

Blackwell Primary School: Handwriting Policy

- ✎ All teachers to call the letters by the same names (as detailed in reception class guidance) where appropriate.
- ✎ Please see the attached individual letter formation guidance to see how letters are formed.

Reception

- To learn letter formation at least three times a week with teacher-led sessions and then practise through independent activities during free flow periods.
- Agreed names for families of letters:
 - ✎ **Long ladder letters:** l, i, t, u, j, y
 - ✎ **One-armed robot letters:** r, b, n, h, m, k, p
 - ✎ **Curly caterpillar letters:** c, a, d, o, s, g, q, e, f
 - ✎ **Zig-zag monster letters:** z, v, w, x
- Alongside the individual letters, capital letters will also be introduced.

Year 1

NC Guidance

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' (i.e. letters that are formed in similar ways) and practise these

Guidance: Handwriting requires frequent and discreet, 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 the 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.

- Children will be taught how to form individual letters in teacher-led sessions at least three times a week.

- Teaching will be supported by the 'Penpals' programme and will also be used alongside the Read, Write, Inc phonics scheme (where appropriate).
- Children will be taught to join letters (using the 'Penpals' scheme) where children show a secure understanding and consistent _____ of each individual letter.

Year 2

NC Statutory Requirements

Pupils should be taught to:

- ✓ Form lower-case letters of the correct size relative to one another
- ✓ Start using some 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

Guidance: 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.

Year 3/4

NC Statutory Requirements

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 e.g. *by ensuring that the downstrokes of the letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.*
- *Guidance: 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. Handwriting will be taught and practised at least twice a*

week. In cases where children need extra support intervention should be provided through the use of 'Penpals' years 1 – 4.

Year 5/6

NC Statutory Requirements

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, as part of their personal style, whether or not to join specific letters
- ✎ Choosing the writing implement that is best suited to the task (e.g. quick notes, letters).

Guidance: 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 (e.g. quick notes or a final handwritten version). They should also be taught to use an unjoined style (e.g. for labelling a diagram or data, writing an email address, or for algebra) and capital letters (e.g. for filling in a form).

- Handwriting will be taught and practised at least twice a week. In cases where children need extra support intervention should be provided through the use of 'Penpals' years 1 – 4.
- Main areas of focus for competent hand writers will be:
 - ✎ **Letter forming at speed (please see attached document)**
 - ✎ **Letter size**

Letters in this box joining to letters in...	...this box
Diagonal join to ascender	
a, b, c, d, e, h, i, k, l, m, n, p, s, t, u	b, f, h, k, l, t
Diagonal join no ascender (*anti-clockwise)	
a, b, c, d, e, h, i, k, l, m, n, p, q, s, t, u	e, i, j, m, n, p, r, u, v, w, y *a, c, d, g, o, q, s
Horizontal join no ascender	
f, o, r, v, w	e, i, j, m, n, p, r, u, v, w, y

	*a, c, d, g, o, q, s
Horizontal join to ascender	
f, o, r, v, w	b, f, h, k, l, t
Break letters: joins are not made from these letters	Break letters: joins are not made to or from these letters
g, j, y	x, z

 **Purpose for writing: note-making, fast and fluent and presentation**
Revision of the following joins should also take place

Joining letter sets for Y1/P2

diagonal join to ascender

This join is used to join letters in this box ...

a c d e h i k l m n t u

to letters in this box.

b f h k l t

diagonal join, no ascender

This join is used to join letters in this box ...

a c d e h i k l m n t u

to letters in these boxes.

e i j m n p r u v w y
* a c d g o q s

horizontal join, no ascender

This join is used to join letters in this box ...

o v w

to letters in these boxes.

e i j m n p r u v w y
* a c d g o q s

horizontal join to ascender

This join is used to join letters in this box ...

o v w

to letters in this box.

b f h k l t

break letters

These letters do not join.

g j x y z

These letters do not join yet.

b f p r s q

* anticlockwise letters

Joining letter sets for Y3/P4

diagonal join to ascender (e.g. at)

This join is used to join letters in this box . . .

a b c d e h i k l m n p s t u

to letters in this box.

b f h k l t

diagonal join, no ascender (e.g. da)

This join is used to join letters in this box . . .

a b c d e h i k l m n p q s t u

to letters in this box.

e i j m n p r u v w y
* a c d g o q s

horizontal join, no ascender (e.g. wo)

This join is used to join letters in this box . . .

f o r v w

to letters in this box.

e i j m n p r u v w y
* a c d g o q s

horizontal join to ascender (e.g. oh)

This join is used to join letters in this box . . .

f o r v w

to letters in this box.

b f h k l t

break letters

These letters do not join.

g j x y z

* anticlockwise letters

Thursday 15th September
Romeo and Juliet - Original Prologue

Two households, both alike in dignity
(In fair Verona where we lay our scene),
From ancient grudge break to new mutiny,
Where civil blood makes civil hands unclean,
From forth the fatal loins of these two foes
A pair of star-crossed lovers take their life,
Whose misadventure pitifully doth
Set all their deaths away their parents' strife.
The fearful passage of their death-marked love
And the continuance of their parents' rage,
Which, but their children's end, a night
could remove,
Is now the two hours traffic of our stage;
The which, if you with patient ears attend,
What here shall miss, our toil shall strive
to mend.