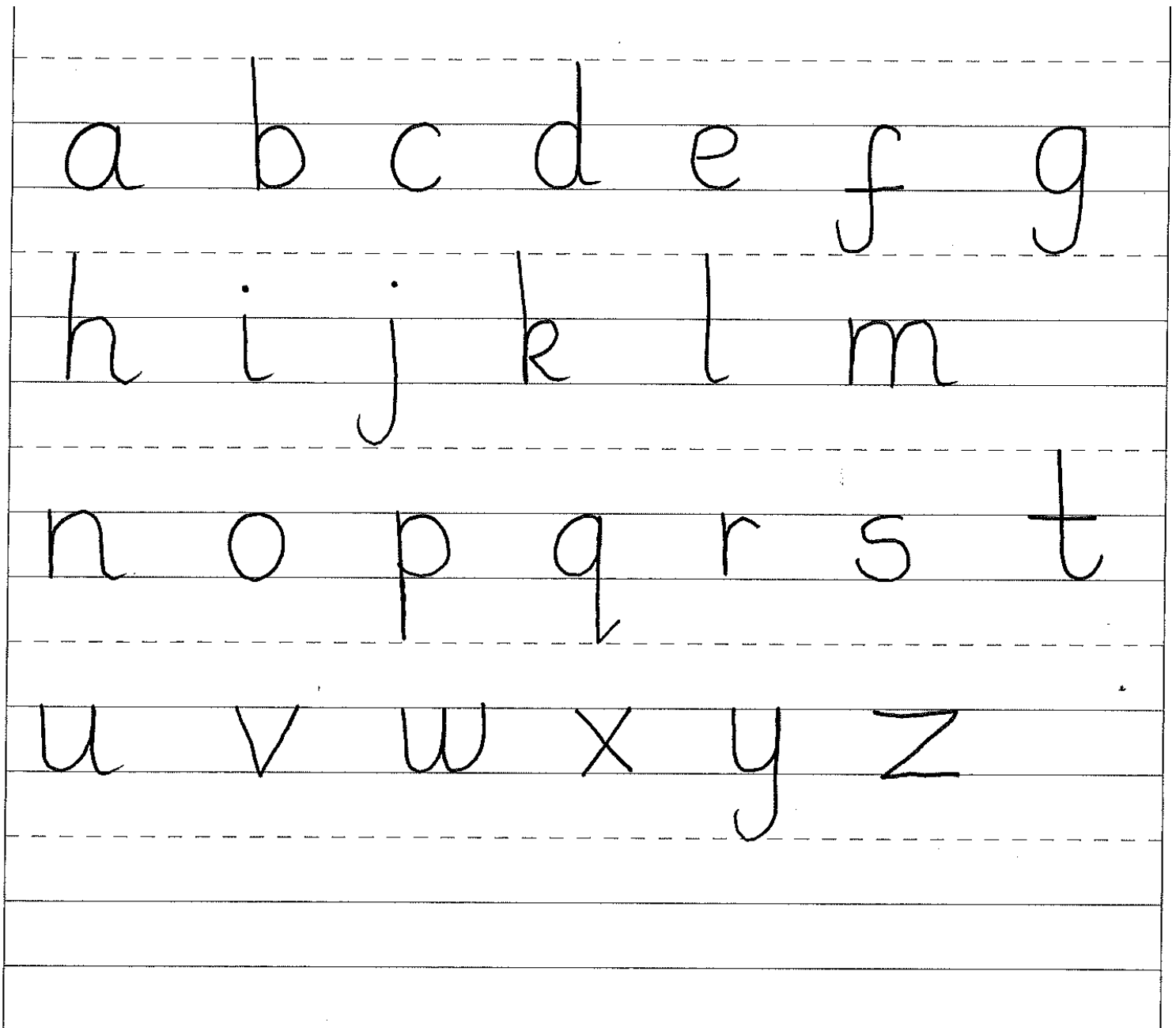
Appendix 7 Checklist for teachers and support staff

Policy written by the Literacy Team October 2017

Date for review October 2020

Appendix 1

Outlines all the script for Foundation and KS1 with exit strokes. All letters start at the top except for e.



Appendix 2  
Outlines all capital letter script

A B C D E

F G H I J

K L M N O

P Q R S T

U V W X Y

Z

**Appendix 3****September 2017 – July 2018 Handwriting Medium Term Plan**

<b>Year Group</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>EYFS</b>	Initial handwriting skills will be taught by developing gross and fine motor control. Early writing sessions with a focus on mark making into letter formation will be delivered consistently.		
<b>Y1</b>	Letter formation/printing revision	Y1 Term 2	Y1 Term 3
<b>Y2</b>	Y1 Term 3	Y2 Term 1	Y2 Term 2
<b>Y3</b>	Y2 Term 3	Y3 Term 1	Y3 Terms 2&3
<b>Y4</b>	Y2 Term 3	Y3 Term 1	Y3 Terms 2&3
<b>Y5</b>	Y3 Terms 1-3	Y4 Term 1	Y4 Terms 2&3
<b>Y6</b>	Y3 Terms 1-3	Y4 Terms 1-3	Revision

\*This long term plan aims to ensure children meet standards and expectations outlined in the Handwriting Policy. Use professional judgement to decide whether children need to revise prior year group patterns or joins, and consolidate these before moving on.

**Appendix 4**  
**PenPals– Units to cover**

<p><b>Y1</b></p>	<p><b>TERM 1</b></p> <p>(This is a repeat of printed handwriting work, so no need to cover.)</p>	<p><b>TERM 2</b></p> <p>U11: at, all          U12: th          U13: ch          U14: cl          U15: in, im          U16: cr, tr, dr          U17: lp, mp          U18: id, ig          U19: nd, ld          U20: ng</p>	<p><b>TERM 3</b></p> <p>U21: ee          U22: ai, ay          U23: ime, ine          U24: op, oy          U25: one, ome          U26: oa, og          U27: wa, wo          U28: ol, ot          U29: wh, oh          U30: of, if</p>
<p><b>Y2</b></p>	<p><b>TERM 1</b></p> <p>U2: j, g, x, y, z, b, f, p, q, r, s          U3: eel, eet          U4: a_e          U5: ice, ide          U6: ow, ou          U7: oy, oi          U8: oa, ode          U9: ole, obe          U10: ook, ool</p>	<p><b>TERM 2</b></p> <p>U11: ir, ur, er          U12: or, oor          U13: url, irl, irt          U14: ere          U15: air          U16: dis          U17: ws          U18: sh          U19: si, su, se, sp, sm          U20: rs</p>	<p><b>TERM 3</b></p> <p>U21: ea, ear          U22: ft, fl          U23: fu, fr          U24: qu          U25: rr          U26: ss          U27: ff          U28: ascenders and capitals</p>
<p><b>Y3</b></p>	<p><b>TERM 1</b></p> <p>U1: long vowel phonemes          U2: le          U3: ing          U6: de, un          U7: dis          U8: re, pre          U9: ff          U10: qu</p>	<p><b>TERM 2</b></p> <p>U11: bi, bu, pi, pu          U12: ba, bo, pa, po          U13: bl, ph          U14: silent letters          U15: parallel ascenders          U16: parallel descenders          U17: ly less, ful          U18: Capitals          U19: er, est</p>	<p><b>TERM 3</b></p> <p>U21: mis, anti, ex          U22: non, co          U23: apostrophes          U24: address          U25: dialogue</p>
<p><b>Y4</b></p>	<p><b>TERM 1</b></p> <p>U1: ness, ship          U2: ing, ed          U3: s          U4: ify          U5: nn, mm, ss          U6: tt, ll, bb          U7: pp, ff          U8: cc, dd          U9: break letters</p>	<p><b>TERM 2</b></p> <p>U12: al, ad, af          U13: ight, ough          U14: ious          U15: able, ful          U16: fs, ves</p>	<p><b>TERM 3</b></p> <p>U21: u, k          U22: ic, ist          U23: ion          U24: its, it's          U25: ible, able          U28: Capitals</p>

# Scope and sequence

## Foundation 1/3-5 years

### DEVELOPING GROSS MOTOR SKILLS

- 1 The vocabulary of movement
- 2 Large movements
- 3 Responding to music

### DEVELOPING FINE MOTOR SKILLS

- 4 Hand and finger play
- 5 Making and modelling
- 6 Links to art
- 7 Using one-handed tools and equipment

### DEVELOPING PATTERNS AND BASIC LETTER MOVEMENTS

- 8 Pattern-making
- 9 Responding to music
- 10 Investigating straight line patterns
- 11 Investigating loops
- 12 Investigating circles
- 13 Investigating angled patterns
- 14 Investigating eights and spirals

## Foundation 2/Primary 1

### Term 2

- 1 Introducing long ladder letters: *l, t, u, j, y*
- 2 Practising long ladder letters: *l, i*
- 3 Practising long ladder letters: *t, u*
- 4 Practising long ladder letters: *j, y*
- 5 Practising all the long ladder letters
- 6 Introducing one-armed robot letters: *r, b, n, h, m, k, p*
- 7 Practising one-armed robot letters: *b, n*
- 8 Practising one-armed robot letters: *h, m*
- 9 Practising one-armed robot letters: *k, p*
- 10 Practising all the one-armed robot letters
- 11 Introducing capitals for one-armed robot letters: *R, B, N, H, M, K, P*
- 12 Introducing capitals for long ladder letters: *L, I, T, U, J, Y*

### Term 3

- 13 Introducing curly caterpillar letters: *c, a, d, o, s, g, q, e, f*
- 14 Practising curly caterpillar letters: *a, d*
- 15 Practising curly caterpillar letters: *o, s*
- 16 Practising curly caterpillar letters: *g, q*
- 17 Practising curly caterpillar letters: *e, f*
- 18 Practising all the curly caterpillar letters
- 19 Introducing zig-zag monster letters: *z, v, w, x*
- 20 Practising zig-zag monster letters: *v, w, x*
- 21 Introducing capitals for curly caterpillar letters: *C, A, D, O, S, G, Q, E, F*
- 22 Introducing capitals for zig-zag monster letters: *Z, V, W, X*
- 23 Exploring *ch, th* and *sh*

## Year 1/Primary 2

### Term 1

- 1 Letter formation practice: long ladder family
- 2 Letter formation practice: one-armed robot family
- 3 Letter formation practice: curly caterpillar family
- 4 Letter formation practice: zig-zag monster family
- 5 Practising the vowels: *i*
- 6 Practising the vowels: *u*
- 7 Practising the vowels: *a*
- 8 Practising the vowels: *o*
- 9 Practising the vowels: *e*
- 10 Letter formation practice: capital letters

### Term 2

- 11 Introducing diagonal join to ascender: joining *at, all*
- 12 Practising diagonal join to ascender: joining *th*
- 13 Practising diagonal join to ascender: joining *ch*
- 14 Practising diagonal join to ascender: joining *d*
- 15 Introducing diagonal join, no ascender: joining *in, im*
- 16 Practising diagonal join, no ascender: joining *cr, tr, dr*
- 17 Practising diagonal join, no ascender: joining *lp, mp*
- 18 Introducing diagonal join, no ascender, to an anticlockwise letter: joining *td, tg*
- 19 Practising diagonal join, no ascender, to an anticlockwise letter: joining *nd, ld*
- 20 Practising diagonal join, no ascender, to an anticlockwise letter: joining *ng*

### Term 3

- 21 Practising diagonal join, no ascender: joining *ee*
- 22 Practising diagonal join, no ascender: joining *ai, ay*
- 23 Practising diagonal join, no ascender: joining *ime, ine*
- 24 Introducing horizontal join, no ascender: joining *op, oy*
- 25 Practising horizontal join, no ascender: joining *ome, ome*
- 26 Introducing horizontal join, no ascender, to an anticlockwise letter: joining *oa, og*
- 27 Practising horizontal join, no ascender, to an anticlockwise letter: joining *wa, wo*
- 28 Introducing horizontal join to ascender: joining *ot, ot*
- 29 Practising horizontal join to ascender: joining *wh, oh*
- 30 Introducing horizontal and diagonal joins to ascender, to an anticlockwise letter: joining *of, if*
- 31 Assessment

## Year 2/Primary 3

### Term 1

- 1 How to join in a word: high-frequency words
- 2 Introducing the break letters: *j, g, x, y, z, b, f, p, q, r, s*
- 3 Practising diagonal join to ascender in words: *eel, eet*
- 4 Practising diagonal join, no ascender, in words: *a\_\_e*
- 5 Practising diagonal join, no ascender, to an anticlockwise letter in words: *ice, ide*
- 6 Practising horizontal join, no ascender in words: *ow, ou*
- 7 Practising horizontal join, no ascender in words: *oy, oi*
- 8 Practising horizontal join, no ascender, to an anticlockwise letter in words: *oa, ode*
- 9 Practising horizontal join to ascender in words: *ole, obe*
- 10 Practising horizontal join to ascender in words: *ook, oot*

### Term 2

- 11 Practising diagonal join to *r*: *ur, ur, er*
- 12 Practising horizontal join to *r*: *or, oor*
- 13 Introducing horizontal join from *r* to ascender: *ur, ur, ur*
- 14 Introducing horizontal join from *r* to *er*
- 15 Practising joining to and from *r*: *air*
- 16 Introducing diagonal join to *s*: *dis*
- 17 Introducing horizontal join to *s*: *ws*
- 18 Introducing diagonal join from *s* to ascender: *sh*
- 19 Introducing diagonal join from *s*, no ascender: *st, su, se, sp, sm*
- 20 Introducing horizontal join from *r* to an anticlockwise letter: *rs*

### Term 3

- 21 Practising diagonal join to an anticlockwise letter: *ea, ear*
- 22 Introducing horizontal join to and from *f* to ascender: *ff, ff*
- 23 Introducing horizontal join from *f*, no ascender: *fu, fr*
- 24 Introducing *qu* (diagonal join, no ascender)
- 25 Introducing *tr* (horizontal join, no ascender)
- 26 Introducing *ss* (diagonal join, no ascender), to an anticlockwise letter)
- 27 Introducing *ff* (horizontal join to ascender)
- 28 Capital letter practice: height of ascenders and capitals
- 29 Assessment
- 30 Assessment



# Scope and sequence

## Year 3/Primary 4

### Term 1

- 1 Revising joins in a word: long vowel phonemes
- 2 Revising joins in a word: *le*
- 3 Revising joins in a word: *ing*
- 4 Revising joins in a word: high-frequency words
- 5 Revising joins in a word: new vocabulary
- 6 Revising joins in a word: *un, de*
- 7 Revising joins to and from *s: dis*
- 8 Revising joins to and from *r: re, pre*
- 9 Revising joins to and from *f: ff*
- 10 Revising joins: *qu*

### Term 2

- 11 Introducing joining b and p: diagonal join, no ascender, *bi, bu, pi, pu*
- 12 Practising joining b and p: diagonal join, no ascender, to an anticlockwise letter, *ba, bo, pa, po*
- 13 Practising joining b and p: diagonal join to ascender, *bl, ph*
- 14 Relative sizes of letters: silent letters
- 15 Parallel ascenders: high-frequency words
- 16 Parallel descenders: adding *y* to words
- 17 Relative size and consistency: *ly, less, ful*
- 18 Relative size and consistency: capitals
- 19 Speed and fluency practice: *er, est*
- 20 Speed and fluency practice: opposites

### Term 3

- 21 Consistency in spacing: *mis, anti, ex*
- 22 Consistency in spacing: *nam, co*
- 23 Consistency in spacing: apostrophes
- 24 Layout, speed and fluency practice: address
- 25 Layout, speed and fluency practice: dialogue
- 26 Layout, speed and fluency practice: poem
- 27 Layout, speed and fluency practice: letter
- 28 Handwriting style
- 29 Assessment
- 30 Handwriting style

## Year 4/Primary 5

### Term 1

- 1 Revising joins in a word: *ness, ship*
- 2 Revising joins in a word: *ing, ed*
- 3 Revising joins in a word: *s*
- 4 Revising joins in a word: *ify*
- 5 Revising joins in a word: *nn, mm, ss*
- 6 Revising parallel ascenders: *tt, ll, bb*
- 7 Revising parallel ascenders and descenders: *pp, ff*
- 8 Revising joins to an anticlockwise letter: *cc, dd*
- 9 Revising break letters: alphabetical order
- 10 Linking spelling and handwriting: related words

### Term 2

- 11 Introducing sloped writing
- 12 Parallel ascenders: *at, ad, af*
- 13 Parallel descenders and break letters: *ight, ough*
- 14 Size, proportion and spacing: *ious*
- 15 Size, proportion and spacing: *able, ful*
- 16 Size, proportion and spacing: *fx, ves*
- 17 Speed and fluency: abbreviations for notes
- 18 Speed and fluency: notemaking
- 19 Speed and fluency: drafting
- 20 Speed and fluency: lists

### Term 3

- 21 Size, proportion and spacing: *v, k*
- 22 Size, proportion and spacing: *ic, ist*
- 23 Size, proportion and spacing: *ion*
- 24 Size, proportion and spacing: contractions
- 25 Speed and fluency: *ible, able*
- 26 Speed and fluency: diminutives
- 27 Print alphabet
- 28 Print capitals
- 29 Assessment
- 30 Presentational skills: font styles

## Years 5 & 6/Primary 6 & 7

### Year 5 Handwriting

- 1 Revision: practising sloped writing
- 2 Revision: practising the joins
- 3 Developing style for speed: joining from *t*
- 4 Developing style for speed: looping from *g, j* and *y*
- 5 Developing style for speed: joining from *s*
- 6 Developing style for speed: joining from *f*
- 7 Developing style for speed: writing *v, w, x* and *z* at speed
- 8 Developing style for speed: pen breaks in longer words
- 9 Different styles for different purposes
- 10 Assessment

### Year 5 Project work

- 11 Haiku project: making notes
- 12 Haiku project: organising ideas
- 13 Haiku project: producing a draft
- 14 Haiku project: publishing the haiku
- 15 Haiku project: evaluation
- 16 Letter project: making notes
- 17 Letter project: structuring an argument
- 18 Letter project: producing a draft
- 19 Letter project: publishing a letter
- 20 Letter project: evaluation

### Year 6 Handwriting

- 21 Self-assessment: evaluating handwriting
- 22 Self-assessment: checking the joins
- 23 Self-assessment: consistency of size
- 24 Self-assessment: letters resting on baseline
- 25 Self-assessment: ascenders and descenders
- 26 Self-assessment: consistency of size of capitals and ascenders
- 27 Writing at speed: inappropriate closing of letters
- 28 Writing at speed: identifying unclosed letters
- 29 Writing at speed: spacing within words
- 30 Writing at speed: spacing between words

### Year 6 Project work

- 31 Playscript project: collecting information
- 32 Playscript project: recording ideas
- 33 Playscript project: producing a draft
- 34 Playscript project: publishing a playscript
- 35 Playscript project: evaluation
- 36 Information notice project: collecting and organising information
- 37 Information notice project: organising information
- 38 Information notice project: producing a draft
- 39 Information notice project: publishing a notice
- 40 Information notice project: evaluation

## **Appendix 6**

### **Outlines positioning and common handwriting problems**

#### **Guidance for Left-handers**

Special rules apply for left-handers. They should sit on the left-hand side of double desks or tables. They must be able to rest their left forearms on the edge of the desk. The book or paper must slope in line with the left forearm. As writing is completed down the page, the paper must be moved away from the body in the same line. The aim is to keep the left arm in much the same position at all times to avoid the elbow being cramped by the chest. Moving the paper away from the body prevents writing becoming cramped at the foot of the page. The right hand must be used to control the movement of the page. The left hand should end up below the line of writing to avoid smudging and to give a clear view of what is being written. Children should be discouraged from hooking their left hand above the line of writing to avoid smudging.

#### **Guidance for Right-handers**

Right-handers do not face the same problems as left-handers, but many children will find it helpful to slope the paper slightly and to move it away from the body as the page is completed.

#### **Pen Grip**

The pen or pencil should be gripped comfortably between forefinger and thumb with the second finger below to steady it. If you pick up a pen which is lying on the table in front of you with its nib towards you in line with your forearm, you instinctively pick it up in the correct grip.

## **Appendix 7**

### **Checklist for teachers and support staff including marking**

If a child's handwriting is to develop into a pleasing and consistent style, it is helpful to examine each piece of writing in the light of the following criteria:

1. Shape  
Are all letters properly formed and clear?
2. Joining  
Are as many letters as possible joined consistently?
3. Evenness  
Are letters of a consistent and reasonable size? Capitals can be too big, tall letters too tall, small letters too small.
4. Floating and Sinking  
Do letters sit on the line? Words sometimes float above or sink below the writing line. This happens because the writing hand is not moving steadily across the page.
5. Particular Letters  
Which letters are really well formed? Which ones need careful practise?
6. When marking handwriting it is important to model any inaccuracies to enable the children to practise the letter/words again correctly. Children need to be shown where formation is inaccurate.
7. Adults need to make reference to the objective of the lessons, M/T (Me/Teacher) indication to be used with either a smiley/straight/sad face for Foundation and KS1 pupils and a tick, dash - or a dot . in KS2.