

## Willows Primary School Handwriting Policy

At the Willows we believe in the importance of clear and neat presentation in order to communicate effectively. Pupils should be able to write legibly in both joined and printed styles with increasing fluency and speed by:

- Having correct pencil grip
- Knowing all letters start from the top, except d and e which start from the middle
- Forming all letters correctly
- Knowing the size and orientation of letters.

### Teaching time

There should be a minimum of 2 x 15 minute taught sessions (to include teacher modelling) per week. Handwriting practise occurs daily through curriculum work.

Lower case letters:

abcdefghijklmnopqrstuvwxyz

Capitals:

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

Numbers:

1 2 3 4 5 6 7 8 9 0

The four joins:

1. To letters without ascenders
2. To letters with ascenders
3. Horizontal joins
4. Horizontal joins to letters with ascenders

abcdefghijklmnopqrstuvwxyz

The break letters (letters that aren't joined from) are:

b g j p q x y z s

### Teaching sequence (ideas)

- Hand and finger strength
- Physical preparation
- Tracing
- Patterns
- Over teachers writing or laminated cards
- Under teacher's writing
- Independence

### Getting ready to write

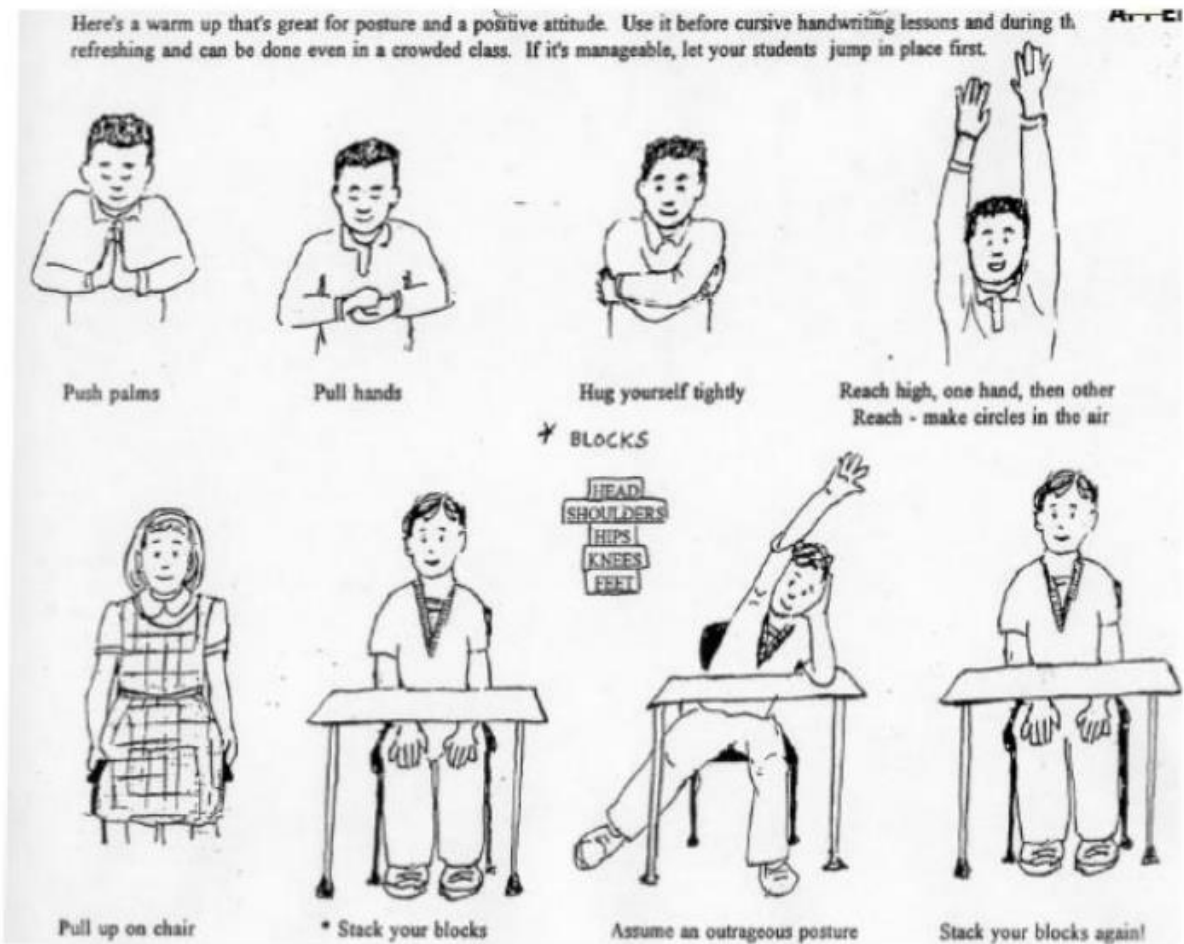
Seating and posture ( see appendix 1):

- Chair and table should be at a comfortable height
- Encourage children to sit up straight and not slouch
- Left hand should be used to steady the paper for right handers
- Tables free of clutter
- Room well lit
- The paper should be placed to the right, slightly tilted to the left
- Left handers:
- Paper should be tilted to the right
- Right hand should be used to steady the paper
- Left handers may need to use a different pen to avoid smudging on the page
- Left handed pupils should sit to the left of their partners
- Pencil grip:
- Children should write with a pencil (or pen in upper KS2) 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.

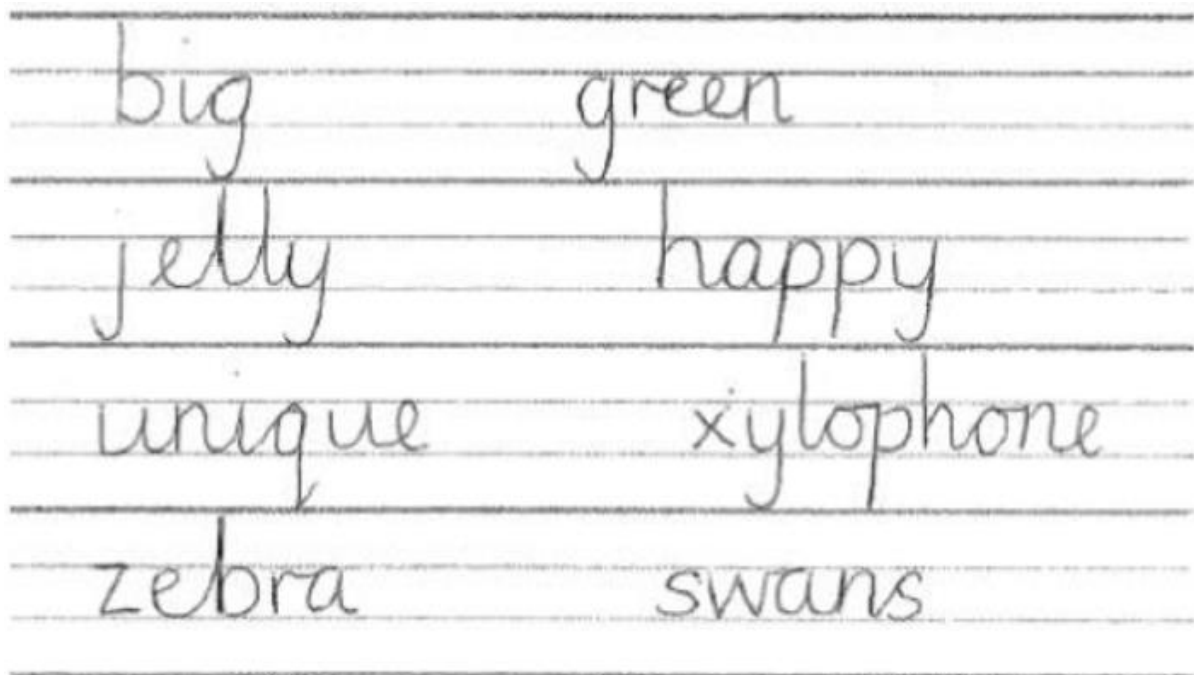
### Assessment

- 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.

Appendix 1:



Appendix 2 - The break letters



## APPENDIX 3

### Order of teaching

**Single letters (YR and Y1)** To be taught alongside phonics.

**Supporting activities:**

- tracing patterns
- tracing
- copying over (letters, numbers and words)
- copying under (letters, numbers and words)

**Joins Y2 (going into Y3)**

**Introduction of the four handwriting joins**

- First join- To letters without ascenders; un um ig id ed eg an or ing ung
- Second join- To letters with ascenders; ch sh th tl ll ill sli slu ck  
ack st sti ink unk
- Third join- Horizontal joins; od pg re ve oon oom
- Fourth join- Horizontal joins to letters with ascenders ; wl vl of ff fl flo
- Practise the break letters b p g q y j z
- Practise capital letters

**Supporting activities**

- Match and copy captions
- Trace and copy patterns
- Copy words
- Copy sentences
- Write out menu
- Copy poem
- Alphabetical ordering

### **Joins Y3 (going into Y4)**

- Practise the break letters b p g q y j z
- Practise capital letters

Further practise of the four handwriting joins

- in ine
- ut ute
- ve vi
- ok oh
- sh as es (practising two ways of joining the letter s)
- ri ru ry (practising joining from the letter r)
- oa ad as (practising joining to and from the letter a)
- ee ea ed (practising joining from the letter e)
- ow ov ox (practising joining from the letter o)
- ky hy ly (practising joining to the letter y)
- ha ta fa (practising joining to the letter a)
- od oo og (practising joining from the letter o)
- er ir ur (practising joining to the letter r)
- ai al ay
- o you oi
- re oe fe (practising the horizontal join to the letter e)
- fu wu vu (practising the horizontal join to the letter u)
- ot ol ok (practising joining to ascenders)
- ai al ow ol (practising all the joins)

### ***Supporting activities***

- copy words
- copy sentences
- copy poem • match questions to answers

## Year 4

- ning ping ting
- oc od oo
- ake ome are
- fla flo fle
- who wha whe
- ie in il
- inly ky ny
- ap ar an
- ick uck ack
- he
- we
- re
- fte fir fin
- wra wri kni (silent letters)
- ii ll tt rr nn mm cc oo dd ss ff ee
- ew ev ex (spacing)
- th ht fl (proportions)
- ac ag af
- Capital letters
- Decorated capital letters
- Practising with punctuation ! ? - " " , '

## ***Supporting activities***

- Copy words, sentences, poems
- Trace and copy
- Copy tongue twisters
- Copy instructions

## Years 5 and 6

- Practise consistency and size of letters
- Practising using a diagonal joining line
- Practising leaving an equal space between letters
- Practising joining to the letter y
- Practising using a horizontal joining line
- Practising the size and height of letters
- Practising joining from the letter i
- Practising joining to and from the letter v
- Practising consistency in forming and joining letters
- Practise speedwriting
- Practising crossing double tt on completing the work
- Practising joining to and from the letter e
- Practising joining to and from the letter w
- Practising printing
- Practising drafting and editing
- Practising joining to the letter t
- Ensuring letters are consistent in height and size
- Practising with punctuation
- Practising break letters
- Practising joining from the letter m
- Ensuring the ascender on the letter t is the correct height
- Practising spacing within words
- Developing fluency
- Practising forming and joining the letter f
- Practising speed writing