



Wellsprings
Primary School

Handwriting Policy



Wellsprings Primary School Handwriting Policy

Wellsprings Primary School Vision Statement

At Wellsprings Primary, we inspire creativity, high achievement and enjoyment.

By expecting high standards of everyone at Wellsprings we make sure that:

- Our school is a fun and exciting place to learn;
- That we work hard on improving the 'key skills' for life;
- We are confident doing things on our own and as part of a team;
- We continue to be proud of being part of our school and celebrating success;
- We are safe and feel cared for.



There are four main purposes to this policy:

- To establish an entitlement for all pupils;
- To establish expectations for teachers of this subject;
- To promote continuity and coherence across the school;
- To state the school's approaches to this subject in order to promote public, and particularly parents' and carers', understanding of the curriculum.

At Wellsprings, we teach handwriting in order that children can eventually acquire a legible, fluent handwriting style. We are aiming for a consistent style throughout the school in order that once the established model has been achieved the child can go on to develop his/her own individual style.

Rationale

Even in this technological, computer-literate age, good handwriting remains fundamental to children's educational achievement. If children are to achieve comfortable, legible handwriting styles, they need to be taught to form and join each letter efficiently. Children need good models to copy, lots of practice and feedback to help them fine-tune their performance.

Aims

In order to raise attainment for all pupils, we have a consistent approach to the teaching of handwriting throughout the school. It should be the aim of every teacher, and TA to encourage all children to use a well-formed style of handwriting.

In EYFS and KS1 Teachers and TAs will lead by example and use a printed style progressing into joining in Year 2.

In KS2 Teachers and TAs will lead by example and use a joined style when writing on the whiteboard or in children's books when giving feedback. The aim for children is to produce a fluent, consistently formed style of joined handwriting with equal space between the letters and words. Also showing an awareness of letter sizes and placement.

The aim of this policy is to give guidelines that will be helpful to teachers, TAs, and pupils throughout a pupil's journey at Wellsprings Primary School.

Statutory Requirements

In EYFS the Early Years Strategy Framework is followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum.

EYFS

The children follow the progression of gross motor skills, followed by fine motor skills and pencil grip. They are introduced to the RWI letter formation.

At Wellsprings we deliver the Handwriting Curriculum following the Primary National Strategy framework - The English programme of study.

Handwriting

Year 1

Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly

- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these

Non-statutory guidance

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.

Year 2

Pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- 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
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters

Non statutory guidance

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.

Year 3 and 4

Pupils should be taught to:

- 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
- increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines

of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]

Non Statutory guidance

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.

Year 5 and 6

Handwriting and presentation

Pupils should be taught to:

- 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
 - choosing the writing implement that is best suited for a task

Non statutory guidance

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.

Provision

At Wellsprings Primary School the children are taught to write legibly, fluently and at a reasonable speed. The pupils are taught to write using the Read Write Inc/Oxford Owl Handwriting guide. The children are taught to write legibly in both printed and joined styles with increasing speed by:

- *Having a correct pencil grip
- *Having a good writing posture
- *Knowing all letters start at the top, except d and e which start from the middle
- *Forming all letters correctly
- *Knowing the size and orientation of letters

Teaching time

Handwriting practise should happen frequently each week.

In EYFS/KS1 this will be daily.



























Some children will be targeted for more intensive intervention.

Model used

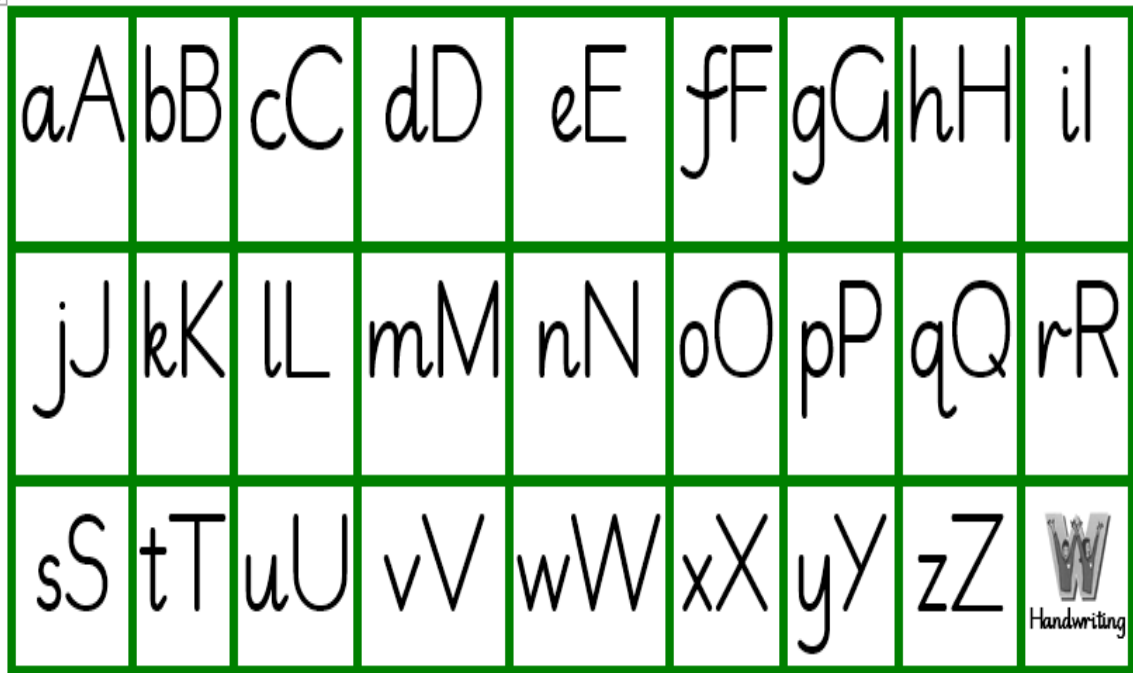
Wellsprings Primary School uses the Read Write Inc (RWI) scheme

Rhymes for letter formation

Rhymes for letter formation - taken from Read Write Inc.

<p>a</p>  <p>Around the apple and down the leaf.</p>	<p>b</p>  <p>Down the laces to the heel and around the toe.</p>	<p>c</p>  <p>Curl around the caterpillar.</p>	<p>d</p>  <p>Around the dinosaurs bottom, up his tall neck & down to his toes.</p>	<p>e</p>  <p>Lift off the top and scoop out the egg.</p>	<p>f</p>  <p>Down the stem and draw the leaves.</p>
<p>g</p>  <p>Around the girls face, down her hair and give her a curl.</p>	<p>h</p>  <p>Down the head, to his hooves and over his back.</p>	<p>i</p>  <p>Down the body and dot for the head.</p>	<p>j</p>  <p>Down his body, curl, dot for his head.</p>	<p>k</p>  <p>Down the kangaroo's body around the tail down the leg.</p>	<p>l</p>  <p>Down the long leg.</p>
<p>m</p>  <p>Down Maisie, mountain, mountain.</p>	<p>n</p>  <p>Down Nobby and over his net.</p>	<p>o</p>  <p>All around the orange.</p>	<p>p</p>  <p>Down the pirates plait and around his face.</p>	<p>q</p>  <p>Round her head, up past her earring, down her hair, and flick.</p>	<p>r</p>  <p>Down the robots back and curl over his arm.</p>
<p>s</p>  <p>Slither down the snake.</p>	<p>t</p>  <p>Down the tower, across the tower.</p>	<p>u</p>  <p>Down and under, up to the top and draw the puddle.</p>	<p>v</p>  <p>Down a wing, up a wing.</p>	<p>w</p>  <p>Down, up, down, up.</p>	<p>x</p>  <p>Down the arm and leg, repeat the other side.</p>
<p>y</p>  <p>Down a horn, up a horn and under head.</p>	<p>z</p>  <p>Zig-zag-zig.</p>				

Letter formation.




To help when joining

k should be taught k

f should be taught f

Numbers - 0 1 2 3 4 5 6 7 8 9

0	1	2	3	4	5
6	7	8	9	10	

Getting ready to write

Seating and posture.

- Children are taught the perfect handwriting position using the Nelson Handwriting video clip as a prompt. [Handwriting videos | Oxford Owl](#)
- Chair and table should be at a comfortable height
- Encourage children to sit comfortably and not slouch
- Left hand should be used to steady the paper for right handers (opposite for left handed children.)
- Good lighting
- The paper should be placed to the right slightly tilted to the left for right handers (opposite for left handed children.)
- Legs should be uncrossed

Pencil grip

- Children should write with a pencil with a rounded nib, Pencils should be sharp.
- A tripod grip is the most efficient way of using a pencil and should be encouraged in early writing.

Left handers

- Paper should be tilted to the right
- Right hand should be used to steady the paper
- Left handed pupils should sit to the left of other children at tables to avoid elbows bumping

Read Write Inc - progression of stages

There are 3 handwriting stages

Stage 1

Stage 1a: Children practise correct letter formation.

Stage 1b: Children learn where to place the letters on the writing line.

Stage 2

Children learn a mature style of writing that will lead to joined-up writing.

Stage 3

Children learn the two basic joins: the arm join (diagonal) and the washing line join (horizontal and the two variables for each join.)

Stage 1a

Children learn correct letter formation using the same picture mnemonics.

These letters are now taught in handwriting groups:

- 'Around' letters: c a o d g q
- 'Down' letters: l t b p k/k h i j m n r u y
- 'Curly' letters: e f/f s
- 'Zig-zag' letters: v w z x .

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.



- 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/k l t f/f .

Children should write on lined paper.

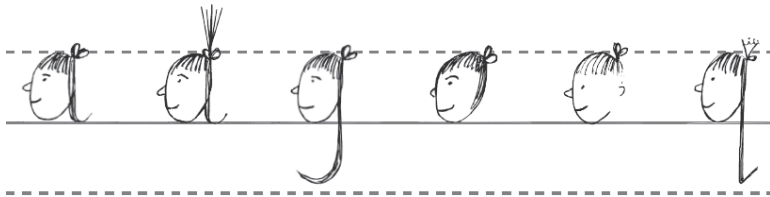
Explain that:

- 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/k l (f/f and t are just a little bit smaller).

Stage 2

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.



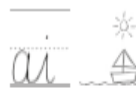
Stage 3

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

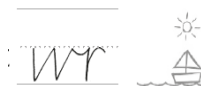


- arm to sister

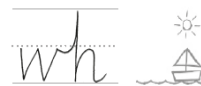


The washing line join has three variations:

- washing line to boat



- washing line to sun



- washing line to sister



a. The arm to boat join

The arm join should not be too straight or too curly. (Phrase: 'Sweep up your arm to touch... (say letter).')

Checklist

- ✓ write the first letter carefully
- ✓ make the curl gentle - not too round, not too spiky
- ✓ make the 'arm' sweep up in a gentle curve
- ✓ write the downstroke of the second letter very straight

Use for joining:

a c d e h i k / k l m n t u

to:

e i j m n p r u v w x y z

Examples:

ai ae aj am ar
ci ce cu cy
di dr dy de
ee ei em er
he hu hi hy
ie ir ip iv iy
ke ki kn ky

le lm lu ly
me mi mm mu
ne ni nu ny
te ti tu ty tw
ui ue up
uv uy

b. The arm to sun join

The arm should meet the next letter just over halfway up. It should sweep smoothly into the sun letter.

Phrase: 'Sweep up your arm to touch... (say letter) and shoot up to the top.'

Checklist

- ✓ write the first letter carefully
- ✓ make the join like an arm - not too straight, not too round
- ✓ continue the line up to the top of the next letter
- ✓ write the second letter carefully

Use for joining:

a e i d h k/k l m n t u c

to:

b h k/k l t

Examples:

ab ah ak al

at eb eh ek el

et ib ik il it

al ch mb th da

c. The arm to sister join

The arm should touch the sister letter's forehead and then go to the back of the head as though resting a hand.

Phrase: 'Sweep up your arm to touch... (say letter) and stroke the sister's head.'

Checklist

- ✓ write the first letter carefully
- ✓ make the join like an arm - not too straight, not too round
- ✓ continue the arm join over the head of the 'sister' letter - as though a hand is stroking back her hair
- ✓ go back along the head
- ✓ write the second letter carefully

Use for joining:

a c d e h i k / k l m n t u

to:

a d g c o a

Examples:

ic ka ko la

ld lo

d. The washing line to boat join

The washing line should not be too droopy (the clothes get dirty) or too tight (the line breaks in the wind).

Phrase: 'Not too droopy, not too tight.'

Checklist

- ✓ write the first letter carefully
- ✓ make the join like a washing line - not too droopy or too tight
- ✓ write the second letter carefully

Use for joining:


v w r f/o

to:


ijmnp ruvwxyz e

Examples:

ri ru
wi wr wy we
ri rr ry re



fi fr fn fu fy
oi or ow ou oy



e. The washing line to sun join

The washing line should meet the next letter smoothly into the tall letter.

Phrase: 'Not too droopy, not too tight - and shoot up the next letter.'

Checklist

- ✓ write the first letter carefully
- ✓ make the join like a washing line - not too droopy or too tight
- ✓ continue the washing line up to the top of the next letter
- ✓ write the second letter carefully

Use for joining:

v w r f/o

to:

b h k/k l t

Examples:

wh wl rb

rh rl fl ob

oh ol ot

f. The washing line to sister join

The washing line should touch the sister letter's forehead and then go to the back of the head - as though stroking back the sister's hair.

Phrase: 'Not too droopy, not too tight - and stroke the sister's head.'

Checklist

- ✓ write the first letter carefully
- ✓ make the join like a washing line - not too droopy or too tight
- ✓ stroke back the sister's hair
- ✓ write the second letter carefully

Use for joining:

v w r f/o

to:

a d g c o q

Examples:

va vo

wa wo

ra ro rd rg

fa fo

oa oo od og

Break letters:

We do not join to other letters

We do not join from s b and z

We do not join from water letters g y j p q

It is not a statutory requirement of the 2014 National Curriculum that children use joined-up handwriting until Year 3, although it notes that children 'should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.

b q g j s

y z p

As the children develop their handwriting style further, additional choices in Key Stage 2 to join letters could include

bi gi ji si

yi pi

Assessment

- Is the writing legible?
- Are letters correctly shaped and proportioned?
- Are joins made correctly?
- Are spaces between letters, words and lines appropriate?
- Is size of writing appropriate?

Children should be observed as they write during handwriting sessions - the teacher should circulate, monitor and intervene/model.

Each term class teachers complete a class tracking grid to plot their children against the age related programme of study in handwriting. This is used to inform interventions and target groups.

We celebrate great handwriting throughout the school with our star writing EYFS, KS1, Y3/4 and Y5/6 collection of writing books.

Review

This policy will be reviewed every two years.

Date:	December 2022
Review Date:	December 2024