

# Crown Wood Primary School

## Teaching of Handwriting Guidelines

In order to maintain consistency between EYFS, KS1 and KS2, children will be taught using the Read Write Inc (RWI) Phonics Handwriting approach and strategies.

RWI - The three stages of handwriting that children learn are:

- the basic letter shape
- relative size of letters and orientation
- the way the letters join together

### General notes for all teaching and support staff:

- At the end of KS2 children are to write with a casual cursive style. This therefore means that NOT all letters need to be joined. **See pages 8-9 of the guidelines.**
- Avoid writing on mini white boards when practising a specific skill. Whiteboard pens are large and do not allow for a firm and controlled grip.
- Provide opportunities to engage and encourage children to practise handwriting, providing them with suitable media such as pencils, good quality pens, gel pens as well as different media to write on.
- When and where used, all handwriting practise sheets are to be stuck in books to show progression of children's handwriting.
- Follow the guidelines detailed below to ensure consistency when teaching and letter formations and joins.
- Children must be taught the 'handwriting position'. Expect them to use it when writing.

### Handwriting position

Teach children that when you use the handwriting signal they automatically go into the perfect handwriting position:

- feet flat on the floor
- bottom at the back of the chair
- body one fist from the table
- shoulders down and relaxed
- back leaning forward slightly
- left/right hand holding the page
- left/right hand ready in a tripod grip

### Pen Licence

Children should move on to use a pen for writing when they regularly and consistently demonstrate the following:

- Write legibly, fluently and with increasing speed
- Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters
- Choose the writing implement that is best suited for a task (e.g. a pencil for drawing diagrams or for mathematics calculations etc)
- Use a tripod grip
- Sit in the 'handwriting position' to write

Our aim is every child has a Pen Licence by the end of the Autumn Term in Year 5. However, children can gain a Pen Licence before Year 5 and some children will take longer to gain one.

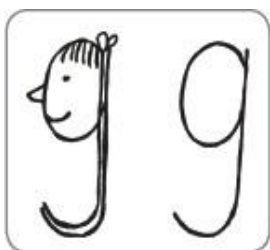
**Year R** – Early Learning Goal and guidance relating to the ELG.

**ELG:** Children use their phonic knowledge to write words in ways that match their spoken sounds. They also write some irregular common words. They write simple sentences that can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence
- Write own name and other things such as labels and captions
- Attempt to write short sentences in meaningful context
- Use a pencil and hold it effectively to form recognisable letters, most of which are formed correctly.

Reception  See RWI Phonics Stage 1a Handwriting	<ul style="list-style-type: none"><li>• Starting from September: Practise RWI letter formation when new sounds are taught in print form only.</li><li>• Teach correct posture when writing.</li><li>• Provide opportunities for children to engage and practise handwriting patterns throughout the year in addition to RWI lessons.</li><li>• Daily fine motor skill lessons and activities to be provided. Oxford Owl letter formation pages to be used as and where appropriate – see website link below.</li><li>• Term 6 – Start RWI Phonics Stage 1b booklet with a focus on controlling the size of the letters. Start introducing additional lines and visual prompts when writing e.g sun, boat, water (see example below) If more able children are ready and demonstrate good fine motor skills, start with some joins from Stage 2.</li></ul>
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Example of how children are taught letter formation taken from RWI Phonics Handwriting Stage 1a.



Checklist: girl

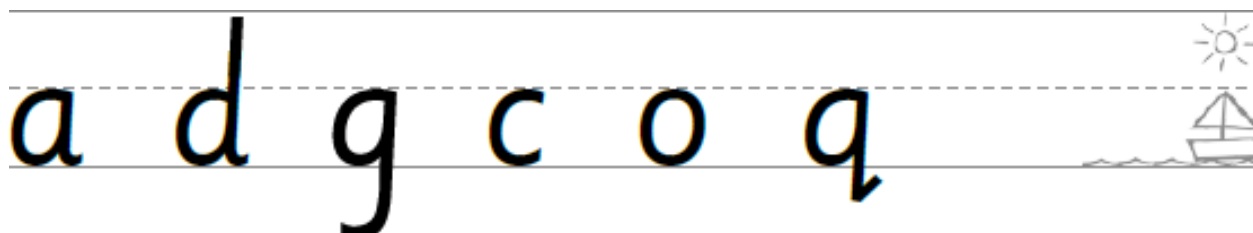
- ✓ start at her hair bobble on top of her head
- ✓ draw a nice round face
- ✓ go back up to her bobble
- ✓ down her very straight hair
- ✓ draw a round curl to finish



Checklist: dinosaur

- ✓ draw a big round bottom
- ✓ up the tall neck
- ✓ down the straight line to the feet
- ✓ draw a curl for the feet

Example of visual prompts to support letter size taken from RWI Phonics Handwriting Stage 1b.



**Year 1** – National Curriculum expectations statutory requirements and non-statutory guidance.

**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’ (i.e. letters that are formed in similar ways) and to practise these.

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 1	<ul style="list-style-type: none"><li>• Term 1 – Children to be provided with handwriting patterns to practise fine motor skills and control when forming letters and continue with RWI Phonics Handwriting stage 1b, focusing on size of the letter within additional writing lines – use visual prompts, see example above and see Stage 1b booklet.</li><li>• Term 2 – Children to be taught capital letters and art to learn the difference between size of capital letters and lower case.</li><li>• Teaching staff to teach capital letter formation.</li><li>• Term 3 – Continue to practice lower case and upper case letter formation with a focus on the size of the letter on the lines.</li><li>• Children are to be provided with opportunities to apply their handwriting skills within words, not just individual letter formation.</li><li>• Term 4, 5 and 6 – Start teaching arm to boat joins, looking at letter size and consistency and introducing how letters link together. Teach children how to lead OUT of a letter so that they can join to the next.</li></ul>
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**Year 2** – National Curriculum expectations statutory requirements and non-statutory guidance.

**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.

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 2	<ul style="list-style-type: none"><li>• RWI Phonics Handwriting Stage 3 booklet – Use visual prompts and additional lines to support all children control size of the letters.</li><li>• Term 1 – arm to boat joins Term 2 – arm to sun</li><li>• Term 3 – arm to sister</li><li>• Term 4 – washing line to boat Term 5 – washing line to sun</li><li>• Term 6 – washing line to sister</li></ul>
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Example of letter joins taken from RWI Phonics Handwriting Stage 3 booklet.




Explain to children that there are two basic joins:

- the arm join (diagonal)
- the washing line join (horizontal).

The arm join has three variations:

- a. arm to boat 
- b. arm to sun 
- c. arm to sister: 

The washing line join has three variations:

- d. washing line to boat 
- e. washing line to sun 
- f. washing line to sister: 

Example of joins and guidance in RWI Phonics Handwriting Stage 3 booklet.

### a. The arm to boat join

The arm join should not be too straight or too curly.  
(This depends on the school's adopted style.)

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 l m n t u

to:

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

See examples on the following pages.

ai ae aj am ar



ci ce cu cy



di dr dy de



**Lower KS2 (3 and 4)** – National Curriculum expectations statutory requirements and non-statutory guidance.

**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 down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch].

Pupils should be joining 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 what they want to say. This, in turn, will support their composition and spelling.

Year 3	<ul style="list-style-type: none"> <li>• RWI Phonics Handwriting Stage 3 – Use visual prompts and additional lines for the size of the letters for those who need it. Revise capital letter formation too.</li> <li>• Term1 – arm to boat joins Term 2 – arm to sun</li> <li>• Term 3 – arm to sister</li> <li>• Term 4 – washing line to boat, to sun, to sister</li> <li>• Term 5 and 6 – handwriting intervention for those who need it, applying joins learnt in to words.</li> <li>• Handwriting lessons/practise daily in Term 1 and 2 and then move to 3 times a week Term 3 onwards.</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>• RWI Phonics Handwriting Stage 3 – Continue to teach letter joins but without visual prompts or lines. Children are to practise writing into normal lined books. Go back to additional lines and visual prompts, as year 3, where necessary.</li> <li>• Term 1 and 2 – arm to boat joins, arm to sun, arm to sister Term 3 – washing line to boat, to sun, to sister</li> <li>• Term 4, 5 and 6 – handwriting intervention for those who need it, applying joins learnt in to words.</li> <li>• Handwriting lessons/practise daily in Term 1 and 2 and then move to 3 times a week Term 3 onwards.</li> </ul>

**Upper KS2 (5 and 6)** – National Curriculum expectations statutory requirements and non-statutory guidance.

**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.

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 un-joined 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.

Year 5	<ul style="list-style-type: none"><li>• Minimum of 3 times a week practise using RWI Phonics Handwriting Stage 3 letter combinations as guidance.</li><li>• Provide different opportunities to engage children and encourage them to write with speed. E.g. beat the teacher, how many words neatly and correctly in 1 minute.</li><li>• Aim for all children to be using a pen by the end of the Autumn term. This can be changed back to a pencil if need be.</li></ul>
Year 6	<ul style="list-style-type: none"><li>• RWI Phonics Handwriting Stage 3 to be used as an intervention as and where needed.</li><li>• All children to start the year with a handwriting pen.</li><li>• Pens can be removed if needed but gives all children a positive start.</li></ul>

**Relevant and useful web links for resources**

<https://www.oxfordowl.co.uk/>

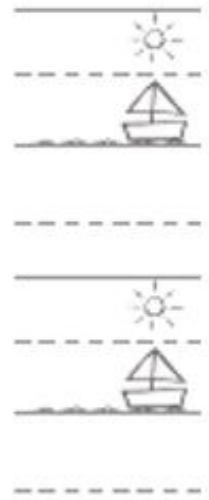
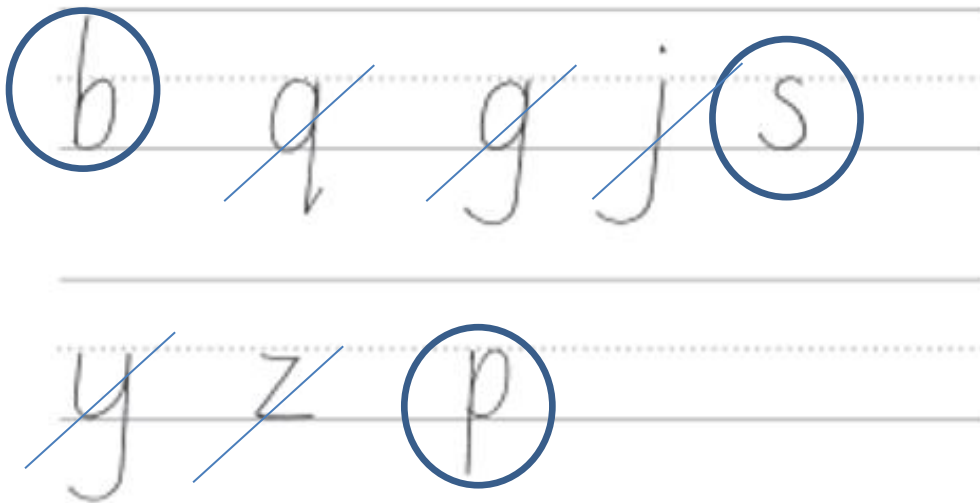
On the above website, you will find all PDF documents for RWI Phonics Handwriting stages, along with letter formation sheets for children to practise individual letters and some special friends e.g. th, sh, ch, ng and nk.

These documents are also be shared on the Planning Drive: P:\SUBJECT FOLDERS\ENGLISH\HANDWRITING

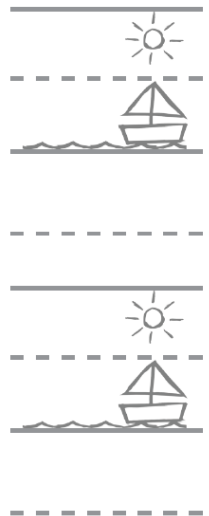
## Letters that do not join to others (if using a non-curly style)

Schools need to decide whether or not to join the following letters: **b q g j s y z** onto the next letter. (Some schools only teach 'bi' and 'si' joined.)

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'.



If you decide to teach children to join these letters, here are examples of the joins:





## Joining the letter k.

Our preferred style of 'k' is non-curly. Children who already use a 'curly k' – or older children who use one as their own preferred style – do not need to be retaught.

See the example below for how we will join the non-curly letter k. It takes the same form as an arm to boat join.



The join for the 'curly k' is as shown in the RWI HW books.