



WHAT DOES HANDWRITING LOOK LIKE AT NORTH SCARLE?

Handwriting at North Scarle

At North Scarle Primary School, the children begin their handwriting journey in Reception. We follow the Read Write Inc programme for the early stages of taught handwriting, using the mnemonic picture cards from Set 1 Sounds to help visualise the letter before writing it down. As well as supporting children with their letter formation, this also reinforces previously taught sounds.

We ensure that children are 'writing ready' by teaching children how to adopt an appropriate writing posture. We encourage writing to take place with:

- 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.

In addition to practising writing, we recognise the importance of developing children's fine and gross motor skills to enable them to have the strength required for pencil grip, accuracy and posture. We provide opportunities that target the development of fine motor skills within the learning environment, as well as whole class activities such as 'dough disco'.

North Scarle's stages of handwriting development

There are three stages of handwriting development within EYFS and KS1. These stages are progressive and children may work through these stages, particularly within the EYFS, at different rates.

Stage 1 follows the RWI handwriting structure, and all stages follow the lesson structure of demonstrate – practise – review.

Stage 1a (letter formation):

Stage 1a begins in Reception as soon as children have learnt their Set 1 sounds. During stage 1, children learn correct letter formation using the same picture mnemonics they have already learnt in their Set 1 sound lessons.

These letters are taught in handwriting groups:

- Around letters: c a o d g q
- Down letters: l t b p k h l j m n r u y
- Curly letters: e f s
- Zig-zag letters: v w z x

During these early stages children write on large, lined **paper**.

Stage 1b (relative size of letters):

Once children can form their letters correctly, they learn to place letters on the line and of relative size. Children are encouraged to continue using the picture mnemonics to help visualise the size and placement of letters.

We use Read Write Inc's sun, boat and water lines as a guide to help children learn letter sizes and orientation:



- Boat letters: a c e l m n o r s u v w x z
- Water letters: g j p q y
- Sun letters: b d h k l t f
- Simple words containing these letters

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Stage 2 (approximately Year 1):

Children move to Stage 2 once they can:

- form lower-case letters in the correct direction, starting and finishing in the right place
- form lower-case letters of the correct size relative to one another

At Stage 2, children continue to use the sun, boat and water guidelines to learn:

- Capital letters alongside revisiting their corresponding lower-case letter
- Digits 0 - 9
- RWI red words/ common exception words

Stage 3 (approximately Year 2):

At stage 3, children continue to revisit capital letters and digits taught in stage 2. At this stage children move on to using handwriting books with guidelines to write:

Autumn term (no joining – getting used to handwriting books)

- RWI red words/ Year 2 statutory spellings
- Revisit capital letters in the context of days of the week and months of the year

Spring term (begin joining sounds)

- Begin to learn letter joins using the Linkpen 2b font
- Learn all letters have a lead-in that starts on the line
- Focus is on Set 2/3 sounds rather than words (eg: joining 'ai' 'igh' etc)

Summer term (using joined handwriting to write words)

- RWI red words/ Year 2 statutory spellings
- Days of the week and months of the year



Continuing handwriting in KS2

In KS2, the children are to continue using the Linkpen 2b font for handwriting using handwriting books with guidelines to write:

- Y3/4: Y3/4 statutory spellings (a line of)
Then a sentence containing the statutory spelling word (underneath)
- Y5/6: Y5/6 statutory spellings (a line of)
Then a sentence containing the statutory spelling word (underneath) – *in Y6 children are encouraged to form their own style of handwriting and to write in pen*

Appendices

Pages 4-5: National Curriculum objectives relating to handwriting

Pages 7-11: Stage 1a letter formation

Page 12: Stage 1a plan example

Page 13: Stages 1b, 2 and 3 plan example

Page 14: Capital letters and digits formation

Page 15: Letter joins

Page 16: Example long term plan

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Y1 NC

Statutory requirements

Handwriting

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 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.

Y2 NC

Statutory requirements

Handwriting

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.

Y3/4 NC

Statutory requirements

Handwriting

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; 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.

Y5/6 NC

Statutory requirements

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.

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RWI handwriting phrases

- m Maisie, mountain, mountain
a round the apple, down the leaf
s slither down the snake
d round his bottom, up his tall neck and down to his feet
t down the tower, across the tower
i down the body, dot for the head
n down Nobby, over his net
p down the plait and over the pirate's face
g round her face, down her hair and give her a curl
o all around the orange
c curl around the caterpillar
k down the kangaroo's body, tail and leg
u down and under, up to the top and draw the puddle
b down the laces to the heel, round the toe
f down the stem and draw the leaves
e lift off the top and scoop out the egg
l down the long leg
h down the head to the hooves and over his back
r down his back and then curl over his arm
j down his body, curl and dot
v down a wing, up a wing
y down a horn, up a horn and under his head
w down, up, down, up
z zig-zag-zig
q round her head, up past her earrings and down her hair
x down the arm and leg and repeat the other side



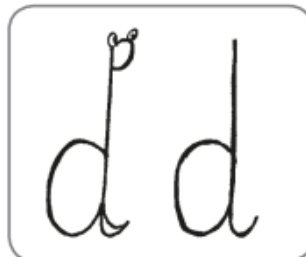
Stage 1a letters

'Around' letters



Checklist: caterpillar

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



Checklist: dinosaur

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



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: 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: orange

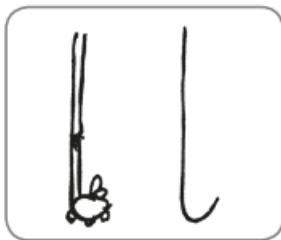
- ✓ start at the stalk
- ✓ draw a nice round orange



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

'Down' letters



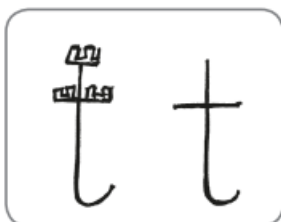
Checklist: Liam's leg

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



Checklist: Polly Pirate

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



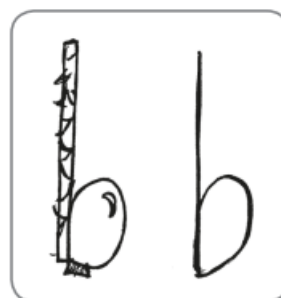
Checklist: tower

- ✓ 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: 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: boot

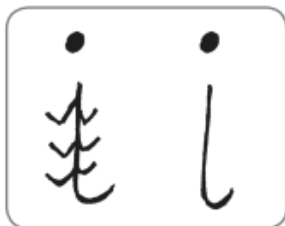
- ✓ start at the top of the boot
- ✓ draw a straight line down the boot
- ✓ go round over the toe
- ✓ go back to the heel



Checklist: 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

WHAT DOES HANDWRITING LOOK LIKE AT NORTH SCARLE?



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: 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



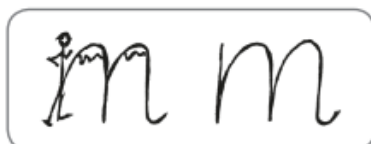
Checklist: jack-in-a-box

- ✓ 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



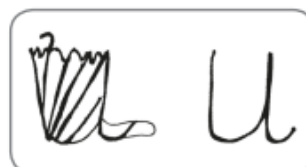
Checklist: robot

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



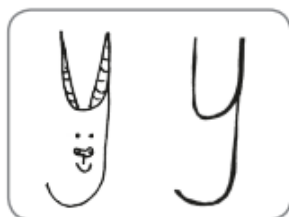
Checklist: Maisie and the mountains

- ✓ 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: 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



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

'Curly' letters



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

'Zigzag' letters



Checklist: vulture

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



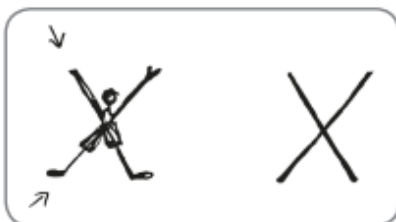
Checklist: worm

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



Checklist: zigzag

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



Checklist: exercise

- ✓ start at the top left
- ✓ draw one straight line diagonally down – lift the pencil off the page
- ✓ start at the bottom left
- ✓ go diagonally up

Stage 1a plan example

Handwriting Stage 1a: Letter formation

Children learn correct letter formation using the same picture mnemonics they have already learnt in the Speed Sounds Set 1 Lessons.

These letters are now 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**.

Demonstrate

1. **TOL** as you use your mental checklist to write the letter g.

- ✓ start at her hair bobble on top of her head
- ✓ round face
- ✓ back to bobble
- ✓ very straight hair
- ✓ round curl to finish.

Repeat a few times using **MTYT**.

2. Ask the children to **TTYP** to say the mental checklist.

3. Take feedback.

4. Ask two partners to tell you how to write the letter g.

Repeat a couple more times until the children can say the mental checklist to each other.

Practice

1. Check that the children are still sitting in the perfect handwriting position.
2. Rub out the picture and any letters from the board – the children must not copy.
3. Ask the children to write one letter, slowly and carefully. (Do not ask them to draw the handwriting picture.)
4. Model again how you repeat writing the letter, getting a bit quicker each time.
5. Go round the room praising what you see so others can hear. Don't sit with one child. For example: *"Nice round chin there! Love the long straight hair. What a great curl."*

Review

1. Write the letter on the board and make one error, drawing on children's common errors.
2. Ask the children to **TTYP** to find your 'two best bits', for example, you remembered to start at the bobble. Then ask children to **TTYP** to find 'one to fix'.
3. Rewrite the letter perfectly, correcting using children's feedback.
4. Ask children to practise again.

On the next day, choose a new focus letter, and review one or two previously taught letters.

Note: Help children learn to visualise the letter as a picture and not the written checklist. Do not write the list on the board, though you may need a sticky note to help you remember to start with.

Stages 1b, 2 and 3 plan example

Note: Stage 3 uses handwriting books rather than sun, boat and water line sheets

Handwriting Stage 1b: Relative size of letters

Once children can form the letters correctly, they learn how to place the letters on the line. 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**.

Demonstrate

1. Draw the sun, boat and water pictures in the correct position on the line.



- Show children where to start **a** – level with the top of the boat. Recall the Checklist for **a** as you write the letter.
 - Show children where to start **n** – level with the top of the boat. Use the Checklist for **n** as you write the letter.
 - Show children where to start **d** – level with the top of the boat. Use the Checklist for **d** as you write the letter.
2. Ask children to **TTYP**: What size is each letter? (Choose from boat, water or sun.)
 3. Take feedback.

Practice

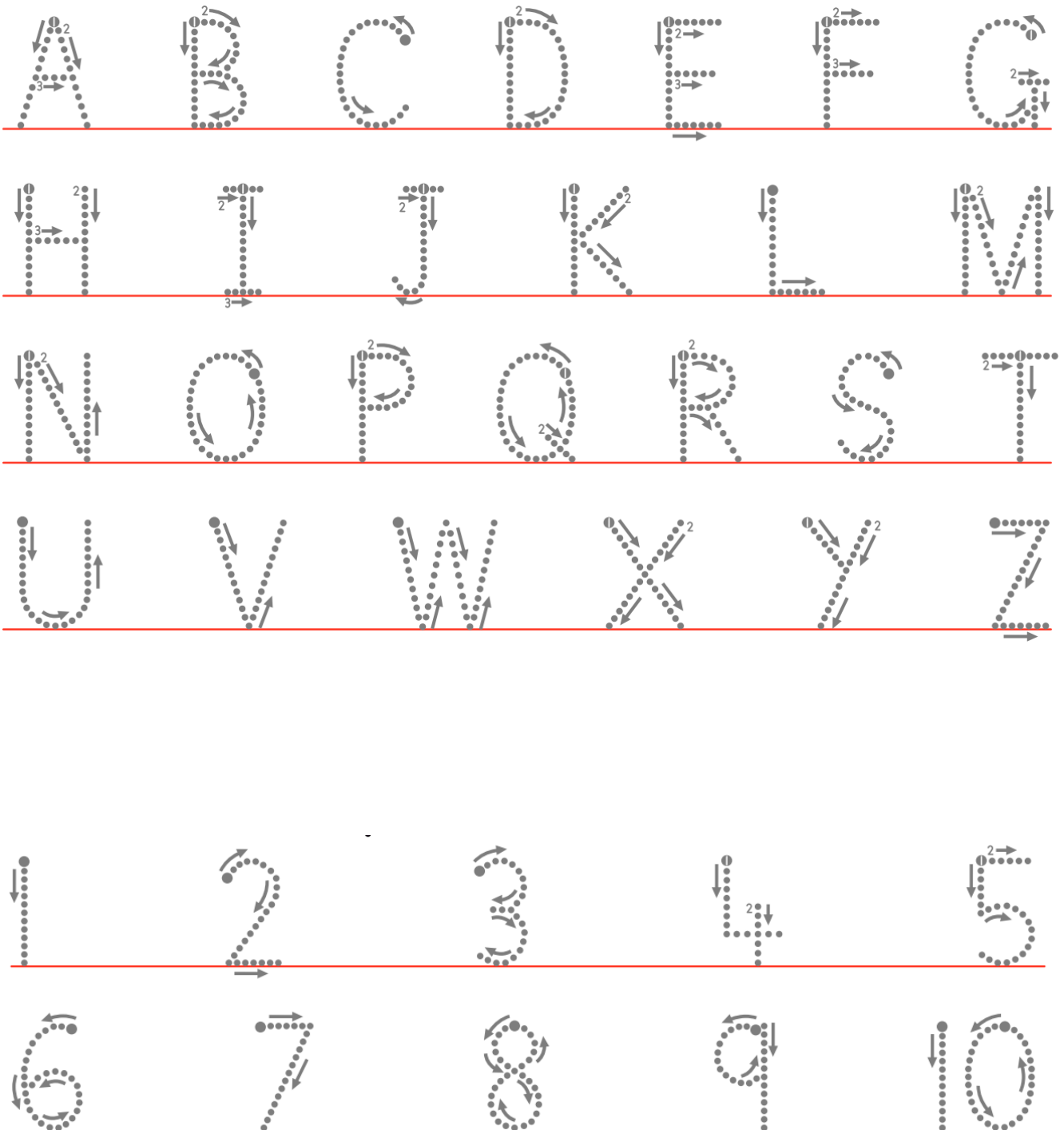
1. Check that the children are still sitting in the perfect handwriting position.
2. Rub out the word from the board – the children must not copy.
3. Ask the children to write each letter, slowly and carefully.
4. Model again how you repeat writing the word, getting a bit quicker each time.
5. Go round the room praising what you see so others can hear. Don't sit with one child. For example: *"a is sitting on the line – good. You've made n into a boat letter."*

Review

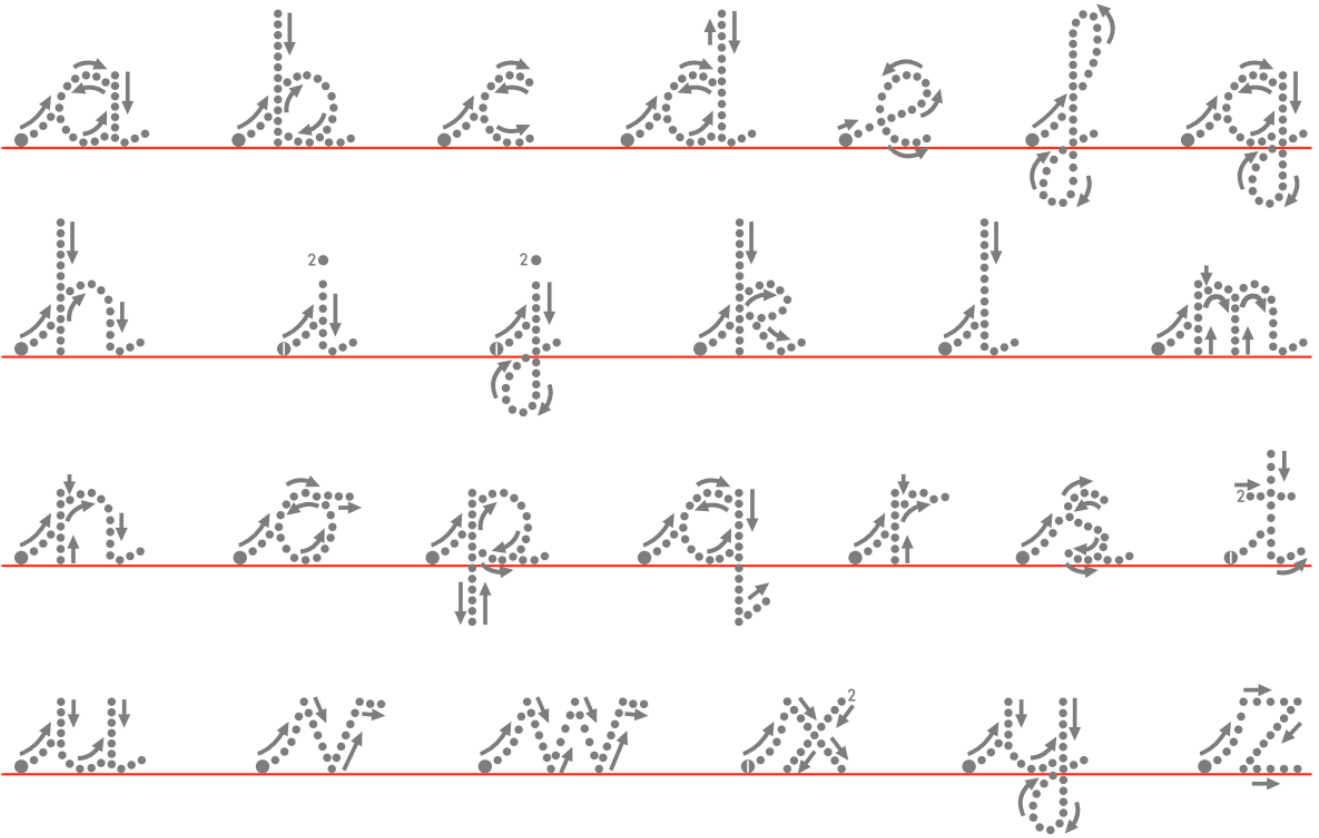
1. Write the word on the board and make one error, drawing on children's common errors.
2. Ask the children to **TTYP** to find your 'two best bits'. Then ask them to **TTYP** to find 'one to fix'.
3. Rewrite the word perfectly, correcting using children's feedback.
4. Ask the children to practise again.
5. Now ask them to find 'two best bits' and 'one to fix' in each other's work.

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Capital letters and digit formation



Letter joins



abcdefghijklmnopqrstuvwxyz

abcdefghijklmnopqrstuvwxyz

The quick brown

fox jumps over the

lazy dog.

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Example long term plan Stage 2

Autumn 1	Autumn 2
Revisit using boat, sun and water lines: c a o d g q (around letters) l t b p k h (down letters) 0 6 8 9 2 3 5 Capital letters for the letters stated above Handwriting will also cover red words and common exception words	Revisit using boat, sun and water lines: 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 letters stated above Handwriting will also cover red words and common exception words
Spring 1	Spring 2
Revisit using boat, sun and water lines: c a o d g q (around letters) l t b p k h (down letters) 0 6 8 9 2 3 5 Capital letters for the letters stated above Handwriting will also cover red words and common exception words	Revisit using boat, sun and water lines: 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 letters stated above Handwriting will also cover red words and common exception words
Summer 1	Summer 2
Revisit using boat, sun and water lines: c a o d g q (around letters) l t b p k h (down letters) 0 6 8 9 2 3 5 Capital letters for the letters stated above Handwriting will also cover red words and common exception words	Revisit using boat, sun and water lines: 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 letters stated above Handwriting will also cover red words and common exception words