



Handwriting Scheme

RWI Handwriting Guidance

There are regular timetabled slots for handwriting to ensure that children build up their handwriting skills every day.

We make the physical process of writing – handwriting – enjoyable from the start, so children see themselves as ‘writers’. We use mnemonics – memory pictures – to help children visualise the letter or join before they write it down. Children need to practise handwriting under the guidance of a teacher so they do not develop habits that will be difficult to undo later.

Please don’t ask children to copy letters or words. We need their attention to be focused on their own formation of letters and joins.

Please ensure you allow 5 to 10 minutes for every handwriting session marked on the timetable. There are three handwriting stages.

H&C Stage 1

These lessons are taught while children read the Red, Green, Purple, Pink and Orange Storybooks. The online ‘checklists’ for each letter are in the Handwriting files in *Read Write Inc. Phonics Online* and saved in the Handwriting File on TEAMS.

Stage 1a: Children practise correct letter formation on plain paper (see letter formation chart at the end of this document).

The letters are taught in handwriting groups:

- ‘Around’ letters: c a o d g q
- ‘Down’ letters: l t b p k h i j m n r u y
- ‘Curly’ letters: e f s
- ‘Zig-zag’ letters: v w z x.

Stage 1b: Children learn where to place the letters on the writing line using wide lined handwriting books.



Picture mnemonics help children to visualise the size and placement.

- Some small letters are called ‘boat letters’: **a c e i m n o r s u v w x z.**
- Letters that are written below the line are called ‘water letters’: **g j p q y.**
- Tall letters are called ‘sun letters’: **b d h k l t f.**

H&C Stage 2

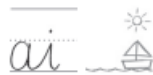
Children learn the two basic joins:

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

These lessons are also taught while children read the Yellow, Blue and Grey Storybooks. The online 'checklists' for each letter are in the Handwriting files in Read Write Inc. Phonics Online and in the Handwriting file saved on TEAMS.

The arm join has three variations:

a. The arm to boat join



The arm join should not be too straight or too curly.

Phrase: 'Sweep up your arm to touch... (say letter).'

Checklist

- ✓ write the first letter carefully
- ✓ make the curl gentle – not too round, not too spiky
- ✓ make the 'arm' sweep up in a gentle curve
- ✓ write the downstroke of the second letter very straight

Use for joining: **a c d e h i k l m n t u**

to: **e i j m n p r u v w x y z**

b. The arm to sun join



The arm should meet the next letter just over halfway up. It should sweep smoothly into the sun letter.

Phrase: 'Sweep up your arm to touch... (say letter) and shoot up to the top.'

Checklist

- ✓ write the first letter carefully
- ✓ make the join like an arm – not too straight, not too round
- ✓ continue the line up to the top of the next letter
- ✓ write the second letter carefully

Use for joining: **a e i d h k l m n t u c**

to: **b h k l t**

c. The arm to a round letter join



The arm should touch the around letter's forehead and then go to the back of the head as though resting a hand.

Phrase: 'Sweep up your arm to touch... (say letter) and stroke the head.'

Checklist

- ✓ write the first letter carefully
- ✓ make the join like an arm – not too straight, not too round
- ✓ continue the arm join over the head of the 'around' letter – as though a hand is stroking back the hair
- ✓ go back along the head
- ✓ write the second letter carefully

Use for joining: **a c d e h i k l m n t u**

to: **a d g c o q**

The washing line join has three variations:

a. The washing line to boat join



The washing line should not be too droopy (the clothes get dirty) or too tight (the line breaks in the wind).

Phrase: 'Not too droopy, not too tight.'

Checklist

- ✓ write the first letter carefully
- ✓ make the join like a washing line – not too droopy or too tight
- ✓ write the second letter carefully

Use for joining: **v w r f o**

to: **i j m n p r u v w x y z e**

b. The washing line to sun join



The washing line should meet the next letter just over halfway up. It should sweep smoothly into the tall letter.

Phrase: 'Not too droopy, not too tight – and shoot up the next letter.'

Checklist

- ✓ write the first letter carefully
- ✓ make the join like a washing line – not too droopy or too tight
- ✓ continue the washing line up to the top of the next letter
- ✓ write the second letter carefully

Use for joining: **v w r f o**

to: **b h k l t**

c. The washing line to around letter join



The washing line should touch the around letter's forehead and then go to the back of the head – as though stroking back the hair.

Phrase: 'Not too droopy, not too tight – and stroke the around letter's head.'

Checklist

- ✓ write the first letter carefully
- ✓ make the join like a washing line – not too droopy or too tight
- ✓ stroke back the around letter's hair
- ✓ write the second letter carefully

Use for joining: **v w r f o**

to: **a d g c o q**

The 2014 National Curriculum Programme of Study for English states that children 'should be taught to write with a joined style as soon as they can form letters securely with the correct orientation'. It is H & C's expectation that all children will begin to join their letters at the start of Year 2 and will be secure in writing in a joined style by Year 3.

Handwriting position

Teach children that when you use the handwriting signal they automatically go into the perfect handwriting position:

- feet flat on the floor
- bottom at the back of the chair
- body one fist from the table
- shoulders down and relaxed
- back leaning forward slightly
- left/right hand holding the page
- left/right hand ready in a tripod grip.

*For further information and the lesson plan format, please see the files named **Handwriting Stage 1a, Handwriting Stage 1b, Handwriting Stage 3 in the Handwriting files in Read Write Inc. Phonics Online or saved in the Handwriting file on TEAMS. Note: H&C do not use Stage 2 from RWI.***

National Curriculum in England: English Programmes of Study: Handwriting

Statutory requirements Y1

Pupils should be taught 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
- form digits 0-9
- understand which letters belong to which handwriting ‘families’ (ie letters that are formed in similar ways) and to practise these

Notes and guidance (non-statutory)

Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil’s hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided.

Left-handed pupils should receive specific teaching to meet their needs.

Statutory requirements Y2

Pupils should be taught 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 the letters

Notes and guidance (non-statutory)

Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.

Statutory requirements Y3 & Y4

Pupils should be taught 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, [for example, 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]

Notes and guidance (non-statutory)

Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.

Statutory requirements Y5 & Y6 (Handwriting and presentation)

Pupils should be taught 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
- choosing the writing implement that is best suited for a task

Notes and guidance (non-statutory)

Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra, and capital letters, for example, for filling in a form.

Handwriting Phrases to help the children form their letters

<p>Maisie, mountain, mountain</p>	<p>Round the apple, down the leaf</p>	<p>Slither down the snake</p>	<p>Round his bottom, up his tall neck, down to his feet</p>	<p>Down the tower, across the tower</p>
<p>Down the body, dot for the head</p>	<p>Down Nobby, over his net</p>	<p>Down the pirate and over the pirate's face</p>	<p>Round her face, down her hair and give her a curl</p>	<p>All around the orange</p>
<p>Curl around the caterpillar</p>	<p>Down the kangaroo's body, tail and leg</p>	<p>Down and under, up to the top and draw the puddle</p>	<p>Down the laces to the heel, round the toe</p>	<p>Down the stem, and draw the leaves</p>
<p>Lift off the top and scoop out the egg</p>	<p>Down the long leg</p>	<p>Down the head to the hooves and over his back</p>	<p>Down his back, then curl over his arm</p>	<p>Down his body curl and dot</p>
<p>Down a wing, up a wing</p>	<p>Down a horn up a horn and under his head</p>	<p>Down, up, down, up</p>	<p>Zig - zag - zig</p>	<p>Round her head, up past her earrings and down her hair</p>
<p>Down the arm and leg and repeat the other side</p>				

Capital letter formation

Read Write Inc.
Phonics

a A b B c C d D e E f F g G

h H i I j J k K l L m M

n N o O p P q Q r R s S t T

u U v V w W x X y Y z Z

Teaching capital letters

We teach phonics using lower case letters in the Speed Sounds Lessons.

Children are introduced to reading words with capital letters in the Storybooks.

Display lowercase letters written alongside the equivalent capital letters to support children to recognise and write these. See the chart above. Note that capital letters are not joined in either formal or casual cursive scripts.

Hold a sentence and *Proofread* activities teach children to use capital letters correctly in their writing.

These weekly activities provide lots of practice to recognise, write and identify missing capital letters.

We:

- explain that we use capital letters at the start of a sentence, for proper nouns and for the pronoun I.
- use **TOL** when we model writing to explain why a capital letter is needed.
- use a consistent punctuation mime to help children remember a capital letter (make a triangle shape with your arms above your head – fingers together and elbows apart).

During each *Write About*, we model how to write a sentence using capital letters and correct punctuation before children write their own.

After writing, children proofread their compositional writing with their partner and check for correct use of capital letters.