



Raglan Primary School

Printed Letter Handwriting Policy

Children will be taught to form printed letters with exit strokes in Reception. They will then be taught the correct joins in Year 2. By the end of Key Stage 2, all children should have the ability to produce fluent, legible and speedy joined-up handwriting.

In each year group, there will be regular, discrete and direct teaching of handwriting during which teachers will model the correct letter movements, formation and joins.

Handwriting lessons and progression follows the Raglan Primary School Handwriting Scheme (see Appendix 1).

Teachers and support staff will model the correct letter movements, formation and joins when they are writing.

EYFS

Nursery

In Nursery, children will develop their gross and fine motor skills through a variety of activities and by practising pre-writing patterns and shapes, when they are ready. These pre-writing patterns and shapes can be practised with air-writing or by practising with a pencil or other mediums such as paint, chalk, on iPads and in sand trays. Pre-writing patterns and shapes must be modelled to ensure the correct movements.

They will be shown how and encouraged to sit comfortably for writing and how to hold a pencil correctly using the tripod grip (see Appendix 2, Getting Ready to Write Pupil Guide).

Reception

In Reception, children will continue to develop their fine motor skills through practising pre-writing patterns and shapes. These can be done with air-writing or by practising with a pencil or other mediums such as paint, chalk, on iPads and in sand trays. They will also continue to develop their gross motor skills.

Children will be taught to form printed letters with exit strokes and use this within their writing. They will be taught to form upright letters with exit strokes on letters which end on the base line (see Appendix 3). They will be taught how to sit comfortably for writing and how to hold the pencil correctly using the tripod pencil grip (see Appendix 2).

The children will be introduced to letters through their Phonics lessons, following the Unlocking Letters and Sounds programme. They will be taught that each letter has a sound associated with it and the correct movement for each letter. They will be taught how to form each letter correctly using the Unlocking Letters and Sounds handwriting patterns (see Appendix 4).

Resources and displays will use the agreed letter formation: upright alphabet with exit strokes on letters which end on the base line. On Microsoft Word this is: Sassoon Infant Std.

Key Stage 1

Year 1

In Year 1, children will continue to learn how to sit correctly for handwriting using the tripod grip and will practise the printed letter formation they learnt in Reception (see Appendix 2).

They will be taught to write legibly using upper and lower case letters.

They will be introduced to the different letter families e.g. which letters are formed in similar ways (see Appendix 5).

Children will be taught:

- To form letters sit on the base line.
- To form lower case letters in the correct direction, starting and finishing in the correct place (see Appendix 6).
- To form capital letters correctly and use where appropriate (see Appendix 7).
- To leave the correct space between words.
- To form digits that are a consistent size and sit on the base line.

Year 2

In Year 2, the children will improve speed of writing and begin to write automatically.

Children will continue to learn to write legibly using upper and lower case letters and learn the correct joins. They will continue to practise and ensure:

- Letters sit on the base line
- Lower case letters are correctly orientated and consistent in size with ascenders and descenders that are the correct length and formation.
- Capital letters are the correct orientation and size relative to one another and lower case letters and use where appropriate.
- They use spacing between words that reflects the size of the letters.
- They use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined (see Appendix 8).
- Digits are the correct size and orientation.

When children have been taught and use the correct letter movements, they can then be taught to the diagonal and horizontal strokes needed to join their letters. Children will be taught that the joins will help them to write faster and make writing easier on their hands. Joins can be divided into family groups too (see Appendix 8).

Key Stage 2

In Key Stage 2, the children will improve the quality, speed and stamina of handwriting.

Quality: Ensure letters are consistently sized and equal word spacing and that ascenders and descenders are parallel and do not touch words on the lines above and below.

Speed: Improve speed of handwriting to allow creative writing to take precedence over the task of handwriting and be able to take 'quick notes' at a faster pace.

Stamina: Have the strength and mobility to be able to write for longer periods of time.

There will continue to be regular, discrete and direct teaching of handwriting. Teachers and support staff will continue to model the correct letter movements, formation and joins when they are writing.

Year 3

Children will improve legibility, consistency and quality of handwriting. Year 3 children will use joined handwriting throughout their independent writing. They will continue to practise the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.

Year 4

In Year 4, the children will build on their legibility, fluency and consistency. They will learn to ensure 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

The children will be taught to ensure that handwriting is neatly presented and clear. Learners will consolidate the stamina and skills required to write at length, with accurate spelling and punctuation.

Year 6

They will develop more of a personal handwriting style as they write with automaticity.

Children will learn that you can use different forms of handwriting for different purposes and will learn to write at different speeds with different attention to neatness, depending on the task:

- Neat, joined letters for writing passages and large amounts of text, lists and letters.
- Speedy handwriting for note-taking and dictation where neatness is not as important and shortcuts can be used e.g. + instead of and.

Appendix 1

Raglan Primary School Handwriting Overview

Good handwriting is critical to children's writing progress. It is essential that handwriting is practised until it is fluent and effortless so that the children can then concentrate about *what* they are writing.

Handwriting is built into the Unlocking Letters and Sounds phonics lessons in but it is essential that handwriting is also taught discretely in a progressive sequence to support children to meet the Early Years Framework and National Curriculum requirements. We timetable regular 10/15-minute handwriting lessons across the week. For each lesson, we also timetable a practise session for the children to further practise and embed the knowledge and skills they have been taught. Children need to practise handwriting under the guidance of a teacher so that they do not develop habits or embed misconceptions that are difficult to correct later.

Raglan Primary School Handwriting Progression

The progression used follows the National Curriculum progression. The progression is structured in units which are broken down into lessons, offering a clear focus for each discrete handwriting lesson. We also have mastery units so children can embed and secure the knowledge they have previously learnt. We also provide frequent opportunities for children to revisit previous learning and embed this before further refining their handwriting skills.

Year group	Unit	Number of lessons	Focus
Pre-school	1	ongoing	Developing Gross and Fine Motor Skills
	2	ongoing	Pre-Writing Skills
Reception	1	ongoing	Developing Gross and Fine Motor Skills Mastery
	2	ongoing	Establishing the Correct Pencil Grip and Writing Position
	3	6	Pre-Writing Skills Mastery
	4	14	Lowercase Letter Formation
	5	13	Forming Letter Families
	6	ongoing	Name Writing
	7	6	Number Formation
Year 1	1	ongoing	Establishing the Correct Pencil Grip and Writing Position Mastery
	2	ongoing	Name Writing mastery
	3	6	Number Formation Mastery
	4	14	Lowercase Letter Formation Mastery

	5	14	Uppercase Letter Formation
	6	12	Forming Letter Families Mastery
	7	12	Uppercase Letter Formation Mastery
	8	8	Form Lowercase Letters of the Correct Size Relative to One Another
Year 2			
	1	4	Revisit Number Formation
	2	6	Revisit Lowercase Letter Formation
	3	6	Revisit Uppercase Letter Formation
	5	16	Letter Joins
	6	16	Letter Joins Mastery
	7	3	Form Lowercase Letters of the Correct Size Relative to One Another Mastery
	8	5	Uppercase Letters and Numbers Correctly Sized in Relation to One Another
	9	3	Spacing Within and Between Words Which Reflects the Size of the Letters
Year 3			
	1	3	Revisit Number Formation
	2	6	Revisit Uppercase Letter Formation
	3	8	Lowercase Letter Formation Mastery
	4	16	Revisit Letter Joins
	5	5	Revisit Forming Lowercase Letters of the Correct Size Relative to One Another Mastery (<i>including Y3&4 NC statutory spelling list</i>)
	6	ongoing	Uppercase Letters and Numbers Correctly Sized in Relation to One Another Mastery
	7	4	Spacing Within and Between Words Which Reflects the Size of the Letters Mastery (<i>including correctly formed Y3&4 NC punctuation requirements</i>)
	8	6	Spacing Lines of Writing Sufficiently so Ascenders and Descenders Do Not Touch
	9	ongoing	Increase the Legibility, Consistency and Quality of Handwriting
Year 4			
	1	3	Revisit Number Formation
	2	6	Revisit Uppercase Letter Formation
	3	ongoing	Revisit Uppercase Letters and Numbers Correctly Sized in Relation to One Another
	4	6	Revisit Lowercase Letter Formation
	5	9	Revisit Letter Joins
	6	5	Revisit Forming Lowercase Letters of the Correct Size Relative to One Another (<i>including Y3&4 NC statutory</i>

		<i>spelling list</i>)
7	4	Revisit Spacing Within and Between Words Which Reflects the Size of the Letters (<i>including correctly formed Y3&4 NC punctuation requirements</i>)
8	6	Spacing Lines of Writing Sufficiently so Ascenders and Descenders Do Not Touch Mastery
9	ongoing	Increase the Legibility, Consistency and Quality of Handwriting Mastery

Year 5	1	3	Revisit Number Formation
	2	ongoing	Revisit Uppercase Letters and Numbers Correctly Sized in Relation to One Another
	3	9	Revisit Lowercase Formation and Letter Joins
	4	5	Revisit Spacing Within and Between Words Which Reflects the Size of the Letters (<i>including correctly formed Y5&6 NC punctuation requirements</i>)
	5	ongoing	Revisit Increasing the Legibility, Consistency and Quality of Handwriting
	6	10	Increase the Speed and Fluency of Handwriting (<i>including Y5&6 NC statutory spelling list</i>)
	7	15	Using an Unjoined Style for a Particular Purpose
Year 6	1	3	Revisit Number Formation
	2	ongoing	Revisit Uppercase Letters and Numbers Correctly Sized in Relation to One Another
	3	9	Revisit Lowercase Letter Formation and Letter Joins
	4	6	Revisit Spacing Within and Between Words and Across Lines of Writing so Ascenders and Descenders Do Not Touch (<i>including correctly formed Y5&6 NC punctuation requirements</i>)
	5	ongoing	Revisit Increasing the Legibility, Consistency and Quality of Handwriting
	6	10	Increase the Speed and Fluency of Handwriting Mastery (<i>including Y5&6 NC statutory spelling list</i>)
	7	4	Using an Unjoined Style for a Particular Purpose Mastery

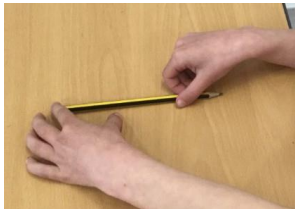
Getting Ready to Write

Writing Position Checklist:

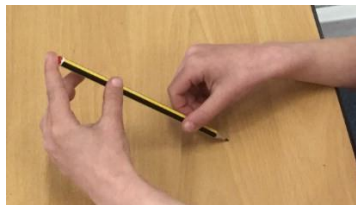
1. Are you sat to the back of the chair?
2. Is your chair tucked in?
3. Are both feet flat on the floor?
4. Have you straightened your posture?



Pencil Grip



Nip



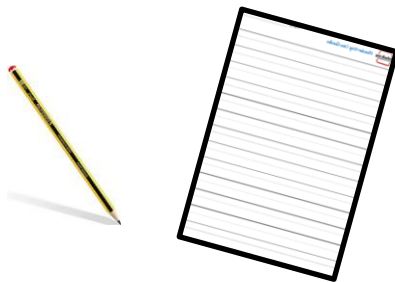
Flip



Grip

Paper Position

Is your paper at the right angle?



Left-handed



Right-

handed

Appendix 3

Letter Formation

Upright alphabet with exit strokes on letters which end on the base line.



The children will be taught to form exit strokes on the letters that finish on the base line. Exit strokes help to promote the flowing movement that develops easily into joins.

Appendix 4












Unlocking Letters and Sounds Actions, Images and Handwriting

















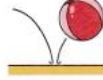













Unlocking Letters and Sounds

Actions, Images and Handwriting – Phase 2

- These are simple, clear actions that don't impede the child saying the sound
- The sound is only voiced once, so that the teacher can spot those children who are saying the sound slightly behind the rest of the group
- The actions also help warm up hands and fingers, ready for writing

GPC	Image	Action	Lower Case Letter Formation	Upper Case Letter Formation
s		Snake – Slithering snake action with arm	Up and over, around the other way	Up and over, around the other way
a		Arrow – Firing an arrow	Around, up, down and flick	Down, down, lift and across
t		Tap – Twisting a tap	Down and round, pencil off, across	Down from the top, lift and left to right across the top
p		Paint – Painting with a paintbrush	Down, up to the top, round to the middle	Down and back up, around to the middle
i		Igloo – Making a curved igloo shape motion with hands	Short down, flick, give it a dot	From the top to the bottom, lift, across, across
n		Nail – Hammering a nail	Down, up, over and flick	Straight down and back up, diagonal down and straight up
m		Monkey – Monkey arms	Down, up, over and down. Up, over, down and flick	Straight down and back up, diagonal down, diagonal up, straight down
d		Dog – Digging dog	Around, all the way up, down and flick	Down, up, round to the bottom
g		Gate – Closing a gate	Around, up, down and a tail	Round from the top, curl along the line, up and down. Lift and across
o		Orange – Squeezing an orange	Around all the way	Around all the way
c		Cat – Clawing cat	Around the curl to sit on the line	Around the curl to sit on the line












k		Key – Turning a key in a lock	Down, up to the middle, loop and flick		Down, lift, diagonal into the middle, diagonal out.	
ck		Clock – A ticking clock motion				
e		Elephant – Elephant trunk	Across and over, curl to sit on the line		Down, back to the top and across, to the middle across, to the bottom across.	
u		Umbrella – Putting up an umbrella	Down, round, up, down, flick		Down, round and up to the top	
r		Rat – Make the shape of a rat's nose	Down, up and over		Down and back up, around to the middle, diagonal down	
h		Hat – Putting a hat on your head	Down, up to the middle, over and flick		Down, lift, space and down. Across the middle to join	
b		Ball – Bouncing a ball	Down, up to the middle, round to the bottom		Down, lift, space and down. Across the middle to join	
f		Fish – Hand makes a fish swimming	Over and down, pencil off, across		Down, back to the top and across, to the middle across	
ff		Puff – Puffing out candles				
l		Lollipop – Licking a lollipop	Down and flick		From the top, down and across	
ll		Bell – Ringing a bell				
ss		Grass – Grass growing up with fingers				



Unlocking Letters and Sounds

Actions, Images and Handwriting – Phase 3

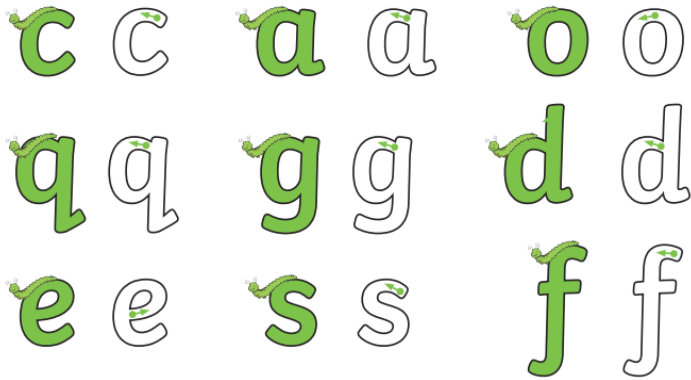
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- The sound is only voiced once, so that the teacher can spot those children who are saying the sound slightly behind the rest of the group
- The actions also help warm up hands and fingers, ready for writing

GPC	Image	Action	Lower Case Letter Formation	Upper Case Letter Formation
j		Jelly – wobble like a jelly	down, tail, give it a dot	down and curl, lift then across
v		Violin – play a violin	down, up, flick	diagonal down, diagonal up
w		Worm – wiggle your finger like a worm	down, up, down, up, flick	diagonal down and up, diagonal down and up
x		Exercise – lift arms as if lifting a weight	across to the bottom right, left, across to the bottom left	across to the bottom right, left, across to the bottom left
y		Yell – hands placed as if yelling	down, round, up, down, give it a tail	diagonal to the middle, diagonal down
z		Zip – pulling a zip up and down	straight, across, straight	straight, across, straight
zz		Buzz – move finger as if following a fly		
qu		Queen – putting on a crown	around, up, all the way down and flick	all the way around, lift and short diagonal
ch		Chop – chopping motion with hand		
sh		Shush – shushing motion with finger		
th		Thank – BSL 'thank you'		

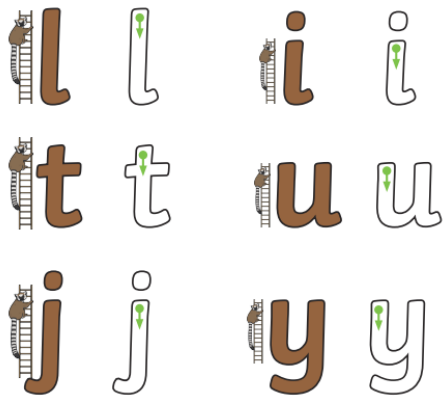
Appendix 5

Letter Families

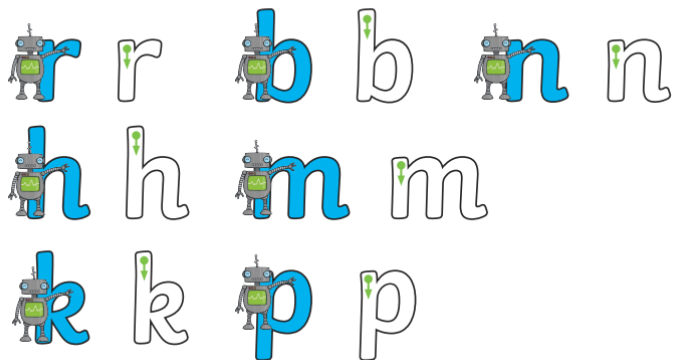
Curly Caterpillar Letters



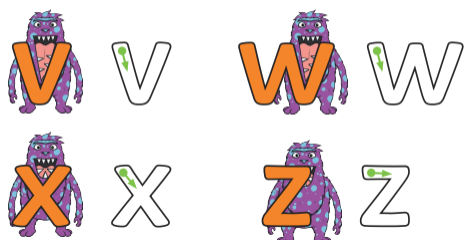
Ladder Letters



One Armed Robot Letters



Zigzag Monster Letters



Appendix 6

Letter Starting Places

Aa Bb Cc Dd Ee Ff
Gg Hh Ii Jj Kk Ll Mm
Nn Oo Pp Qq Rr Ss Tt
Uu Vv Ww Xx Yy Zz

Appendix 7

Capital Letter Formation and Families



Capital letters can also be taught in stroke-related families:

Straight lines:

I L T F E H

Diagonal lines:

V X W Y Z A M N K

Curved lines:

C O U D P B R J S G Q

Appendix 8

Diagonal and horizontal strokes to join letters

Joins can be divided into family groups.

Diagonal joins

Letters that join 'spontaneously' from the baseline:

acdehiklmntu zx
bpqu yjgf

Horizontal joins

Letters that join from the top:

orvw

Letters that are joined with loops

The following letters are joined with loops:

yjgf