

At Berrow Primary Church Academy, our handwriting curriculum is closely linked to our Read Write Inc. phonics scheme of learning progressing from Early Years through to year 6. Handwriting is taught progressively in-line with the requirements of the National Curriculum.

We aim for our children to:

- Understand the importance of neat presentation in order to communicate their ideas clearly.
- Take pride in the presentation of their work and gain a sense of achievement.
- Present work in a neatly and legibly
- Use the correct letter formation.
- Develop fluency and speed whilst writing, so that they are able to write in a neat cursive style by the end of KS2.

Knowledge, skills and understanding In the early stages children are taught:

- How to hold a pen/pencil correctly and form letters and numbers of regular size and shape.
- Write from left to write and top to bottom of a page.
- To form upper and lower case letters correctly.
- Put regular spaces between letters and words.
- The importance of clear and neat presentation in order to communicate meaning effectively.

In the later stages children are taught to:

- Write legibly in a joined style with increased fluency and speed.
- Use different forms of handwriting for different purposes, e.g. understand that making quick written notes in English or jottings in maths does not require the same level of neatness across the curriculum

Teachers use a variety of strategies for the teaching of handwriting including:

- Direction
- Demonstration
- Modelling
- Scaffolding
- Explanation

Basic structure of a handwriting lesson

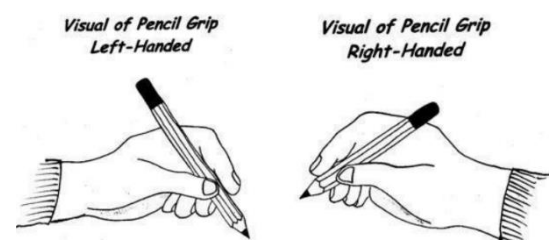
- Posture check and book positioning
- Teacher modelling on the visualiser / board / flip chart
- Children practising with teacher model, then from memory - repeated practise.

In EYFS and KS1, children use a pencil in their handwriting lessons.

In KS2, children use a pencil until the end of year 4 and during years 5 and 6, they begin to use a handwriting pen if they choose to.

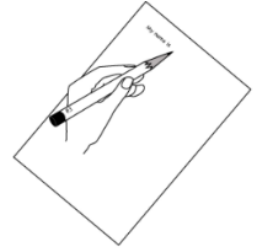
Teaching expectations:

- Model the school handwriting style (Following stages)
- Teach the correct grip and ensure support is in place for children not using the correct grip
- Ensure that children have a suitable pencil (or pen) and are sat at a desk / table
- Ensure correct formation of letters and numbers.
- Ensure correct posture with children sitting comfortably and upright, with feet flat on the floor.
- Ensure good lighting.
- Ensure each child has a suitable writing implement before they begin, pencils are adequately sharpened and pens are appropriate and suitable for fluent writing. (e.g. shape, size and grip of pencil)
- Where possible link handwriting to spelling patterns.



Considerations for left handed learners:

- Seating: sit to the left of another child, at the edge of a table.
- Grip: hold the pencil/pen at least 2cm from the point so the children can see what they are writing.
- Position of paper: to left of the body at an angle, with right hand corner nearer to the body than the left (see illustration below).



Writing

Writing: EYFS and KS1

- Children write in pencil and edit / 'polish' in purple pen.
- All learning has a date and a WALT (we are learning to)
- The date and WALT will be written on the left-hand side of the page.
- The long date (e.g. Monday 2nd September 2024) should be used in English, RE and learning enquiry. The short date (e.g. 01.9.24) should be used for mathematics and when necessary e.g. DT and Art. A date should be written on all pieces of work.
- Children are encouraged to write from the left hand edge or margin, although the EYFS does allow more freedom when first exploring letter shapes and formation.
- A mistake should be crossed out with one line through it.
- Diagrams should be drawn in pencil and should be clearly labelled.

Writing: KS2

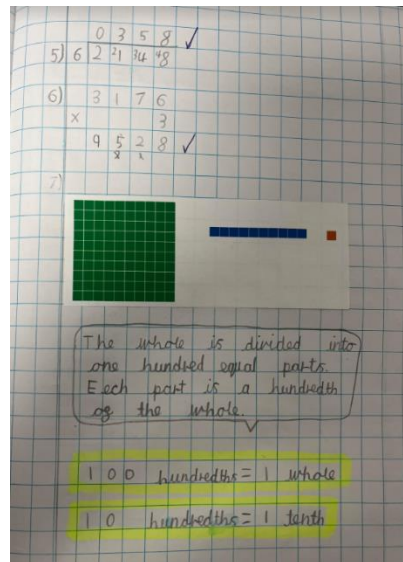
- Y3 + 4 write in pencil and Y5 + 6 can write in pen (unless pencil is preferred). Editing and polishing of learning is completed in purple pen. Joined handwriting is taught from Y1 and must be actively encouraged in all pieces of written learning across the curriculum.
- Children should write from the left-hand margin.
- The long date (e.g. Monday 2nd September 2024) should be used in English, RE and learning enquiry. The short date (e.g. 01.09.22) should be used for mathematics and when necessary e.g. DT and Art. A date should be written on all pieces of work. The WALT should be written on the line beneath the date and both should also be underlined using a ruler.
- A mistake should be crossed out with one line through it. This should be done neatly.
- Children will leave a single empty line between each paragraph.
- Diagrams and drawing should be drawn in pencil.

Mathematics

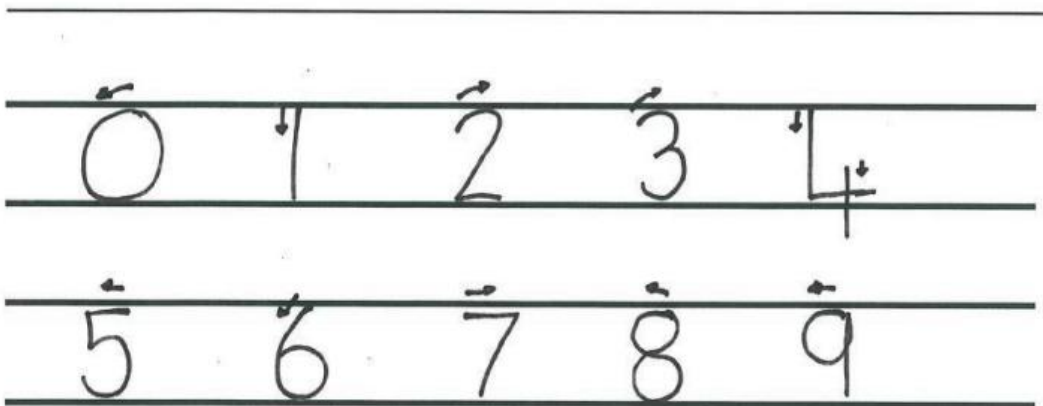
- Suitable and sharp pencils should be used in maths, and purple pens used for self-making, corrections, polishing and response tasks.
- All learning will have the short date. Both will be underlined using a ruler. If printed labels or stickers are used in early stages, these will be stuck to the left of the page.
- Correct formation of numerals should be expected at all times
- One digit per square should be written.
- Each calculation should be clearly numbered as in the example below. The number of the calculation will be written in the margin.

1. $20 + 20 = 40$
2. $23 + 20 + 43$

- Calculations should be clearly and appropriately spaced on the page. The page may be divided into two columns if appropriate.
- When drawing geometric shapes and graphs, charts or tables, lines must be drawn accurately using a ruler.
- Mistakes should be corrected with one neat line, e. g. $2+2=5$.
- Visualisations and jottings aid thinking and therefore a ruler is not necessary; however, neat and clear layout should always be expected.
- When children are answering questions in their books, their working out must also be in their books.



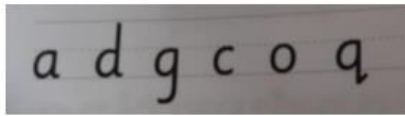
Number Formation



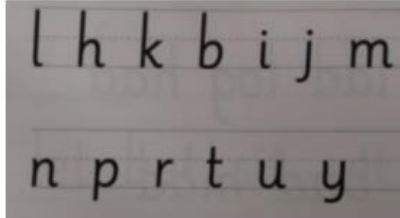
Letter formation

We teach the Read Write Inc letter formation. There are four types of letters: 'around', 'down', curly'and 'zigzag'.

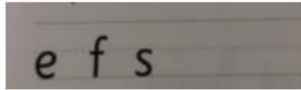
'Around' letters:



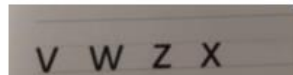
'Down' letters:



'Curly' letters:



'Zigzag' letters:

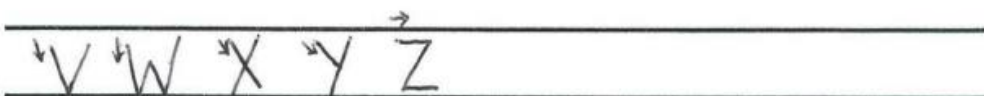
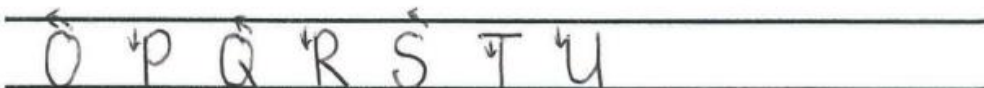
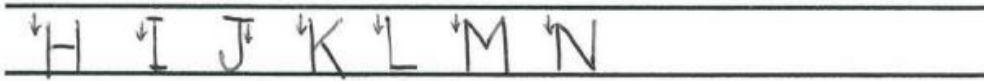
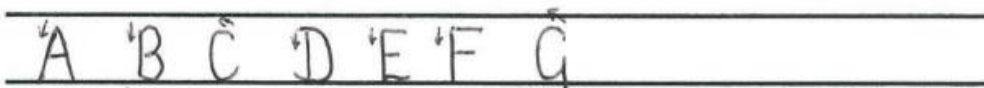


See also the following which are available on the school drive:

- [RWI letter formation sheets a – z](#)
- ['Handwriting Stage 1a: Letter Formation'](#)
- ['Handwriting Stage 1b: Relative Size of Letters'](#)
- ['Handwriting Stage 2'](#)

Capital Letter Formation

Upper case letters are formed as follows:



Around Letters



'Around' letters

Checklist: caterpillar

- start at the caterpillar's head
- curl around the body



Checklist: girl

- start at her hair bobble on top of her head
- draw a nice round face
- go back up to her bobble
- down her very straight hair
- draw a round curl to finish



Checklist: apple

- start at the stalk
- draw a nice round apple
- go back up to the stalk, then down
- curl the leaf at the bottom



Checklist: orange

- start at the stalk
- draw a nice round orange



Checklist: queen

- start at her hair bobble on top of her head
- draw a nice round face
- go back up to her bobble
- down her very straight hair
- add a sharp flick to finish

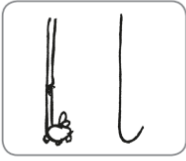


Checklist: dinosaur

- draw a big round bottom
- up the tall neck
- down the straight line to the feet
- draw a curl for the feet

Down Letters

'Down' letters



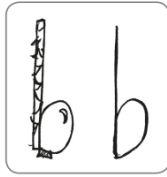
Checklist: Liam's leg

- ✓ start at the top of his leg
- ✓ go down his long leg
- ✓ add a curl for the shoe to kick the ball



Checklist: tower

- ✓ start at the top of the tower
- ✓ draw a straight line down the tower
- ✓ add a curl at the bottom – then lift the pencil off the page
- ✓ draw a straight line across the tower



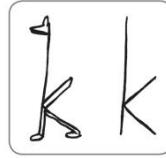
Checklist: boot

- ✓ start at the top of the boot
- ✓ draw a straight line down the boot
- ✓ go round over the toe
- ✓ go back to the heel



Checklist: Polly Pirate

- ✓ start at the top of her plait
- ✓ draw down her long straight plait
- ✓ go round over her face
- ✓ finish under her chin



Checklist: kangaroo

- ✓ start at the kangaroo's head
- ✓ draw down the long straight body – then lift the pencil off the page
- ✓ draw a straight tail to the body – two-thirds of the way down
- ✓ draw a straight back leg from the body



Checklist: horse

- ✓ start at the horse's head
- ✓ draw down her long straight neck
- ✓ continue down to her feet
- ✓ go round her back
- ✓ draw a straight back leg
- ✓ add a little curl of dust as the horse runs away



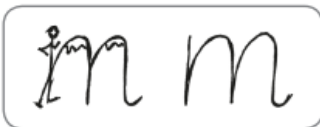
Checklist: insect

- ✓ start at the top of the insect's neck
- ✓ draw down the short straight body
- ✓ draw a curl for a small round tail
- ✓ add a little dot for the head



Checklist: jack-in-a-box

- ✓ start at the top of the jack-in-a-box's neck
- ✓ draw down the long straight body
- ✓ draw a smooth curl for the legs
- ✓ add a dot for the head



Checklist: Maisie and the mountains

- ✓ start at Maisie's head
- ✓ draw a straight body for Maisie
- ✓ go over the mountains – from Maisie's waist
- ✓ check the mountains are the same height as Maisie
- ✓ add a small curl for the grass



Checklist: Nobby and his net

- ✓ start at Nobby's head
- ✓ go straight down Nobby
- ✓ go over the net – from Nobby's waist
- ✓ check the net is the same height as Nobby
- ✓ add a small curl for the grass



Checklist: yak

- ✓ start at the top of the first horn
- ✓ draw down the straight line for the first horn
- ✓ go round underneath the horns
- ✓ draw a straight line up for the second horn
- ✓ go down and curl under its head



Checklist: robot

- ✓ start at the robot's head
- ✓ go straight down its body
- ✓ go over the robot's arm – from its waist



Checklist: umbrella

- ✓ start at the top of the handle
- ✓ draw down the straight line for the handle
- ✓ go round underneath the umbrella and back up the other side
- ✓ go down the umbrella
- ✓ add a little curl for the puddle

Curly Letters

'Zigzag' Letters



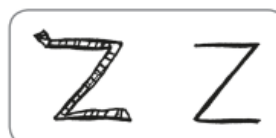
Checklist: vulture

- ✓ draw two straight lines for the wings – down, up



Checklist: worm

- ✓ draw four straight lines, all the same length – down, up, down, up



Checklist: zigzag

- ✓ draw three straight lines – across, diagonally back, across



Checklist: egg

- ✓ draw up around the shell that needs to be cut off the boiled egg
- ✓ go round underneath the egg



Checklist: flower

- ✓ start at the top of the flower
- ✓ draw around and down the flower stem – then lift the pencil off the page
- ✓ draw a straight line across the leaves



Checklist: snake

- ✓ start at the snake's head
- ✓ curl one way
- ✓ curl the other

Joining Letters

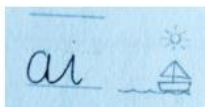
We teach the Read Write Inc letter joins. There are two basic joins:

- the arm join (diagonal)
- the washing line join

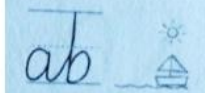
(horizontal)The arm has three

variations:

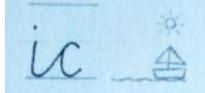
a) arm to boat



b) arm to sun

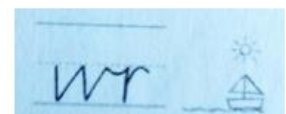


c) arm to sister

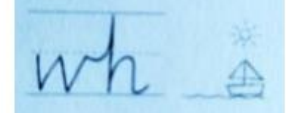


The washing line join has three variations:

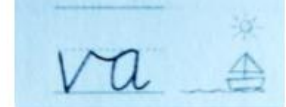
d) washing line to boat



e) washing line to sun



f) washing line to sister



For details of how to form these joins, see: ['Handwriting Stage 3'](#)



Preschool @ Little Learners

We aim for the children to:

- use a comfortable and efficient pencil grip

Through specifically planned activities and experiences, children in our nursery develop the following skills to enable them to become fluent in writers in the future:

- Good gross motor control
- Good fine motor control
- A language to talk about shapes and movements in line with the Read Write Inc programme

Handwriting Milestones: Preschool (2-4 years old):

- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils
- Shows a preference for a dominant hand.
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.
- Write some letters accurately.



Reception

We aim for the children to:

- use a comfortable and efficient pencil grip
- write their first name correctly, beginning with a capital letter
- form lower case letters using the correct sequence of movements, aided by the Read Write Inc. formation speak
- form capital letters in the correct direction
- form digits 0-9

Throughout the Early Years Foundation Stage the children will be provided with a range of activities to develop their fine and gross motor skills needed for handwriting. Children in reception will have the opportunity to practise letter formation in a range of contexts. They are taught how to form letters in line with the phonics programme. They are not taught to join at this stage. When teaching children digraphs, emphasis should not be placed on joining letters but this can be modelled and discussed with the children.

Strategies Children progress best when provided with a variety of different strategies to practise their handwriting, e.g.

- tracing
- copying under the teacher's writing
- sky writing
- talking through the letter formation as it is being modelled
- practice on paper
- practice in handwriting books

Reception

Sequences through the RWI Phonics and letter formation:

Autumn 1	Spring 1	Summer 1
<p>The children will be taught:</p> <ul style="list-style-type: none">• the 26 letters	<p>The children will revisit:</p> <ul style="list-style-type: none">• c a o d g q (around letters)• e f s (curly letters)• v w x z (zigzag letters)• 0 6 8 9• 5• capital letters for the letter stated above <p>(Note: letters and numbers with similar movements are grouped together. The similarities should be discussed with the children.)</p>	<p>The children will revisit:</p> <ul style="list-style-type: none">• c a o d g q (around letters)• e f s (curly letters)• v w x z (zigzag letters)• 0 6 8 9• 5• capital letters for the letter stated above <p>(Note: letters and numbers with similar movements are grouped together. The similarities should be discussed with the children.)</p>
Autumn 2	Spring 2	Summer 2
<p>The children will be taught:</p> <ul style="list-style-type: none">• the 26 letters• numbers 0 – 9 <p>(Note: letters and numbers with similar movements are grouped together. The similarities should be discussed with the children.)</p>	<p>The children will revisit:</p> <ul style="list-style-type: none">• l t b p k h l j m n r u k (down letters)• 2 3• 1 4 7• capital letters for the letter stated above <p>(Note: letters and numbers with similar movements are grouped together. The similarities should be discussed with the children.)</p>	<p>The children will revisit:</p> <ul style="list-style-type: none">• l t b p k h l j m n r u k (down letters)• 2 3• 1 4 7• capital letters for the letter stated above <p>(Note: letters and numbers with similar movements are grouped together. The similarities should be discussed with the children.)</p>

Year 1

We aim for the children to:

- 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 correctly
- form digits 0 to 9 correctly
- understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these

Autumn 1	Spring 1	Summer 1
<p>The children will revisit:</p> <ul style="list-style-type: none">• c o a d g q (around letters)• l t b p k h (down letters)• 0 6 8 9• 2 3• 5• capital letters for the letter stated above Handwriting may also be linked to spelling patterns. <p>(Note: letters and numbers with similar movements are grouped together. The similarities should be discussed with the children.)</p>	<p>The children will revisit:</p> <ul style="list-style-type: none">• c o a d g q (around letters)• l t b p k h (down letters)• 0 6 8 9• capital letters for the letter stated above Handwriting may also be linked to spelling patterns. <p>(Note: letters and numbers with similar movements are grouped together. The similarities should be discussed with the children.)</p>	<p>The children will revisit:</p> <ul style="list-style-type: none">• c o a d g q (around letters)• l t b p k h (down letters)• 0 6 8 9• capital letters for the letter stated above Handwriting may also be linked to spelling patterns. <p>(Note: letters and numbers with similar movements are grouped together. The similarities should be discussed with the children.)</p>
Autumn 2	Spring 2	Summer 2
<p>The children will revisit:</p> <ul style="list-style-type: none">• i j m n r u y (down letters)• v w x z (zigzag letters)• e f s (curly letters)• 1 4 7• capital letters for the letter stated above Handwriting may also be linked to spelling patterns. <p>(Note: letters and numbers with similar movements are grouped together. The similarities should be discussed with the children.)</p>	<p>The children will revisit:</p> <ul style="list-style-type: none">• i j m n r u y (down letters)• v w x z (zigzag letters)• e f s (curly letters)• 1 4 7• 2 3• 5• capital letters for the letter stated above Handwriting may also be linked to spelling patterns. <p>(Note: letters and numbers with similar movements are grouped together. The similarities should be discussed with the children.)</p>	<p>The children will revisit:</p> <ul style="list-style-type: none">• i j m n r u y (down letters)• v w x z (zigzag letters)• e f s (curly letters)• 1 4 7• 2 3• 5• capital letters for the letter stated above Handwriting may also be linked to spelling patterns. <p>(Note: letters and numbers with similar movements are grouped together. The similarities should be discussed with the children.)</p>

Year 2

We aim for the children to:

- sit correctly at a table, holding a pencil comfortably and correctly
- 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 the letters.

*Read Write Inc gives two options about joining some letters – see '[Handwriting Stage 3](#)'

Autumn 1	Spring 1	Summer 1
<p>The children will revisit:</p> <ul style="list-style-type: none">• c a o d g q (around letters)• l t b p k h l j m n r u k (down letters)• e f s (curly letters)• v w x z (zigzag letters)• capital letters• 0 - 9 <p>Handwriting will also be linked to spelling patterns.</p>	<p>The children will be taught horizontal joins (washing line joins)</p> <ul style="list-style-type: none">• washing line to boat• washing line to sun• washing line to sister• break letters: q, x, z• 0-9• capital letters <p>Handwriting will also be linked to spelling patterns.</p>	<p>The children will revise horizontal joins (washing line joins):</p> <ul style="list-style-type: none">• washing line to boat• washing line to sun• washing line to sister• break letters: q, x, z• 0-9• capital letters <p>Handwriting will also to be linked to spelling patterns.</p>
Autumn 2	Spring 2	Summer 2
<p>The children will be taught to form diagonal joins (arm joins):</p> <ul style="list-style-type: none">• arm to boat• arm to sun• arm to sister <p>They will revisit the correct formation of numbers.</p> <p>Handwriting will also be linked to spelling patterns.</p>	<p>The children will revise diagonal joins (arm joins):</p> <ul style="list-style-type: none">• arm to boat• arm to sun• arm to sister• break letters: q, x, z• 0-9• capital letters <p>Handwriting will also be linked to spelling patterns.</p>	<p>The children will revise diagonal joins (arm joins):</p> <ul style="list-style-type: none">• arm to boat• arm to sun• arm to sister• break letters: q, x, z• 0-9• capital letters <p>Handwriting will also be linked to spelling patterns.</p>

Years 3 and 4

We aim for the children to:

- sit correctly at a table, holding a pencil comfortably and correctly
- 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 (for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch)
- increase the fluency with which they are able to write what they say

In Years 3 and 4, handwriting is taught in discrete sessions 2 x 15 mins weekly as a minimum. The teaching of handwriting is also linked to the spellings being taught

*Read Write Inc gives two options about joining some letters – see '[Handwriting Stage 3](#)'

Autumn 1	Spring 1	Summer 1
The children will revisit: <ul style="list-style-type: none">• washing line to boat• washing line to sun• washing line to sister• 0-9• capital letters Handwriting will also be linked to spelling patterns	The children will revisit: <ul style="list-style-type: none">• washing line to boat• washing line to sun• washing line to sister• 0-9• capital letters Handwriting will also be linked to spelling patterns	The children will revisit: <ul style="list-style-type: none">• washing line to boat• washing line to sun• washing line to sister• 0-9• capital letters Handwriting will also be linked to spelling patterns
Autumn 2	Spring 2	Summer 2
The children will revisit: <ul style="list-style-type: none">• arm to boat• arm to sun• arm to sister• break letters: q, x, z *• capital letters Handwriting will also be linked to spelling patterns	The children will revisit: <ul style="list-style-type: none">• arm to boat• arm to sun• arm to sister• break letters: q, x, z• capital letters Handwriting will also be linked to spelling patterns	The children will revisit: <ul style="list-style-type: none">• arm to boat• arm to sun• arm to sister• break letters: q, x, z• capital letters Handwriting will also be linked to spelling patterns

Years 5 and 6

We aim for the children to:

- write legibly, fluently and with increasing speed by: - using the basic joins confidently when writing - making choices about their own personal writing style - making decisions about when it is best to leave writing un-joined, e.g. when labelling diagram or filling in a form - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters (as long as they are consistent in their choices) - choosing the writing implement that is best suited for a task
- be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version

In Year 5 & 6, handwriting is taught in discrete sessions 2 x 15 mins weekly as a minimum using the teaching sequences for previous year groups according to the needs to the children in the class. The teaching of handwriting is also linked to the spellings being taught.