

## Handwriting and Presentation Expectations

### All year groups

- Interventions (for target children) for the development of motor skills to improve core stability, posture, co-ordination e.g. doh-disco, fine/gross motor
- Pencil grips/special grip pencils – having pencil grips available and ensuring children are continually reminded to hold pencils/crayons/pens with the correct pencil grip (might need to try out a few different pencil grips)
- Maintain high expectations of handwriting and presentation across the curriculum.

### Resources (all modelling of writing)

- Use 'magnetic ruler and handle' to draw lines on flipchart paper (not on IWB)
- Use chisel tip marker pen
- Ensure sharp pencils (the most important tool children use)

### Physical positioning (all writing lessons)

- Use both hands: 1 to control pencil and 1 to control paper or book
- 6 feet on the floor (4 chair legs, 2 human legs!)
- BBC – bottom back in chair and TNT – tummy near table (bums and tums)
- Swap LH/RH around so arms not clashing
- Pencil control: hold where black and yellow lines start; rest it on "the pencil's bed"; red dot point over shoulder; tuck elbow in

### Handwriting lessons

- Do a little often: 15-20 minutes.
- Warm-up: simple repeating patterns on the line.
- Pupils should be totally focussed, no talking, take it slowly.
- No rubbers/crossing out – "Look at a mistake, learn from it, leave it".
- Terminology: Tall, short, tail letters & 'the joining line'.
- Limit the amount of individual letters/words/patterns children do before they stop, to maintain focus e.g. "Do 3 and pencils down". Only ask children to do more if they have done incorrect formation – model in their book and let them have another try.
- Scaffold children who find letter formation hard (use yellow pen/pencil for children to go over, have a dot where children start), then they try a few themselves.
- Focus on tricky words, common exception words, specific spellings in handwriting lessons.
- Staff to observe and check handwriting **at the time of learning when possible**, so that mistakes can be addressed immediately and children can practise correctly.
- Write name at the end every session to mark progression – insist on capital letter (might need modelling).
- Self-assessment: "Dot your best letter ... and do one even better". TTYP – Why is this your best letter?
- Peer assessment: "If this was my writing I would be really proud because ..."

### Handwriting books

- Year R use lined books (15/20mm) but differentiate if needed (especially SEND).
- Year 1 use lined books (10/12mm) but differentiate if needed (especially SEND).
- Year 2 use lined books (8mm) but differentiate if needed (especially SEND), with some potentially using line guides towards end of year.
- Use specially lined paper in other writing sessions/for presentation pieces

### In all lessons

- Staff to remind children of handwriting expectations across curriculum (not only in separate English/RWI/ handwriting sessions but in **all lessons**).
- Staff to **correct** children's letter/number formation as much as possible – children to respond to this (at the time of learning if possible).
- Staff to use RWI language (or whatever helps individual children) to help remind children of correct formation.
- Staff to use the **agreed language**: short, tall (ascenders) and tail (descenders) letters, joining line.
- Ensure staff are **modelling** correct letter formation, on lines and flipchart paper when possible.
- Expectation of children to be using correct **positioning** at tables (6) feet on floor and sitting up-right (BBC, TNT – bums and tums) etc.
- Staff to **challenge** poor letter formation/presentation by asking children to **re-write words/sentences** (appropriate for child's age and stage).

## Year Group Handwriting Expectations

<b>Reception</b> <ul style="list-style-type: none"> <li>- Teaching of letter formation during RWI</li> <li>- Continuous provision: gross and fine motor activities</li> <li>- Writing/mark making area to support readiness for writing</li> <li>- Guided handwriting tasks (when appropriate)</li> <li>- Name writing</li> </ul>	
<b>Summer Term</b>	- Specific handwriting sessions - teach 2/3 letters a week (in their 'families') ( <i>important preparation for year 1</i> )



























<b>Year 1</b> <ul style="list-style-type: none"> <li>- At least 2 lessons a week (1<sup>st</sup> lesson intro letter/word and 2nd lesson consolidate)</li> <li>- 1 morning board per week to practise the letters for that week. This can incorporate spelling practise or be part of a writing task.</li> </ul>	
<b>Autumn Term</b>	<ul style="list-style-type: none"> <li>- Re-teach 2/3 letters a week (in their 'families')</li> <li>- Teach how to sit letters next to each other in words (<b>just short letters</b>) <b>WORD LEVEL</b></li> <li>- Teach how to sit letters next to each other in words (<b>just short and tall letters – ascenders</b>) <b>WORD LEVEL</b></li> </ul>
<b>Spring Term</b>	<ul style="list-style-type: none"> <li>- Teach how to sit letters next to each other in words (<b>just short and tall letters – descenders</b>) <b>WORD LEVEL</b></li> <li>- Teach how to sit letters next to each other in words (<b>mixture of short, tall - ascenders and tail – descenders</b>) <b>WORD LEVEL</b></li> </ul>
<b>Summer Term</b>	<ul style="list-style-type: none"> <li>- Teach formation of capital letters</li> <li>- Teach how to sit letters next to each other in words (<b>mixture of short, tall - ascenders and tail – descenders</b>) <b>SENTENCE LEVEL</b></li> </ul> <p><u>Only if GDS in writing:</u></p> <ul style="list-style-type: none"> <li>- Joining patterns (<i>important preparation for year 2</i>)</li> <li>- Joins within words</li> </ul>

<b>Year 2</b> <ul style="list-style-type: none"> <li>- At least 2 lessons a week (1<sup>st</sup> lesson intro letter/word/join and 2nd lesson consolidate)</li> </ul>	
<b>Autumn Term</b>	<ul style="list-style-type: none"> <li>- Teach how to sit letters next to each other in words – (<b>short, tall - ascenders and tail - descenders</b>) <b>WORD/SENTENCE LEVEL</b></li> <li>- Capital letter sizing – <b>WORD LEVEL</b></li> </ul>
<b>Spring Term</b>	<ul style="list-style-type: none"> <li>- Capital letter sizing – <b>SENTENCE LEVEL</b></li> <li>- Joining patterns</li> <li>- Joins – <b>WORD LEVEL</b></li> </ul>
<b>Summer Term</b>	<ul style="list-style-type: none"> <li>- Joining patterns</li> <li>- Joins – <b>SENTENCE LEVEL</b></li> </ul>

- All handwriting documents are available on shared drive: Staff > CURRICULUM > English > Handwriting
- Handwriting/English/Topic/RWI books and expectations of correct formation within all of children's writing will be monitored by English lead
- Learning walks will be carried out by English lead

## Letter Formation

Pictures and phrases taken from Read, Write Inc. Programme.

Letters	Handwriting Phrase	Picture	Vocabulary short/tall/tail
<b>Over the hill letters</b>			
a	Round the apple and down the leaf	apple 	short
c	Curl around the caterpillar	caterpillar 	short
d	Round his bottom, up his tall neck and down to his feet	dinosaur 	tall
e	Lift of the top and scoop out the egg	egg 	short
g	Round her face, down her neck and give her a curl	girl 	tail
o	All around the orange	orange 	short
q	Round her head up past her earrings and down her hair	queen 	tail
s	Slither down the snake	snake 	short
<b>Bouncy ball letters</b>			
b	Down the laces to the heel, round the toe	boot 	tall
h	Down the head to the hooves and over his back	horse 	tall
k *	Down the kangaroo's body, tail and leg	kangaroo 	tall
m	Down Maisie, over the mountain, over the mountain	Maisie and mountains 	short
n	Down Nobby, over his net	football net 	short
p	Down his plait and around his head	pirate 	tail
r	Down his back, then curl over his arm	robot 	short
<b>Top to toe letters</b>			
f	Down the stem and draw the leaves	flower 	tall / tail
i	Down his body and dot for his head	insect 	short
j	Down his body curl and dot	jack-in-the-box 	tail
l	Down the long leg	leg 	tall
t	Down the tower across the tower	castle tower 	tall
<b>Smile on the line letters</b>			
u	Down and under, up to the top and draw the puddle	umbrella 	short
y	Down a horn, up a horn and under his head	yak 	tail
<b>Robot letters</b>			
v	Down a wing, up a wing	vulture 	short
w	Down up, down up	worm 	short
x	Down the arm and leg and repeat the other side	exercise 	short
z	Zig-zag-zig	zip 	short
<b>* k – teach the k with the loop in preparation for joining</b>			

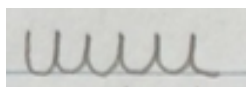
## Handwriting Families

Family:	Letters:	Example words:	Year 1 common exception word examples:	Year 2 common exception word examples:
<b>Over the hill</b>	a, c, d, e, g, o, q, s,	as, dog, sad, cage, good, queen	one, are, some, has, said	class, door, again, gold
<b>Bouncy ball</b>	b, h, k, m, n, p, r,	hand, book, more, pond	be, some, ask, push	behind, climb, many, people
<b>Top to toe</b>	f, i, j, l, t	light, jump, tail, felt, quite	of, full, friend, pull, today	floor, after, plant,
<b>Smile on the line</b>	u, y	you, joy, try, ugly	ask, your, they	pretty, every, many
<b>Robot</b>	v, w, x, z	wave, wax, axe, lazy	was, where, love	would, wild, whole who, move

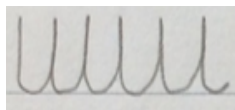
## Joining Patterns

Start with teaching a joining pattern. Write words with that join in.

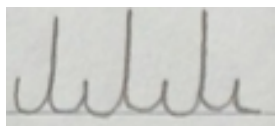
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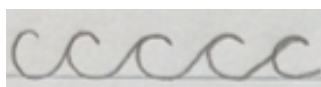
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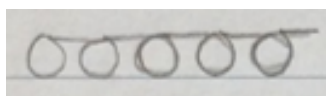
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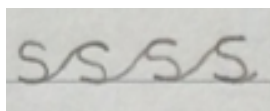
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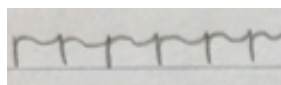
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