



Policy for Handwriting

Petersfield Church of England (Aided) Primary School

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God teaches us we are all equal, valued and unique. We are a small rural school with deeply held Christian values which motivate and inspire us to provide a rich and diverse education. **"I have come that they may have life, and have it to the full." John 10:10.**

Love: 1 Corinthians 13:4-7 It is integral in all our decision-making. This equips our children for all aspects in life, as they grow and reach their full potential.

Trust: Isaiah 26:4 It encourages the whole school to work together for the mutual benefit of all, promoting an excellent working relationship

Peace: Thessalonians 5:13 It helps us to respect each other, recognising all opinions to provide a safe and inclusive learning environment that encourages discussion of all ideas, so promoting a deeper understanding of each other and the wider world.

Friendship: Luke 6:31 We constantly strive to build and foster the positive relationships so providing a safe and caring environment in which to learn.

Creativity: Romans 12:6 Each one of us has a unique talent, we all have inherent creativity, and we actively encourage this in all aspects of school life.

Aims

1. To know the importance of clear and neat presentation in order to communicate meaning effectively
2. To write legibly in both joined and printed styles with increasing fluency and speed by;
 - Having a correct pen/pencil grip
 - Knowing that all letters start from the top, except d and e which start in the middle
 - Forming all letters correctly

Teaching Time

- There should be a **minimum** of 5 minutes Guided Handwriting per day.
- Children who find handwriting difficult should be targeted for daily intervention.

Model used

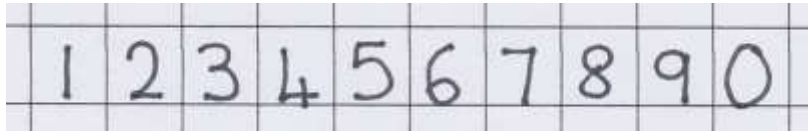
Lower case letters

abcdefghijklmnopqrstuvwxyz

Capital letters

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



The Four Joins

1. to letters without ascenders
2. to letters with ascenders
3. horizontal joins
4. horizontal joins to letters with ascenders

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

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

b g j p q x y z s

For clear letter formation see Appendix 1. This should also be used as a poster for explanation in class; this will also be saved in Staff Drive.

For Teacher Talk for Letter Formation see Appendix 2.

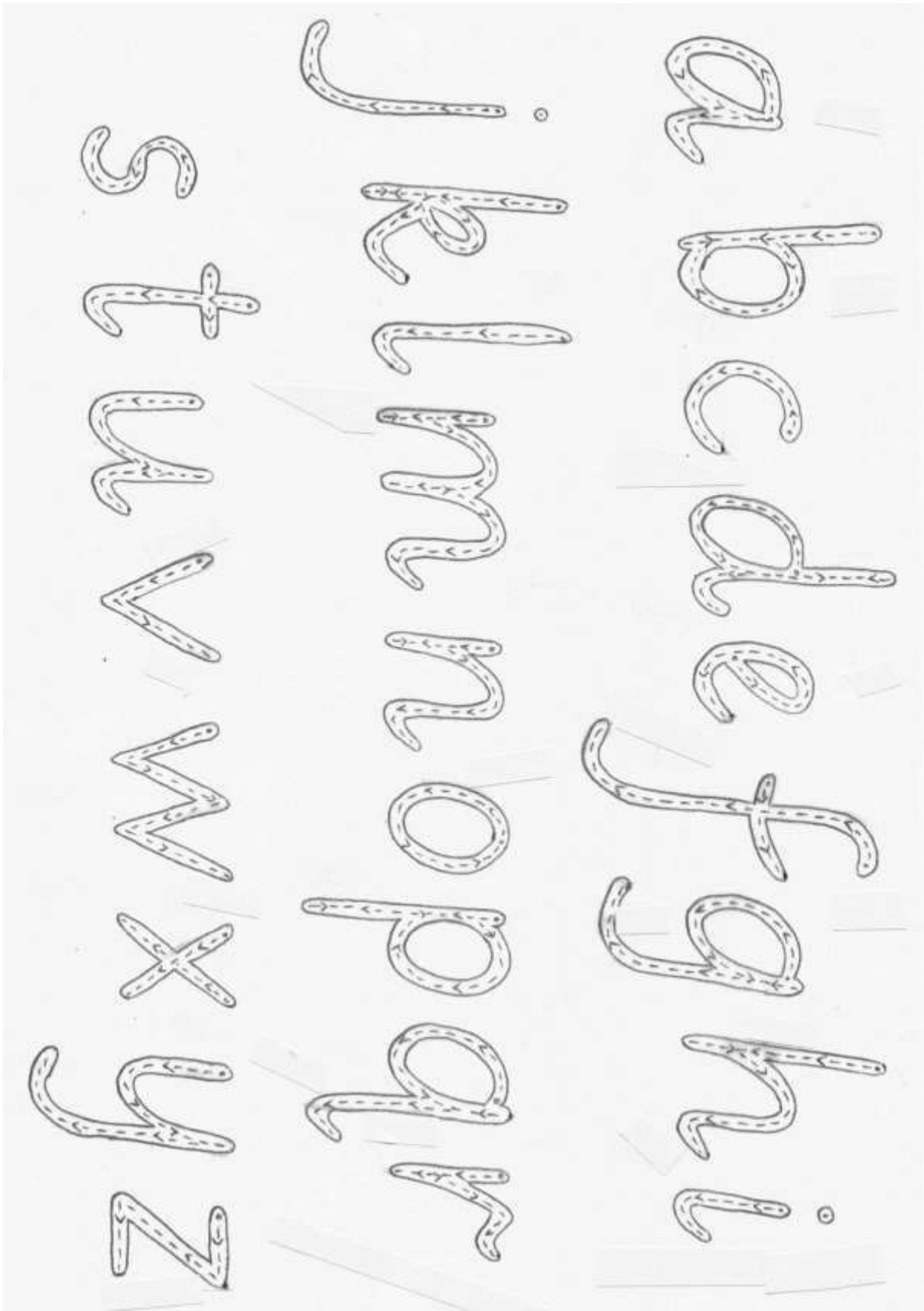
For Number Formation Explanation see Appendix 3.

For Getting Ready to Write see Appendix 4.

For the order of teaching letters and joins see Appendix 5.

For Assessment of Handwriting see Appendix 6.

Appendix 1: Letter Formation



Appendix 2: Teacher Talk for Letter Formation

Lower Case Letters

Lower case c is a half size letter. Many other letters are built upon this basic shape.

Start half way between the grey lines. Curve up to touch the top grey line. Curve down, touch the bottom grey line and then up again. To join from a c carry on diagonally to the top of the next letter.

The letter c can be joined to and from.

Lower case a is a half size letter.

Start half way between the grey lines. Curve up to touch the top grey line. Curve down, touch the bottom grey line and then up again in a straight line until the top grey line is reached again. Go back down until you touch the bottom grey line, and then flick off at the end. To join from letter a use a diagonal line from the flick to the next letter.

The letter a can be joined to and from.

Lower case d is a full size letter.

Start half way between the grey lines. Curve up to touch the top grey line. Curve down, touch the bottom grey line and then up again in a straight line until the top red line is reached. Go back down until you touch the baseline, and then flick off at the end. To join from letter a use a diagonal line from the flick to the next letter. The letter d can be joined to and from.

Lower case g is a full size letter which goes through the bottom grey line. This is a continuation of the letter a shape.

Start half way between the grey lines. Curve up to touch the top grey line. Curve down, touch the bottom grey line and then up again in a straight line until the top grey line is reached again. Go back down until you pass through the bottom grey line. Curve left just before touching the bottom red line.

The letter g is a break letter; it can be joined to, but not from.

Lower case q is a full size letter which goes through the bottom grey line. This is a continuation of the letter a shape.

Start half way between the grey lines. Curve up to touch the top grey line. Curve down, touch the bottom grey line and then up again in a straight line until the top grey line is reached again. Go back down until you pass through the bottom grey line. Flick off to the right.

The letter q is a break letter; it can be joined to, but not from.

Lower case o is a half size letter.

Start just below the top grey lines and curve up to touch the top grey line. Curve down, touch the bottom grey line. Go back the way you came, curve down, touch the baseline and then up again creating a mirror image of the line down. Touch at the top and curve off to the right.

The letter o can be joined to and from, across the top using 'briges' from one letter to another.

Lower case e is a half size letter.

Start half way between the top and bottom grey lines. Curve to the right dipping down slightly to make a smile. Curve up, over the top touching the top grey line, down again touching the starting point, curve down to the bottom grey line and then up again to complete. The letter e is joined to the next letter by extending the finishing point.

The letter e can be joined to and from.

Lower case s is a half size letter.

Start just below the top grey line, curve up, over the top and stop, making sure you touch the top grey line on the way. Go back the way you came, curve left, cross the centre and curve right. When finished, the shape should look like an incomplete figure 8 with top and bottom being the same size. The letter s is a break letter; it can be joined to but not from.

Lower case f is a full size letter.

Start just below the top red line, curve up and touch the top red line before stroking down to just below the bottom red line. Curve left just before touching the bottom red line.

Finally, lift off and cross the f on the top grey line. Children should be taught to cross the f when the whole word is completed and not break off in the middle of a word.

The letter f can be joined to and from, using the crossed f.

Lower case i is a half size letter.

Start just below the top grey line. Slope up and stop at the top grey line. Stroke vertically down to just before the top grey line then curve right. Finally put the dot in place.

Children should be taught to dot the i when the whole word is completed and not break off in the middle of a word. The letter i can be joined to and from.

Lower case l is a full size letter.

Start just below the top grey line. Curve up and travel vertically to touch the top red line. Return vertically down the line until just before the bottom grey line, then curve right to form the letter l. The letter l can be joined to and from.

Lower case t is a full size letter.

Start just below the top grey line. Curve up and travel vertically to touch the top red line. Return vertically down the line until just before the bottom grey line, then curve right to form the letter l. Finally, lift off and cross the t on the top grey line. Children should be taught to cross the t when the whole word is completed and not break off in the middle of a word.

The letter t can be joined to and from.

Lower case u is a half size letter.

Start just below the top grey line. Slope up to touch the top grey line. Come vertically down and curve round at the bottom touching the bottom grey line. Continue vertically up, touch the top grey line again, return down and flick off when the baseline is reached.

The letter u can be joined to and from.

Lower case y is a full size letter which goes through the bottom grey line.

Start just below the top grey line. Slope up to touch the top grey line. Come vertically down and curve round at the bottom touching the bottom grey line. Continue vertically up, touch the top grey line, again, return through the bottom grey line. The letter y is a break letter; it can be joined to but not from.

Lower case j is a full size letter which passes through the lower grey line.

Start just below the top grey line. Slope up and stop at the top grey line. Stroke vertically down through the bottom grey line and curve left just before the bottom red line is reached.

The letter j is a break letter; it can be joined to but not from.

Lower case k is a full size letter.

Start just below the top grey line. Curve up and travel vertically to touch the top red line. Return vertically down the line until the bottom grey line is reached. Go back up the line and curve right just below the top grey line to make a small semi-circle exactly half way between the top and bottom grey lines. The top of the semi-circle should touch the top grey line. Slope down to the bottom red line and flick off.

The letter k can be joined to and from.

Lower case r is a half size letter.

Start just below the top grey line. Slope up to touch the top grey line. Drop vertically down and touch the bottom grey line. Return up the vertical curving off right just below the top grey line. Curve over the top touching the top grey line and finally flick up to finish off.

The letter r can be joined to and from.

Lower case n is a half size letter.

Start just below the top grey line. Slope up to touch the top grey line. Drop vertically down and touch the bottom grey line. Return up the vertical curving off right just below the top grey line. Curve over the top touching the top grey line and drop vertically to the bottom grey line.

The letter n can be joined to and from.

Lower case m is a half size letter, constructed in a similar way to the 'n'.

Start just below the top grey line. Slope up to touch the top grey line. Drop vertically down and touch the bottom grey line. Return up the vertical curving off right just below the top grey line. Curve over the top touching the top grey line and drop vertically to the bottom grey line. Repeat to form the second arch.

The letter m can be joined to and from.

Lower case h is a full size letter.

Start just below the top grey line. Curve up and travel vertically to touch the top red line. Return vertically down the line until the bottom grey line is reached. Go back up the line and curve right just below the top grey line. Continue round touching the top grey line and then drop vertically to the bottom grey line. Flick off at the end.

The letter h can be joined to and from.

Lower case b is a full size letter.

Start just below the top grey line. Curve up and travel vertically to touch the top red line. Return vertically down the line until the bottom grey line is reached. Go back up the line and curve right just below the top grey line. Continue round touching the top grey line and then the bottom grey line, finally returning to the vertical just above the bottom grey line. Return the way you came breaking off just after touching the bottom grey line for the second time.

The letter b is a break letter; it can be joined to but not from.

Lower case p is a full size letter which goes through the bottom grey line.

Start just below the top grey line. Slope up and stop at the top grey line. Stroke vertically

down until the bottom red line is reached. Return vertically up until just below the top grey line. Curve right, touching the top grey line. Continue round touching the bottom grey line finally returning to the vertical just above the bottom grey line. Return the way you came breaking off just after touching the bottom grey line for the second time. The letter p s is a break letter; it can be joined to but not from.

Lower case v is a half size letter.

Start just below the top grey line and slope up. Touch the top grey line, slope down, touch the bottom grey line, slope up and finally flick off to the right. The letter v can be joined to and from.

Lower case w is a half size letter.

Start just below the top grey line and slope up. Touch the top grey line, slope down, touch the bottom grey line, slope up, touch the top grey line, slope down, touch the bottom grey line, slope up, and finally flick off to the right. The letter w can be joined to and from.

Lower case x is a half size letter.

Start at the top grey line, draw diagonally down to the bottom grey line. Take the pen off the paper, place back at the top grey line and draw diagonally down to the bottom grey line. The letter x is a break letter; it can be joined to but not from.

Lower case z is a half size letter.

Start on the top grey line and follow it right for a short distance. Slope down and left aiming to touch the bottom grey line directly below where you started on the top grey line. Follow the bottom grey line until you are directly below the end of the first drawn line. The letter z is a break letter; it can be joined to but not from.

Capital Letters

A is constructed from three straight lines.

B is constructed from a vertical line and then two curved lines. The finished shape should be symmetrical.

C starts just below the top red line, curves round to the left in a symmetrical shape and ends just above the bottom red line.

D is a straight line down, lift off, return to the top and draw in the curve.

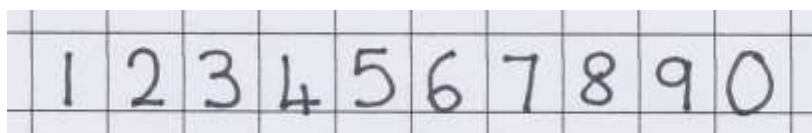
E is constructed from four straight lines lifting off after each has been drawn.

F is constructed from three straight lines.

G is similar in shape to C but the bottom curve is continued to the top grey line followed by straight lines in, out and down.

- H** is constructed from three straight lines lifting off between each.
- I** is composed of three straight lines. Stroke across the top, lift off, stroke down, lift off and finally, stroke across the bottom.
- J** sits on the bottom grey line and is constructed from one straight line and one curved line.
- K** is constructed from three straight lines. The finished shape should be symmetrical.
- L** is constructed from two straight lines lifting off between each.
- M** is constructed from four straight lines.
- N** is constructed from three straight lines.
- O** is a continuation of the C shape.
- P** is constructed from a vertical line and a curved line.
- Q** is constructed from an oval and a short line.
- R** is similar in construction to the capital B with a straight line replacing the lower curved one.
- S** is similar to the lower case s shape only drawn as a full height letter.
- T** is constructed from two straight lines lifting off between each.
- U** is perfectly symmetrical formed between the top red and bottom grey lines.
- V** is constructed from two straight lines.
- W** is constructed from four straight lines.
- X** is constructed from two straight lines.
- Y** is constructed from two straight lines.
- Z** is constructed from three straight lines.

Appendix 2: Number Formation Explanation



One is a single line, drawn from the top to the bottom.

Two is like a swan. Curved at the top, horizontal at the bottom.

Three is curvy at the top and bottom.

Four is a diagonal line, then horizontal in one pen/pencil movement. A small vertical line crosses horizontal line but does not touch the diagonal line.

Five begins at the top with a horizontal line with a right angle to go vertically down before the curving forwards and then back.

Six is a diagonal then a curve around to join the diagonal line.

Seven is a horizontal line, then a diagonal. There is no cross on the diagonal line.

Eight starts at the top and goes anticlockwise to make an s, this is then carried on round until it meets the top, closing the number eight.

Nine begins at the top, curving around to form a floating lower case a with a long vertical leg.

Zero begins at the top and is drawn to form a capital letter c, the line is then continued to form a mirror image of the line formed at the starting point, closing the number zero.

In Maths books there should be one digit per square, to be fully in the square – no part of the number should pass through the line.

The only exceptions to this rules are when drawing diagrams, e.g. coordinates, number lines and labelling axes, where the number on the line is required for accuracy.

Appendix 3: Getting Ready to Write

Seating and Posture

- Chair and table should be at a comfortable height
- The table should support the forearm so that it rests lightly on the surface and is parallel to the floor
- Encourage children to sit up straight and not slouch
- The height of the chair should be such that the thighs are horizontal and feet flat on the floor
- Tables should be free of clutter
- Rooms should be well lit
- Left handed pupils should sit on the left of their partners
- Share Nelson Thorne's 'Getting Ready to Write' expectations at the start of each Guided Handwriting session (see below, also be saved onto Staff Drive)

Pen / Pencil Grip

Children should write with a pencil in EYFS and KS1, and a handwriting pen in KS2 **when they have met the appropriate standards**. The pincer grip should be used when handwriting.

For right handers

- Hold lightly between the thumb and forefinger about 3cm away from the point/nib. In KS2 the pens are ergonomically designed to accommodate the pincer grip. Right handed pens are the blue pens.
- The book/paper should be placed to the right, tilted slightly to the left
- Use the left hand to steady the book/paper.

For left handers

- Hold lightly between the thumb and forefinger resting on the first knuckle of the middle finger, using the pincer grip. Left handed pens are the orange pens.
- The hand should be kept below the writing line.
- The book/paper should be tilted slight to the right at about 20 - 30°
- Use the right hand to steady the book/paper

* It is very important that a right handed child is NOT seated on the left hand side of a left handed child as their elbows will collide! *

Appendix 4: Order of Teaching Letters

Single letters (YR and Y1)

- c a d g q o
- e s f
- i l t
- u y j k
- r n m
- h b p
- v w x z

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; un um ig id ed eg an or ing ung
- Second join; ch sh th tl ll ill sli slu ck ack st sti ink unk
- Third join; od pg re ve oon oom
- Fourth join; 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)

Revision

- 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 poems
- match questions to answers
- copy jokes
- make and copy compound words

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
- practise writing with a slope
- 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 week
- 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 printing
- Practising forming and joining the letter f
- Practising presentation
- Practising printing
- Practising speed writing
- Revision

Appendix 5: Assessment

Assessment

Phase leaders in team meetings and senior leaders should monitor children's writing and presentation in books regularly (half termly). The following should be considered:

- Is the writing generally legible?
- Are the letters correctly shaped and proportioned?
- Are the letters starting and ending in the correct place?
- Are the joins made correctly?
- Are the spaces between the letters, words and lines appropriate?
- Is the size of the writing appropriate?
- Is the writing properly aligned?
- Are the writing standards achieved by the majority of pupils in line with the Level Descriptors in the National Curriculum?

Individual assessment

Children should be observed as they write during handwriting lessons – the teacher must circulate, monitor and intervene. Teachers also need to monitor and mark whole pieces of writing. The following should be considered:

- Is the posture correct?
- Does the child hold the pencil correctly?
- Does the child use the correct movement when forming and or joining letters?
- Are any letters reversed or inverted?
- Does the child write fluently and rhythmically?
- Is the writing easily legible?
- Is the pupil's handwriting development in line with the Level Descriptors in the National Curriculum?