

## Ainderby Steeple CE Primary School

### Handwriting Policy



### **Aims**

To know the importance of clear and neat presentation in order to communicate meaning effectively.

To write legibly in with increasing fluency and speed by;

- Having a correct pencil grip
- Knowing the size and orientation of letters
- Forming all letters correctly
- Knowing that all cursive letters start from the line

### **Teaching Time**

At Ainderby Steeple CE Primary School handwriting will be timetabled for between 30 minutes per week, in short sessions, dependent on pupil age. Children who find handwriting difficult will be targeted for regular intervention.

### **Implementation**

We use Getting Ready to Write to ensure that pupils are supported effectively and develop a comfortable handwriting grip. In Early Years, teaching staff assess pupils handwriting grip development and provide effective targeted provision to support the development of an effective handwriting grip. Handwriting is not a specific focus in the EYFS curriculum, but it is part of Little Wandle Phonics teaching. All adults must model handwriting effectively, using the correct script and ensuring that writing is written on lines.

### **In Year Early Years and Year 1, pupils should be taught to:**

- Sit correctly at a table, holding a writing tool 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' (i.e. letters that are formed in similar ways) and to practise these.

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
s s		Show your teeth and let the s hiss <b>ssssss</b>	Under the snake's chin, slide down and round to tail.
a a		Open your mouth wide and make the a sound at the back of your mouth <b>aaa</b>	Around the ant's tummy and down its spine.
t t		Open your lips, put the tip of your tongue behind your teeth and press <b>ttt</b>	From the tiger's nose to its tail, then follow the stripes across the tiger.
p p		Bring your lips together, push them open and say <b>ppp</b>	Down the penguin's back, up and around its head.
i i		Put your lips back and make the i sound at the back of your mouth <b>iii</b>	Down the iguana's body, then draw a line (on the leaf) at the top.
n n		Open your lips a bit, put your tongue behind your teeth and make the <b>nnnnnn</b> sound <b>nnnnnn</b>	Down the nose, up and over the nose.
m m		Put your lips together and make the <b>mmmmmm</b> sound <b>mmmmmm</b>	Down, up and over the mouse's ears, then add a flick on the nose.

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
d d		Put your tongue to the top and front of your mouth and make a quick d sound <b>ddd</b>	Round the duck's body, up to its head and down to its feet.
g g		Give me a big smile then show your teeth, press the middle of your tongue to the top and back of your mouth, push your tongue down and forward to make the g sound <b>ggg</b>	Round the goat's face, up to its ear, down and curl under its chin.
o o		Make your mouth into round shape and say <b>ooo</b>	Go around the octopus.
c c		Open your mouth into a little smile, make your tongue flat and move it up towards the top of your mouth to say <b>ccc</b>	Curl around the cat.
k k		Open your mouth into a little smile, make your tongue flat and move it up towards the top of your mouth to say <b>kkk</b>	Down the kite, up and across, back and down to the corner.
ck ck		Open your mouth into a little smile, make your tongue flat and move it up towards the top of your mouth to say <b>ccc</b>	1) Curl round the heel of the sock 2) Down the sock, up and across, back and down to the corner. <b>Catchphrase:</b> Rock that sock!
e e		Open your mouth wide and say <b>eee</b>	Around the elephant's eye and down its trunk.

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
j j		Put your lips and show your teeth as you say <b>jjj</b>	All the way down the jellyfish. Dot on its head.
v v		Put your teeth against your bottom lip and make a hissing <b>vvvvv</b> sound <b>vvvvv</b>	Down to the bottom of the volcano and back up to the top.
w w		Put your lips and keep them small as you say <b>wee</b>	From the top of the wave to the bottom, up the wave, down the wave, then up again.
x x		Mouth open, then push the air around through as you close your mouth as <b>xx</b> <b>xxx</b>	Start at the top, then across to the bottom of the box. Start at the top, then across to the bottom of the box.
y y		Smile, tongue to the top of your mouth, say y without opening your mouth <b>yyy</b>	Down and round the yo-yo, then follow the string round.
z z		Show me your teeth and hear the z sound <b>zzzz</b>	Zip across, zig down and across the zebra.

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
u u		Open your mouth wide and say <b>uuu</b>	Down and around the umbrella, stop at the top and down to the bottom and back.
r r		Show me your teeth to make a <b>rrrr</b> sound <b>rrrrr</b>	From the cloud to the ground, up the arch and over the rainbow.
h h		Open your mouth and breathe out strongly <b>hhh</b>	Down, up and over the helicopter.
b b		Put your lips together and say <b>b</b> as you open them <b>bbb</b>	Down bear's back, up and round his big tummy.
f f		Open your lips a little, put your teeth on your bottom lip and push the air out to make the sound <b>fff</b>	Down the flamingo's neck, all the way to its feet, then across its wings.
l l		Open your mouth a little, put your tongue up to the top of your mouth, behind your teeth, and press <b>lll</b> <b>lll</b>	All the way down the lollipop.

## How to write capital letters

Use this document to ensure correct letter formation when you are teaching children to form capital letters.

Letter	Capital letter formation phrase
A	From the top, diagonally down to the left, up to the top, diagonally down to the right. Lift up and across.
B	From the top, down, back to the top. Round to the middle, round to the bottom.
C	From the top, curl around to the left to sit on the line.
D	From the top, down, back to the top. Curve right, down to the bottom.
E	From the top, down, back to the top. Across, back. Lift up and across the middle. Lift up and across the bottom line.
F	From the top, down, back to the top. Across, back. Lift up and across the middle.
G	From the top, curl around to the line, carry on up, then straight down. Lift up and across.
H	From the top and down. Space. From the top and down. Lift up and join the lines across the middle.
I	From the top to the bottom and stop.
J	From the top, all the way down, then short curl to the left.
K	From the top, down, up to the middle. Diagonally up, back and diagonally down to the line.
L	From the top, down and across the line.
M	From the top, down, back to the top. Diagonally down, diagonally up. Straight down to the line.
N	From the top, down, back to the top. Diagonally down, then straight up to the top.
O	From the top – all around the o.
P	From the top, down then back up. Curve right to halfway down.
Q	From the top – all around the o. Lift off. Short line diagonally down.
R	From the top, down, then back up. Curve right to halfway down. Diagonally down to the line.
S	From the top, under the snake's chin, slide down and round its tail.
T	From the top, down and stop. Lift up and from the left, make a line across the top.
U	From the top, down and curve right, then straight up to the top.
V	From the top diagonally right to the bottom, then diagonally up to the top.
W	From the top diagonally right to the bottom, diagonally up to the top, diagonally down to the line, then diagonally up again.
X	From the top, diagonally right to the bottom. Space. Start at the top, then diagonally left to the bottom.
Y	From the top diagonally right to the middle. Space. From the top diagonally left to the middle. Straight down to the bottom.
Z	From the top go across, diagonally down to the left and across the bottom.

**From Year 2 onwards**, we use Twinkl Handwriting packs to teach children the sets of letter 'families' in a progressive teaching sequence. We introduce a continuous cursive handwriting style so that by the end of the primary stage all children can write legibly, fluently and with increasing speed.

### Year 2, pupils should be taught to:

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	The Ladder Family (l, i, u, t, y and j)						Assess and Review	The One-Armed Robot Family (n, m and h)			Themed Handwriting Practice	
Spring	The One-Armed Robot Family (k, b, p and r)				Assess and Review		The Curly Caterpillar Family (c, a, d, e, s and g)					
Summer	The Curly Caterpillar Family (f, q and o)		Assess and Review			The Zigzag Monster Family (z, v, w and x)				Assess and Review	Themed Handwriting Practice	

## Year 2 Assessment Statements

By the end of these lessons, most children should be able to:

- 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
- 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 letters.

### LKS2, pupils should be taught to:

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	The Ladder Family (l, i, u, t, y and j)						Assess and Review		The One-Armed Robot Family (n, m and h)		Handwriting Practice	
Spring	The One-Armed Robot Family (k, b, p and r)				Assess and Review		The Curly Caterpillar Family (c, a, d, e, s and g)					
Summer	The Curly Caterpillar Family (f, q and o)			Assess and Review		The Zigzag Monster Family (z, v, w and x)				Assess and Review		Handwriting Practice

## Year 3 and Year 4 Assessment Statements

By the end of these lessons, most children should be able to:

- 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;
- Increase the legibility, consistency and quality of their handwriting 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.

### UKS2, pupils should be taught to:

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	The Ladder Family (l, i, u, t, y and j)						Assess and Review		The One-Armed Robot Family (n, m and h)		Handwriting Practice	
Spring	The One-Armed Robot Family (k, b, p and r)				Assess and Review		The Curly Caterpillar Family (c, a, d, e, s and g)					
Summer	The Curly Caterpillar Family (f, q and o)			Assess and Review		The Zigzag Monster Family (z, v, w and x)				Assess and Review		Handwriting Practice

## Year 5 and Year 6 Assessment Statements

By the end of these lessons, most children should be able to 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.

### Pen Licence

In LKS2 children have key opportunities to write in given pen. In UKS2, pupils can work towards and achieve a Pen License when showing the ability to write legibly, fluently and with speed. If a pupil's handwriting deteriorates the pen license can be revoked by the class teacher.



 **Pen Licence**

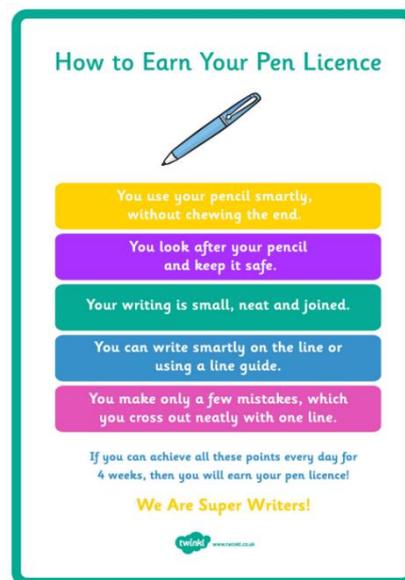
Congratulations to \_\_\_\_\_

For earning your pen licence!

 **Well Done!** 

Date \_\_\_\_\_ Signed \_\_\_\_\_





**How to Earn Your Pen Licence**



- You use your pencil smartly, without chewing the end.
- You look after your pencil and keep it safe.
- Your writing is small, neat and joined.
- You can write smartly on the line or using a line guide.
- You make only a few mistakes, which you cross out neatly with one line.

If you can achieve all these points every day for 4 weeks, then you will earn your pen licence!

**We Are Super Writers!**



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Ratified by Governors	November 2022
Date for Review	Autumn 2025
Signed – Head Teacher	Rachel Peart
Signed - Chair of Governors	John Kelly