

St Wilfrid's CE Primary School

Handwriting Booklet

The aims of this booklet are:

- To establish expectations for teachers and TA's and inform parents in this subject;
- To promote continuity and coherence across the school.

General Handwriting Tips

During handwriting practice or writing activities please ensure your children:

- **Have the opportunity to experience direct and explicit teaching and accurate modelling from the teacher or TA**
- Are sitting comfortably with both feet on the floor
- Are sitting up straight
- Have enough room - left-handers should sit to the left of a right handed child so they are not competing for space
- Have sloped their paper slightly so that it is in the right place (to the left for right-handers and to the right for left-handers)
- Have a relaxed arm and hand
- Have a sharp pencil
- Do not hold the pencil too close to the point as this can interrupt their line of vision
- Are holding the pencil lightly and with a comfortable grip
- Are encouraged to self assess e.g.

Is my writing sitting on the line?

Are my letters evenly sized?

Are my letters the right way round?

Are my ascenders tall?

Are the tails of my letters below the line?

Is there enough space between my letters and words?

Are the capital letters in the correct place?

Are my joins made well?

Is my writing easy to read?

Is this the right type of writing for the purpose?

*During handwriting practice you may want to use lined paper or their writing books, as they need to develop a neat script all the time! However, some children may require the use of guidelines to support their efforts.

Reception

By the end of the year most children will be able to:

- Use a pencil and hold it correctly
- Start to form lower case letters correctly

Tips

- Do lots of mark making using different writing materials and implements as well as bead threading; colouring; tracing; dot to dot; cutting and 'pincer' activities to develop fine motor skills and pencil control.
- Teach letter formation through family groups e.g. a,c,d,o,g,q,e,s,f / i,l,t,j,u,y / r,n,m,b,h,p,k/ v,w,z,x.
- Use the 'patter' when describing how each letter is formed (see the next page). This links to 'Jolly Phonics' and Read, Write, Inc
- Begin to use the names for the letters.
- Use the 'Jump Ahead' materials for children who need specific support to develop fine and gross motor coordination.
- Use tripod pencils.

Read Write Inc.

Here is a list of the letter sounds and their rhymes to help the children with writing letters at school.

- a - Round the apple down the leaf (apple)
- b - Down the laces to the heel, round the toe (Boot)
- c - Curl around the caterpillar (caterpillar)
- d - Round his bottom up his tall neck and down to his feet (dinosaur)
- e - Lift off the top and scoop out the egg (egg)
- f - Down the stem, and draw the leaves (flower)
- g - Round her face down her hair and give her a curl (girl)
- h - Down the head to the hooves and over his back (horse)
- i - Down his body, and dot for his head (insect)
- j - Down his body curl and dot (jack-in-the box)
- k - Down the kangaroo's body, tail and leg (kangaroo)
- l - Down the long leg (leg)
- m - Down Maisie, over the mountain over the mountain (Maisie and mountains)
- n - Down Nobby, over his net (football net)
- o - All around the orange (orange)
- p - Down his plait and around his head (pirate)
- q - Round her head, up past her earrings and down her hair (queen)
- r - Down his back, then curl over his arm (robot)
- s - Slither down the snake (snake)
- t - Down the tower across the tower (castle tower)
- u - Down and under, up to the top and draw the puddle (umbrella)
- v - Down a wing, up a wing (vulture)
- w - Down up down up (worm)
- x - Down the arm and leg and repeat the other side (Exercise)
- y - Down a horn up a horn and under his head (yak)
- z - Zig-zag-zig (zip)

Year 1

By the end of the year most children will be able to:

- Use a comfortable and efficient pencil grip
- Form and orientate lower and upper case letters correctly (see the next page)
- Join digraphs
- Leave spaces between words
- Write on a line

Tips

- Continue to teach letter formation through family groups until the children are secure in their formation e.g. a,c,d,o,g,q,e,s,f / i,l,t,j,u,y / r,n,m,b,h,p,k/ v,w,z,x.
- Continue to use the 'patter' when describing how each letter is formed (see the previous pages).
- Use the names for the letters.
- Continue to use the 'Jump Ahead' materials for children who need specific support to develop fine and gross motor coordination.
- Use tripod pencils.

Year 2

By the end of the year most children will be able to:

- Use upper and lower case letters correctly
- Observe the correct spacing within and between words
- Form and use the four basic handwriting joins

Tips

- Only allow children to join if they can form their letters correctly in size, orientation and spacing. Check at the start of the year!
- Do not use lead in strokes!
- Move onto using thin pencils when appropriate.
- Explicitly teach each join - diagonal join to letters without ascenders/ diagonal join to ascenders / horizontal join to letters without ascenders / horizontal join to ascenders (see the next page for advice).
- Plan support groups for children who still need to form letters correctly. Set specific targets for their improvement.

The Four Joins

Diagonal joins to letters without ascenders

- **Joining to and from 'a'** - ac, ad, ag, ai, am, an, ap, ar, as, au, aw, ay/ ba, ca, da, ea, fa, ga, ha, ji, ka, la, ma, na, ta, pa,
- **Joining to and from 'e'** - ed, ee, eg, em, en, ep, er, es, ev, ew, ey/ be, ce, de, ge, he, ie, je, ke, le, me, ne, se, te, pe, ue, ye
- **Joining to and from 'i'** - ic, id, if, ig, im, in, ip, ir, is, iv / ai, bi, ci, di, hi, gi, ji, ki, li, mi, ni, pi, si, ti, ui, yi, zi
- **Joining to and from 'u'** - uc, ud, ug, um, un, up, ur, us / au, bu, cu, du, fu, gu, hu, ju, ku, lu, mu, nu, pu, qu, su, tu, yu, zu
- **Joining to 'r'** - br, cr, dr, fr, gr, pr, sr, tr,
- **Joining to 'o'** - bo, co, do, fo, go, ho, jo, ko, lo, mo, no, po, so, to, yo, zo
- **Joining from 's'** - sc, sm, sn, sp, sr, sw, ss,
- **Joining from 'b'** - br, bb

Diagonal joins to letters with ascenders

- ab, af, al, at
- bl
- cl, ct, ch, ck
- ef, eb, el, et
- ib, if, ih, il, ik, it
- lf, ll, lt
- mb, mt
- nt
- ph, pl
- sl, st, sh, sk
- th
- ub, uf, uk, ul, ut

Horizontal joins to letters without ascenders

- **Joining from 'o'** - oa, oc, od, og, oi, om, on, oo, op, or, os, ou, ov, ow, oy
- **Joining from 'r'** - ra, re, ro, ru, ri,
- **Joining from 'v' and 'w'** - va, ve, vo, vu, vi, wa, we, wo, wu, wi, wr

Horizontal joins to letters with ascenders

- **Joining from 'o'** - ob, of, oh, ok, ol, ot
- rk
- fl, ff
- wh

*This list is certainly not exhaustive, but it offers an idea of how to organise the teaching of the joins!

*Some joins will need more focus e.g. joining to and from 'f' and 's'

Year 3

By the end of the year most children will be able to:

- Use joined up handwriting ensuring consistency in the size and proportion of letters and spacing within and between words
- Use ink when publishing work for display

Tips

- Explicitly teach the four handwriting joins at the beginning of the year to ensure all children remember the rules! Look for gaps in the children's learning and plan this into your future teaching.
- Joined writing should be used all the time by most children unless other specific forms are required e.g. a fast script for notes.
- Be aware of the children who still need to practise forming or joining letters correctly. Plan support groups for these children, setting specific targets for their improvement.

Year 4

By the end of the year most children will be able to:

- Write consistently with neat, legible and joined handwriting
- Use ink for second draft writing and for display
- Earn their pen license

Tips

- Have a handwriting focus for the first three weeks of the autumn term. Consolidate the four joins.
- Joined writing should be used all the time unless other specific forms are required e.g. a fast script for notes. The aim is to promote speed, fluency and legibility.
- Be aware of children who still need extra support to develop their handwriting skills. Write specific targets for their improvement.
- Children should fulfil given criteria to be awarded their pen license.
- Children should see English leader with their writing to be awarded a pen license.
- Once children have received their pen license children should continue to be expected to write in a joined and neat style.

Criteria for being awarded Pen Licence

- Correct letter formation
- All writing sitting on the line
- Clear ascenders and decenders
- Letters of a consistent size
- All letters joined correctly (except for Capital letters)

Year 5

By the end of the year most children will be able to:

- Adapt handwriting for specific purposes e.g. printing, using italics
- Use ink for all tasks once awarded their pen license

Year 6

By the end of the year most children will be able to:

- Use different styles of handwriting for different purposes with a range of media
- Develop a consistent and personal legible style

Tips

- Have a handwriting focus for the first three weeks of the autumn term. Be aware of children who need extra support to develop their handwriting skills. Write specific targets for their improvement.
- Point out interesting fonts and styles in books, on websites and around their environment. Model different styles yourself!