STEETON PRIMARY SCHOOL

HANDWRITING



LETTER FORMATION



SIZE AND PLACEMENT



JOINS

HANDWRITING AT STEETON PRIMARY SCHOOL

INTENT

At Steeton Primary School we see the importance that clear, legible and correctly formed handwriting has for our pupils.
Handwriting has a high profile at Steeton Primary School and we dedicate two sessions a week, throughout the year, in every class to developing children's handwriting style. It is our intention that our pupils learn to form all lower and upper case letters and numbers in line with the ReadWrite Inc handwriting programme, that links closely with our phonics scheme.
At Steeton Primary School, we encourage children to use a neat and cursive handwriting style in all their work and to have a well-developed style when they move on to secondary school.
The whole school handwriting overview and progression of knowledge and skills means that the National Curriculum is taught in a sequenced way meaning children know more, remember more and can do more. Progression of knowledge and skills is outlined so that are our end points at the end of each phase is clear to all teachers. It is clear to see what children have learnt previously in the phase before and what they will be learning in the next phase of their handwriting education.
In order to promote maximum progression, we centred our handwriting curriculum on the research-based approach of repeated concepts. The use of revisiting concepts over the years means that knowledge is embedded and children make clear links in their learning and can develop their skills with more ease and accuracy.

IMPLEMENTATION

The handwriting curriculum at our school follows the ReadWrite Inc handwriting programme and ensures the National Curriculum is covered in a logical way. Each child in school has their own handwriting book, which shows a progression through the handwriting scheme. Children are taught about the correct way to sit, and hold their pencil/pen. Children will learn the different letter families in a logical order so that they understand that several letters are started in a similar way. Teachers use a variety of strategies for the teaching of handwriting including: • Direction • Demonstration • Modelling • Scaffolding • Explanation







LETTER FORMATION | SIZE AND PLACEMENT | JOINS

IMPACT

At the end of each phase, pupils will have had the opportunity to develop all of our handwriting concepts, embedding and developing the skills within these concepts throughout the years.
Handwriting is seen as a high profile and important part of our school week. Children understand the importance of neat presentation in order to communicate their ideas clearly. They are proud of their handwriting and presentation generally, and are able to talk about the progress they have made using their handwriting/everyday writing books to help them. Children are critical of their own handwriting and are open and accepting of ways they can improve their presentation. We want our children to become confident in using a cursive style that they can be proud of, improving speed and fluency throughout their school life until they have a neat, cursive style by the end of KS2.
Teachers assess children's handwriting in their handwriting sessions and also in their everyday writing books too, they will offer feedback to help children to see where they could improve. Children will not see handwriting as a standalone activity, but something that they incorporate into all their writing.

HANDWRITING NATIONAL CURRICULUM AND EYFS STATUTORY FRAMEWORK

EYFS

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Write recognisable letters, most of which are correctly formed.

KS1 National Curriculum

Year 1

- 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.

Year 2

- 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 (none in our policy)
- 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.

KS2 National Curriculum

Year 3/4

- 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 (none in our policy).
- 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).

Year 5/6

- 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.

Progression

Reception - Stage 1 RWI document - Stage 1a Letter formation.pdf

Reception will have handwriting lessons twice a week @ 12:40 in Year 1 classroom so all children can be seated at a table for their handwriting session. – Year 1 class will have their RFP time in Reception classroom.

Autumn 1	Spring 1	Summer 1
Lots of fine/gross motor activities in provision – threading cereal, using tweezers/scissors etc. Identify which is the child's dominant hand. Encourage children to use a tripod grip. The children will be taught to form the 26 letters alongside phonics sounds – using the letter rhymes, focus on formation not size/placement.	The children will revisit: • c a o d g q (around letters) • e f s (curly letters) • v w x z (zigzag letters) Numbers in order: 1,2,3,4,5.	The children will revisit: • c a o d g q (around letters) • e f s (curly letters) • v w x z (zigzag letters) Numbers in order: 1,2,3,4,5.
Autumn 2	**Spring 2**	**Summer 2**
Revisit the 26 letters again to consolidate	The children will revisit: • l t b p k h l j m n r u k (down letters) Numbers 6,7,8,9,10	The children will revisit: • l t b p k h l j m n r u k (down letters) Numbers 6,7,8,9,10

Year 1 (Stage 2)

Letters that return to the line to join (g j q y) are taught without the return at this stage.

Autumn 1	Spring 1	Summer 1
The children will revisit: • a d g o c q (around letters) • u y b p h n (down letters) • 0 6 8 9 • 2 3 • 5 • capital letters for the letters stated above (Note: letters and numbers with similar movements are grouped together. The similarities should be discussed with the children.)	The children will revisit: • a d g o c q (around letters) • u y b p h n (down letters) • 0 6 8 9 • capital letters for the letters stated above (Note: letters and numbers with similar movements are grouped together. The similarities should be discussed with the children.)	The children will revisit: • a d g o c q (around letters) • u y b p h n (down letters) • 0 6 8 9 • capital letters for the letters stated above (Note: letters and numbers with similar movements are grouped together. The similarities should be discussed with the children.)
Autumn 2	**Spring 2**	**Summer 2**
The children will revisit: • m r i l t k (down letters) • v w x z (zigzag letters) • e f s (curly letters) • 1 4 7 • capital letters for the letters stated above. (Note: letters and numbers with similar movements are grouped together. The similarities should be discussed with the children.)	The children will revisit: • m r i l t k (down letters) • v w x z (zigzag letters) • e f s (curly letters) • 1 4 7 • 2 3 • 5 • capital letters for the letters stated above (Note: letters and numbers with similar movements are grouped together. The similarities should be discussed with the children.)	The children will revisit: • m r i l t k (down letters) • v w x z (zigzag letters) • e f s (curly letters) • 1 4 7 • 2 3 • 5 • capital letters for the letters stated above (Note: letters and numbers with similar movements are grouped together. The similarities should be discussed with the children.)

Year 2 (Stage 2 and 3)

Autumn 1 - stage 2 videos	Spring 1 -stage 3 videos 13-24	Summer 1 stage 3 videos 13-24
The children will revisit: • a d g o c q (around letters) • u y b p h n m r l l t k (down letters) • e f s (curly letters) • v w x z (zigzag letters) • capital letters • 0 - 9	The children will be taught horizontal joins (bridge joins) • bridge to jam • bridge to top sponge • bridge to sister • 0-9 • capital letters	The children will revisit horizontal joins (bridge joins) • bridge to jam • bridge to top sponge • bridge to sister • 0-9 • capital letters
Autumn 2 stage 3 videos first 12.	**Spring 2 stage 3 videos first 12**	**Summer 2 - stage 3 videos 25-30**
The children will be taught to form diagonal joins (hill joins): • hill to jam • hill to top sponge • hill to sister They will revisit the correct formation of numbers 1-10.	The children will revisit diagonal joins (hill joins): • hill to jam • hill to top sponge • hill to sister • 0-9 • capital letters	The children will learn to join e and s • hill to egg • bridge to egg • celebration day egg • joining to the snake • joining from the snake • celebration day snake • 0-9 • capital letters

Year 3 (Stage 4)

*teach following joins by hand as video does not show the curly join: hill to sister video 10 (edge), bridge to top sponge video 2 (rhymes) and 7 (girl).

Autumn 1 – Stage 4 hill to jam videos 1-10	Spring 1 stage 4 videos hill to sister 1-10	Summer 1 stage 4 videos bridge to top sponge 1-10
The children will revisit diagonal joins (hill joins) •Hill to jam • 0-9 • capital letters	The children will revisit diagonal joins (hill joins) • hill to sister • 0-9 • capital letters	The children will revisit horizontal joins (bridge joins) • bridge to top sponge • 0-9 • capital letters
Autumn 2 – stage 4 hill to top sponge letters videos 1-10	**Spring 2 stage 4 videos bridge to jam 1-10**	**Summer 2 stage 4 videos bridge to sister 1-10**
The children will revisit diagonal joins: • hill to top sponge • 0-9 • capital letters	The children will revisit horizontal joins (bridge joins): • bridge to jam • 0-9 • capital letters	The children will revisit horizontal joins (bridge joins): • hill to jam • hill to top sponge • hill to sister • capital letters

Year 4 (Stage 4)

Autumn 1 – Stage 4 hill to jam videos 1-10	Spring 1 stage 4 videos hill to sister 1-10	Summer 1 stage 4 videos bridge to top sponge 1-10
The children will revisit diagonal joins (hill joins) •Hill to jam • 0-9 • capital letters	The children will revisit diagonal joins (hill joins) • hill to sister • 0-9 • capital letters	The children will revisit horizontal joins (bridge joins) • bridge to top sponge • 0-9 • capital letters
Autumn 2 – stage 4 hill to top sponge letters videos 1-10	**Spring 2 stage 4 videos bridge to jam 1-10**	**Summer 2 stage 4 videos bridge to sister 1-10**
The children will revisit diagonal joins: • hill to top sponge • 0-9 • capital letters	The children will revisit horizontal joins (bridge joins): • bridge to jam • 0-9 • capital letters	The children will revisit horizontal joins (bridge joins): • hill to jam • hill to top sponge • hill to sister • capital letters

Year 5 (Stage 4) – Practise and Fluency

Teachers to use word list at the end of this document to teach joins in first 2 half terms then practise fluency and speed through dictation in Spring and Summer terms.

Autumn 1	Spring 1	Summer 1
The children will revisit diagonal joins (hill joins) • hill to jam • hill to top sponge • hill to sister • 0-9 • capital letters	Dictation exercises containing spellings from RWI spelling programme. TBD by class teacher.	Dictation exercises containing spellings from RWI spelling programme. TBD by class teacher.
Autumn 2	**Spring 2**	**Summer 2**
The children will revisit horizontal joins (bridge joins): • bridge to jam • bridge to top sponge • bridge to sister • capital letters	Dictation exercises containing spellings from RWI spelling programme. TBD by class teacher.	Dictation exercises containing spellings from RWI spelling programme. TBD by class teacher.

Year 6 – Practise and Fluency.

Autumn 1	Spring 1	Summer 1
Dictation exercises containing spellings from RWI spelling programme. TBD by class teacher.	Dictation exercises containing spellings from RWI spelling programme. TBD by class teacher.	Dictation exercises containing spellings from RWI spelling programme. TBD by class teacher.
Autumn 2	Spring 2	Summer 2
Dictation exercises containing spellings from RWI spelling programme. TBD by class teacher.	Dictation exercises containing spellings from RWI spelling programme. TBD by class teacher.	Dictation exercises containing spellings from RWI spelling programme. TBD by class teacher.

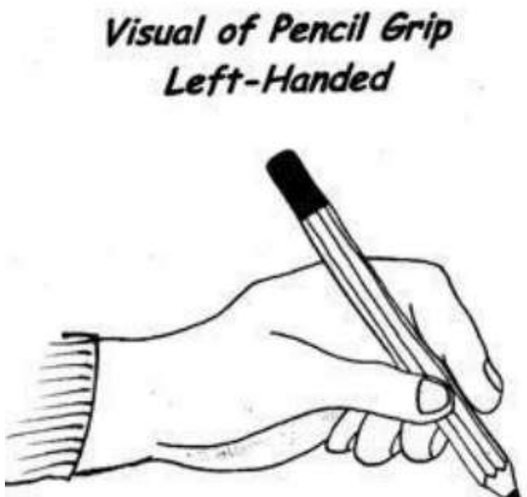
Staff expectations:

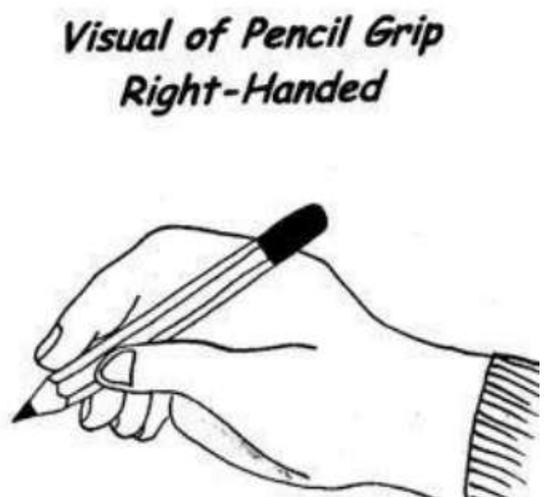
All adults in the classroom are expected to:

- Model the school handwriting style in their own handwriting.
- Ensure that handwriting tasks are completed in book. Handwriting tasks should not be completed on whiteboards
- Ensure that children have a suitable pencil (or pen) and are sat at a desk / table when completing handwriting tasks
- Ensure correct formation of letters and numbers.
- Ensure correct posture with children sitting comfortably and upright, with feet flat on the floor.
- Ensure each child has a suitable writing implement before they begin, pencils are adequately sharpened and pens are appropriate and suitable for fluent writing.
- Ensure all pupils in every year group regularly practise handwriting to develop physical skill and control, and maintain fluency and legibility
- Teachers teach pupils how to hold the pencil using the tripod grip, and support and encourage them to use it when they write.
- Teachers routinely model handwriting in the writing lesson to enable pupils to see how letters are formed.
- All adults who work with pupils expect consistently high standards of handwriting and provide good models of handwriting that align with the school's agreed style, across all areas of the

curriculum.

- Pupils who need support have access to appropriate resources and equipment to enable them to make progress in handwriting in line with their peers.





Pencil/Pen use

In Years EYFS-Year 3 children are still developing their letter formation and will use pencil for all their work.

In years 4-6 children will be able to write with a pen as they develop their cursive writing.

Letter Families

Children are taught that letters belong in 'families'. These are letters that are formed in a similar way.

'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:

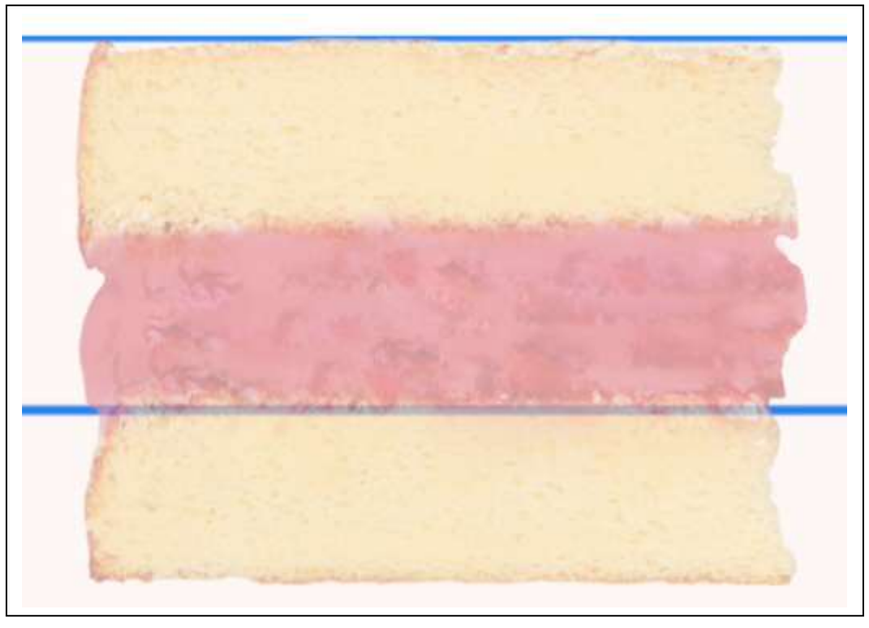
e f s

'Zigzag' letters:

v w z x.

jam letters/top sponge letters/bottom sponge letters

When teaching handwriting we refer to the letters as:



Jam Letters – small letters that sit on the line within the jam layer and do not ascend or descend:

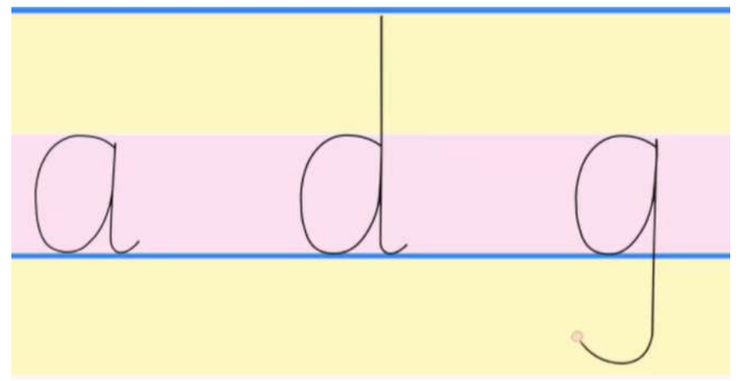
a/c/e/i/m/n/o/r/s/u/v/w/x/z

Top sponge Letters – letters that ascend and reach up to the top layer of the sponge cake:

b/d/f/h/k/l/t.

Bottom sponge letters – letters that descend under the line into the bottom layer of the sponge cake.

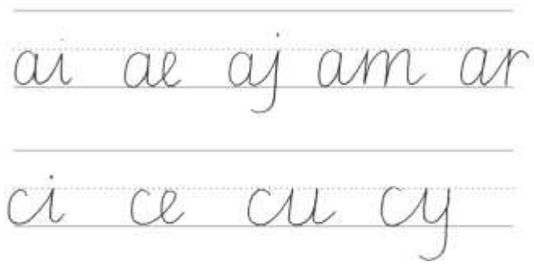
g/j/p/q/y



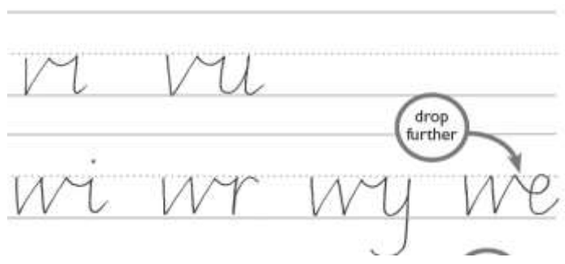
Types of Join

Joining - At Steeton we use the "curly style" there are no break letters – examples of joins:

hill to jam:



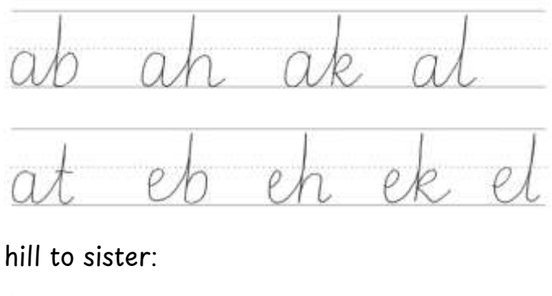
bridge to jam:



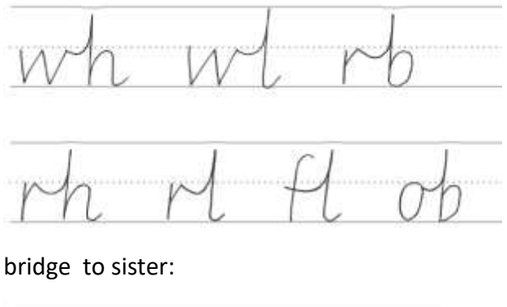
Curly joins:



hill to top sponge:



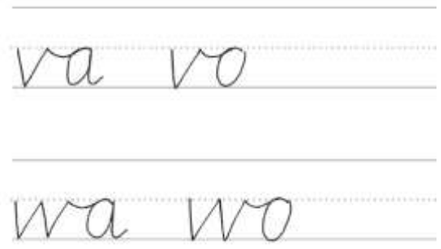
bridge to top sponge:

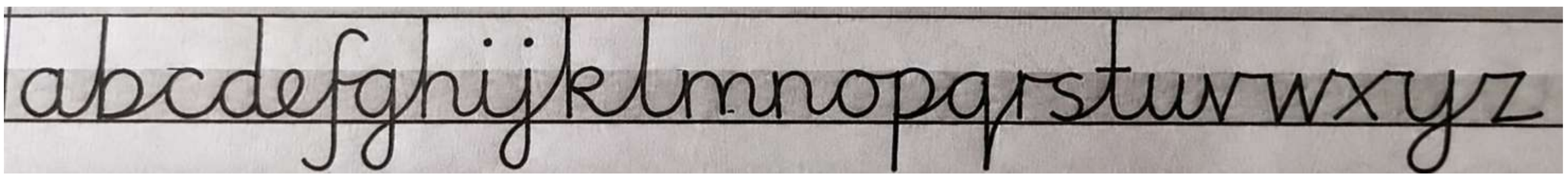


hill to sister:

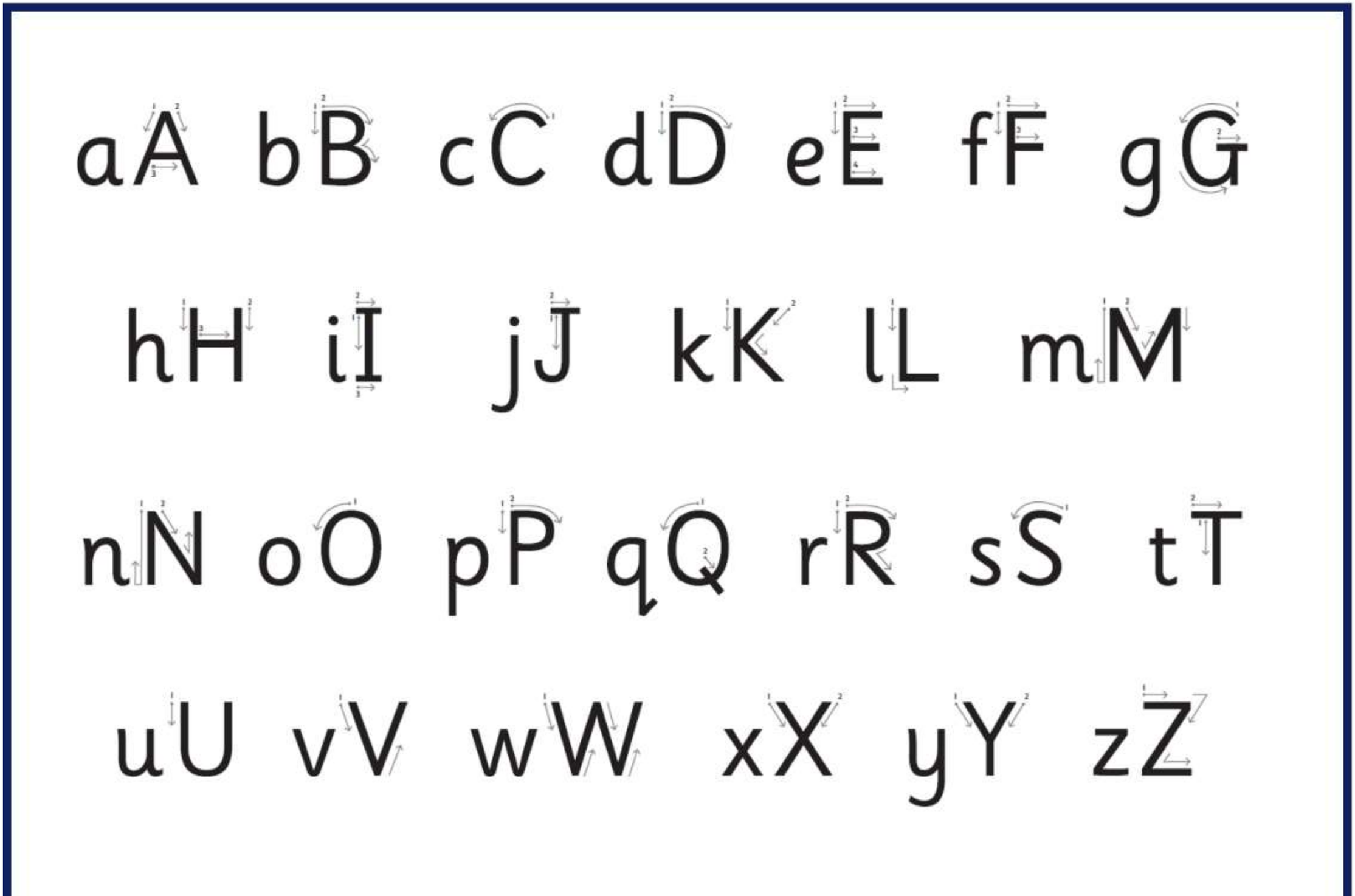


bridge to sister:





Capital letter formation



Handwriting



a-a-a-a-apple
Round the apple, down the leaf



b-b-b-b-boot
Down the laces to the heel, round the toe



c-c-c-c-caterpillar
Curl around the caterpillar



d-d-d-d-dinosaur
Round his bottom, up his tall neck, down to his feet



e-e-e-e-egg
Lift off the top and scoop out the egg



fffffLower
Down the stem, and draw the leaves



g-g-g-g-girl
Round her face, down her hair and give her a curl



h-h-h-h-horse
Down the head to the hooves and over his back



i-i-i-i-insect
Down the body, dot for the head



j-j-j-j-jack-in-a-box
Down his body, curl and dot



k-k-k-k-kangaroo
Down the kangaroo's body, tail and leg



lllleg
Down the long leg



mmmmmountain
Maisie, mountain, mountain



nnnnnet
Down Nobby, over his net



o-o-o-o-orange
All around the orange



p-p-p-p-pirate
Down the plait and over the pirate's face



qu-qu-qu-queen
Round her head, up past her earrings and down her hair



rrrrrobot
Down his back, then curl over his arm



ssssssnake
Slither down the snake



t-t-t-t-tower
Down the tower, across the tower



u-u-u-u-umbrella
Down and under, up to the top and draw the puddle



vvvvvulture
Down a wing, up a wing



w-w-w-w-worm
Down, up, down, up



x-x-x-x-exercise
Down the arm and leg and repeat the other side



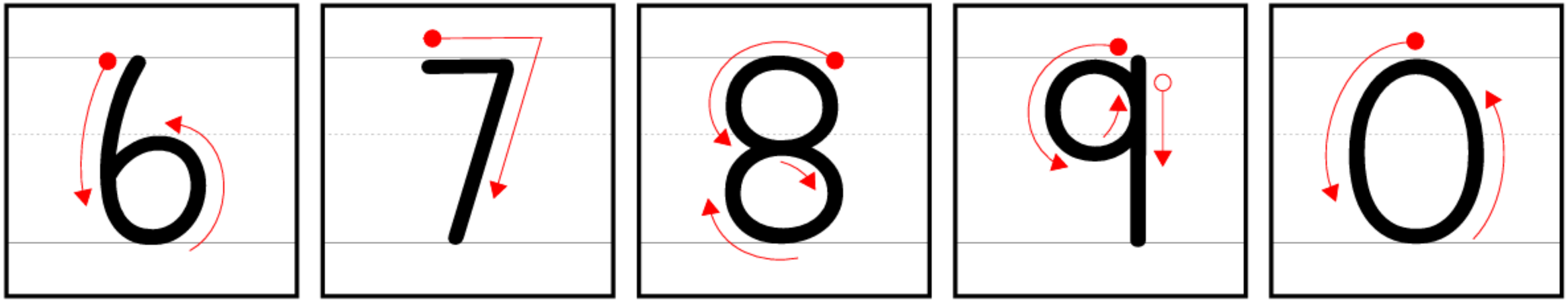
y-y-y-y-yak
Down a horn, up a horn and under his head



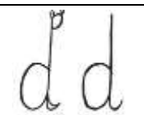
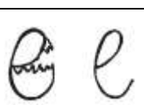
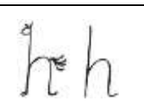
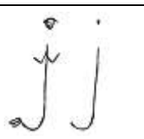
zzzzzip
Zig-zag-zig

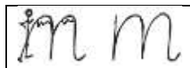
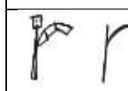
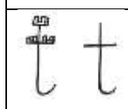
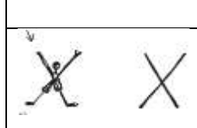
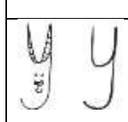
Number Formation





Handwriting Rhymes

	A around the apple, down the leaf	jam letter - hill join
	B down the laces to the heel, round the toe	top sponge letter - hill join
	C curl around the caterpillar	jam letter - hill join
	D round his bottom, up his tall neck and down to his feet	top sponge letter - hill join
	E lift off the top and scoop out the egg	jam letter - hill join
	F down the stem and draw the leaves	top sponge letter (but slightly shorter) bridge join
	G round her face, down her hair and give her a curl	bottom sponge letter - hill join
	H down the head to the hooves and over his back	top sponge letter - hill join
	I down the body, dot for the head	jam letter - hill join
	J down his body, curl and dot	bottom sponge letter - hill join
	K down the kangaroo's body, tail and leg	top sponge letter - hill join

	M Maisie, mountain, mountain	jam letter - hill join
	N down Nobby, over his net	jam letter - hill join
	O all around the orange	jam letter - bridge join.
	P down the plait and over the pirate's face	bottom sponge letter - hill join
	Q round her head, up past her earrings and down her hair	bottom sponge letter - hill join
	R down his back and curl over his arm	jam letter - bridge join.
	S slither down the snake	jam letter - hill join
	T down the tower, across the tower	top sponge letter (but slightly shorter) -hill join
	U down and under, up to the top and draw the puddle	jam letter - hill join
	V down a wing up a wing	jam letter - bridge join.
	W down, up, down, up	jam letter - bridge join.
	X down the arm and leg and repeat the other side	jam letter - bridge join.
	Y down a horn, up a horn and under his head	bottom sponge letter - hill join
	Z zig-zag zig	jam letter - hill join

Year 5 – Stage 4 - words and sentences for first term – 2-3 words/sentences per session.

Autumn 1 Hill to Jam	Autumn 1 Hill to top sponge	Autumn 1 Hill to sister
duck – A duck splashed. rain – A duck splashed in the rain. baby – The baby slept. crawl – The baby learned to crawl. snack – I ate a snack. Mum – I ate a snack with my mum. nurse – The nurse was kind. him – The nurse cared for him spray – I spray the tree with water	clear – The sky is clear. above – The sky above is clear. rabbit – The rabbit hopped. sheep – The rabbit hopped to the sheep. they – They all smiled. photo – They all smiled for a photo. blow – I can blow a bubble. think – I think you can blow a bubble. much – There is not much. else – there is not much else to do.	sang – They sang with joy. note – They sang each note with joy ball – She caught the ball. hand – She caught the ball with one hand. came – Large crowds came. match – Large crowds came to the match. dark- Friday was dark. cold – Friday was dark and cold. path – The path was rocky. edge – The edge of the path was rocky.
Autumn 2 Bridge to jam	Autumn 2 Bridge to top sponge	Autumn 2 Bridge to sister.
visit – It was a nice visit. first – It was his first visit to the beach. horse – A horse ate grass. cow – A horse and a cow ate grass. shoe – Her shoe was brown. wrong – Her shoe was on the wrong foot. river – The river ran. dry – The river ran dry. burrow – A rabbit dug a burrow. Soil – A rabbit dug a burrow in the soil.	school – I wrote a poem in school. rhymes – I wrote a poem that rhymes in school. bowl – Tip it into a bowl. flour – We tipped flour into a bowl. what- What shall we do? next – What shall we do next? girl – The girl ran. hot – The girl was hot when she ran. spoke – He was quiet when he spoke. nobody – Nobody heard him when he spoke.	van – They saw a van. road – They saw a van on the road. boat – A boat bobbed. water – A boat bobbed on the water. dog – I walked the dog. father – My father walked the dog. rat – I saw a rat. today – I saw a rat today. wolf – The wolf howled. Moon – The wolf howled at the moon.