

# Handwriting Policy and Intent, Implementation and Impact February 2025



To ensure all children **enjoy** their learning and attending school.  
To provide opportunities for children to **embrace** learning through real-life, hands-on experiences.

To prepare children to **evolve** into the next stage of their schooling.

## Intent

At Delph Side Community Primary School, we aim to help pupils #enjoy learning and developing their handwriting with a sense of achievement and pride. We wish that children have the ability to write fluently and legibly, which give children a means to communicate their thoughts and ideas efficiently. Handwriting is a skill that must be learned in order to provide a style that becomes simple to produce and easy to read.

## Implementation

- Our handwriting teaching uses both Read Write Inc Handwriting and Pen Pals to meet the statutory requirements for handwriting from the English Programmes of Study (Key Stage 1 and 2) and the EYFS Statutory Framework.
- Read, Write Inc Handwriting is used through the Foundation Stage, Key Stage 1 and into Year 3. Children then move onto Pen Pals Handwriting from in Year 4 – 6.
- Classes have regular timetabled slots for handwriting to ensure that children build up their handwriting skills.
  - Foundation Stage and Year 1 – Formation is initially taught during Speed Sounds lesson and then daily during RWI Get Writing lessons.
  - Year 2 – 6 – at least 3 lessons a week lasting 20 minutes which is included in their English lessons.
  - We make the physical process of writing – handwriting – enjoyable from the start, so children see themselves as 'writers'.
  - Nursery – Year 4 use Gross Motor and Fine Motor skills videos from Pen Pals at the start of lessons.
  - We use mnemonics – memory pictures – to help children visualise the letter or join before they write it down. There is a patten to help children learn their letter formation at Stage 1 and this is developed at Stage 2.
  - **RWI Set 1** - Mnemonics to visualise letters
  - **Stage 1 a** – Children practise correct letter formation.
  - **Stage 1 b** - Children learn where to place the letters on the writing line.
  - **Stage 2** - Children learn a mature style of writing that will lead to joined-up writing.
  - **Stage 3** - Children learn the two basic joins: the arm join (diagonal) and the washing line join (horizontal) and the two variables for each join.
- All lessons MUST include adult modelling. Teachers and TAs to monitor progress in lessons and support children with correct formation in books to iron out misconceptions. Children need to practice handwriting under the guidance of a teacher so they do not develop habits that will be difficult to undo later.

# Handwriting Policy and Intent, Implementation and Impact February 2025



- In Read Write Inc handwriting, as children learn letters and joins, it is important their focus attention on their own formation of letters and joins and are not copying letters or words. They will then be able to practice writing words.
- Children will be taught then when teachers 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	

- Handwriting books don't need to be marked but should see adults showing correct formation and guiding those that need support.
- Layout – Date on left, miss a line, start handwriting. EYFS and KS1 sometimes have their dates printed.
- There are some additional joins from Pen Pals that were previously taught in Year 2 and 3 that will be introduced when teaching the different joins in Stage 3. Mixed joins will be introduced in Year 3 when children are confident with joining.

## Handwriting Progression

In Early Years Foundation Stage children will access a range of learning opportunities to develop essential prewriting skills. Movements to enhance gross motor skills such as 'Squiggle Whilst You Wriggle', air-writing, pattern making, and dancing. Development of balance skills/upper body strength puzzles or crayons and paper on the floor while on stomach, puzzles, crayons and paper on all fours on floor encourages shoulder/hand strengthening, squeezing wet sponges, finger painting, water play, sand play, play dough, rice play, gloop, cooking, cornflour and water.

They will develop fine motor skills, fastening, buttons, pull up a zip, threading, tweezers, cutting, and pinching clay. The children will access a range of activities that require them to grasp small objects: Using tweezers, making collage pictures using pieces of wool or string, decorating iced biscuits with small cake decorations, and posting small items into narrow-necked bottles.

The children will access a range of learning opportunities that will support the development of their shoulder, elbow, wrist stability and bi-lateral use of their hands. They will also develop control of writing implements and develop hand eye co-ordination and fine motor strength. They will learn directional sequences and movements.

- **Nursery/Reception** – children will be introduced to the mnemonics (memory pictures) as they learn to recognise the letters in their name and begin RWI.
- **Reception and Year 1** will follow Read Write Inc Handwriting scheme during their daily RWI lessons and work through Stages 1 and 2.
- **Year 2** will reinforce Stage 2 and then focus on Stage 3 where children will learn to join their letters (including some additional joins from Pen Pals (Year 2)

# Handwriting Policy and Intent, Implementation and Impact February 2025



- **Year 3** will focus on embedding a cursive style of writing using RWI Stage 3 and introducing some additional joins from Pen Pals (Year 3)
- **Years 4 – 6** will follow Pen Pals Handwriting scheme. When children are confident in their handwriting, they will be encouraged to use a pen then in year 6, when handwriting is perfected, they will be offered a personalised 'Delph Side' fountain pen, which can be used in their year 6 books.
- All adults in school are the most important role models and need to model good practice and ensure all children understand and follow handwriting expectations, modelling handwriting expectations for their year group.

## Handwriting Progression

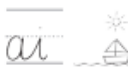




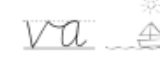
<b>Read Write Phonics Set 1 (Nursery and Reception)</b> <b>Mnemonics to teach letter formation</b>	
<b>Stage 1 (Reception and Year 1)</b> <b>(Taught while children read the Red, Green, Purple, Pink and Orange Storybooks)</b>	
<b>Stage 1a</b> <b>Children practise correct letter formation</b>	
<ul style="list-style-type: none"> <li>• 'Around' letters: c a o d g q</li> <li>• 'Down' letters: l t b p k h i j m n r u y</li> <li>• 'Curly' letters: e f s</li> <li>• 'Zigzag' letters: v w z x.</li> </ul>	
<b>Stage 1b</b> <b>Children learn where to place the letters on the writing line</b>	
<ul style="list-style-type: none"> <li>• 'Sun letters': b d h k l (f and t are just a little bit smaller)</li> <li>• 'Boat letters': a c e i m n o r s u v w x z</li> <li>• 'Water letters': g j p q y.</li> </ul>	
<b>Stage 2 (Year 1 and Year 2)</b> <b>(Taught while children read the Yellow, Blue and Grey Storybooks)</b> <b>Children learn a mature style of writing that will lead to joined-up writing</b>	

# Handwriting Policy and Intent, Implementation and Impact February 2025



**Stage 3**  
**(Year 2 and Year 3)**  
**(Taught while children read the Yellow, Blue and Grey Storybooks)**

**Children learn the two basic joins: the arm join (diagonal) and the washing line join (horizontal) and the two variables for each join.**

<ul style="list-style-type: none"> <li>• <b>a.</b> arm to boat </li> <li>• <b>b.</b> arm to sun </li> <li>• <b>c.</b> arm to sister. </li> </ul>	<ul style="list-style-type: none"> <li>• <b>d.</b> washing line to boat </li> <li>• <b>e.</b> washing line to sun </li> <li>• <b>f.</b> washing line to sister. </li> </ul>
---	--

Children in Year 4 – 6 will follow Pen Pals Handwriting Scheme

<b>Year 4</b>	
<p><b>Term 1</b></p> <ul style="list-style-type: none"> <li>● 1 Introducing diagonal join from p and b to ascender: <i>ph, pl, bl</i></li> <li>● 2 Introducing diagonal join from p and b, no ascender: <i>bu, bi, be, pu, pi, pe</i></li> <li>● 3 Introducing diagonal join from p and b to an anticlockwise letter: <i>pa, po, ps, ba, bo, bs</i></li> <li>4 Revising parallel ascenders and descenders: <i>bb, pp</i></li> <li>5 Break letters: <i>x, z</i></li> <li>6 Spacing in common exception words</li> <li>7 Consistent size of letters</li> <li>8 Relative size of capitals</li> <li>9 Speed and fluency</li> <li>10 End-of-term check</li> </ul>	<p><b>Term 2</b></p> <ul style="list-style-type: none"> <li>11 Revising parallel ascenders</li> <li>12 Revising parallel ascenders and break letters</li> <li>13 Relative sizes of letters</li> <li>14 Proportion of letters</li> <li>15 Spacing between letters</li> <li>16 Spacing between words</li> <li>17 Writing at speed</li> <li>18 Improving fluency</li> <li>19 Speed and fluency</li> <li>20 End-of-term check</li> </ul> <p><b>Term 3</b></p> <ul style="list-style-type: none"> <li>21 Consistency of size</li> <li>22 Proportion</li> <li>23 Spacing between letters and words</li> <li>24 Size, proportion and spacing</li> <li>25 Fluency: writing longer words</li> <li>26 Speed and fluency</li> <li>27 Revising break letters</li> <li>28 Print alphabet: presentation</li> <li>29 Assessment</li> <li>30 Capital letters: presentation</li> </ul>
<b>Year 5</b>	
<p><b>Term 1</b></p> <ul style="list-style-type: none"> <li>● 1 Introducing sloped writing in letter families</li> <li>2 Practising sloped writing: diagonal join to ascender: <i>th, sh, nh, nd, ht, st</i></li> <li>3 Practising sloped writing: diagonal join, no ascender: <i>ai, ay, kn, er, ie, en</i></li> <li>4 Practising sloped writing: diagonal join to an anticlockwise letter: <i>ac, sc, ba, da, ea, ho</i></li> <li>5 Practising sloped writing: horizontal join to ascender: <i>uh, ud, oh, ol, of, ob</i></li> <li>6 Practising sloped writing: horizontal join, no ascender: <i>oi, oy, au, op, ve</i></li> <li>7 Practising sloped writing: horizontal join to an anticlockwise letter: <i>oo, oa, wa, wa, va, vo</i></li> <li>8 Practising sloped writing: joining from r: <i>ra, re, ri, ro, ru</i></li> <li>9 Practising sloped writing: joining from s: <i>sh, su, sc, sl, su, sp</i></li> <li>10 End-of-term check</li> </ul>	<p><b>Term 2</b></p> <ul style="list-style-type: none"> <li>11 Practising sloped writing: proportion – joining from f to ascender: <i>fl, ft</i></li> <li>12 Practising sloped writing: size – joining from f, no ascender: <i>fa, fe, fi, fo, fu</i></li> <li>13 Different styles for different purposes: writing a paragraph</li> <li>14 Practising sloped writing: speed: <i>ff</i></li> <li>15 Practising sloped writing: speed and legibility: <i>rr</i></li> <li>16 Practising sloped writing: size, proportion and spacing: <i>ss</i></li> <li>17 Practising sloped writing: building speed: <i>qu</i></li> <li>18 Different styles for different purposes: decorative alphabets</li> <li>19 Different styles for different purposes</li> <li>20 End-of-term check</li> </ul> <p><b>Term 3</b></p> <ul style="list-style-type: none"> <li>21 Sloped writing: proportion, joining p and b to ascenders: <i>ph, pl, bl</i></li> <li>22 Handwriting for different purposes: joining from p and b, no ascender: <i>bu, bi, pe, pu, pi, pr</i></li> <li>23 Practising sloped writing: parallel downstrokes: <i>pp, bb</i></li> <li>24 Practising sloped writing: all double letters</li> <li>25 Practising sloped writing for speed: <i>tial, cial</i></li> <li>26 Practising sloped writing for fluency</li> <li>27 Personal style</li> <li>28 Handwriting for different purposes: print alphabet</li> <li>29 Assessment</li> <li>30 Capitals</li> </ul>

# Handwriting Policy and Intent, Implementation and Impact February 2025



## Year 6

### Term 1

- 1 Style for speed: crossbar join from t: *th, ti, tr, ta, tt*
- 2 Style for speed: looping from g: *gl, gi, gr, ga, gg*
- 3 Style for speed: looping from j and y: *je, jo, ye, yr, yo*
- 4 Style for speed: looping from f
- 5 Style for speed: different joins to s
- 6 Style for speed: looping from b
- 7 Style for speed: joining from v, w, x and z
- 8 Handwriting for different purposes: abbreviations
- 9 Spacing between words
- 10 End-of-term check

### Term 2

- 11 Improving handwriting: the importance of consistent sizing
- 12 Improving handwriting: the importance of proportion
- 13 Improving handwriting: the importance of spacing
- 14 Improving handwriting: the importance of consistent sizing of parallel ascenders and descenders
- 15 Improving handwriting: the importance of closed and open letters
- 16 Improving handwriting: pen breaks in longer words
- 17 Handwriting for different purposes: annotations
- 18 Handwriting for different purposes
- 19 Choice of handwriting tools
- 20 End-of-term check

### Term 3

- 21 Handwriting for different purposes: fast-joined and print letters
- 22 Handwriting for different purposes: note making
- 23 Handwriting for different purposes: neat writing
- 24 Handwriting for different purposes: print letters for personal details
- 25 Different styles of writing
- 26 Handwriting for different purposes: presentation
- 27 Handwriting for different purposes: decorated capitals
- 28 Handwriting for different purposes: layout
- 29 Assessment
- 30 Handwriting for different purposes: handwriting patterns

## Inclusion

- All children will have the opportunity to develop their handwriting skills of legibility and fluency. However, some pupils may need more support and a specific individual, (Individual Education Plan) or group programme would be implemented and monitored closely by the class teacher and SENCO. Outside agencies, such as Occupational Therapy would be consulted as necessary.
- It is recognised that it is essential for all children, especially those pupils with specific learning difficulties, to be closely observed when learning the correct formation of individual letters. This will ensure that posture, pencil grip and pressure, letter formation and placement are monitored and supervised to avoid the development and reinforcement of unhelpful habits.
- Pupils who experience difficulties in fine motor movement will be given lots of opportunities to develop control through rehearsal with large body movements. All teachers are aware of the specific needs of left-handed pupils and make appropriate provision. It is particularly important that left-handed children are seated on the left of a right-handed child, so they are not competing for space. Teachers are aware that it is difficult for left-handed children to follow handwriting movements when a right-handed teacher models them. Pencil grips, thicker pencils, triangular pencils and wider lines will be used by children who experience problems writing

## Impact

The outcomes that we strive to ensure all our pupils achieve are:

- [Having fluent, legible and speedy handwriting that can be performed automatically, so that the attention of the brain is on the content of the writing.](#)
- Having the stamina and skills to write at length, with accurate spelling and punctuation.

# Handwriting Policy and Intent, Implementation and Impact February 2025



- Having competence in transcription (spelling and handwriting) and composition.
- Writing clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audience.
- Having a comfortable and efficient pencil hold and working position.

This will be monitored by the English team and subject leaders through book s (handwriting books and other curriculum books), learning books and discussions.

## Appendix A

### Joins to be taught in Read Write Inc Handwriting

Arm to boat	
ai ae aj am ar	le lm lu ly
ci ce cu cy	me mi mm mu
di dr dy de	ne ni nu ny
ee ei em er	te ti tu ty tw
he hu hi hy	ui ue up
ie ir ip iw iy	uw uy
ke ki kn ky	

Arm to sun

Handwriting Policy and Intent,  
Implementation and Impact  
February 2025



ab ah ak al  
at eb eh ek el  
et ib ik il it  
al ch mb th da

**Arm to sister**

ic ka ko la  
ld lo

**Washing line to boat**

m nu  
wi wr wy we  
ri rr ry re

drop further

drop further

Handwriting Policy and Intent,  
Implementation and Impact  
February 2025



fi fr fn fu fy  
oi or ow ou oy

**Washing line to sun**

wh wl rb  
rh rl fl ob  
oh ol ot

**Washing line to sister**



Handwriting Policy and Intent,  
Implementation and Impact  
February 2025



va vo

wa wo

ra ro rd rg

fa fo

oa oo od og

**Letters that do not join to others**

Schools need to decide whether or not to join the following letters: **b q g j s y z** onto the next letter. (Some schools only teach 'bi' and 'si' joined.)

b q g j s

y z p

bi gi ji si

yi pi



## Appendix B

### Additional joins to be taught in Year 2 and 3

#### Year 2

Arm to boat - ai	ay dg ng ey aw an ur
Arm to sun – ab	ck
Arm to sister - ic	ea ear ed cc eg i ad ug dd ag
Washing line to boat - wr	oe ve on op ov
Washing line to sun - wr	ok
Washing line to sister - va	oc

#### Year 3

Arm to boat - ai	qu ally ily
Arm to sun – ab	if ef af
Arm to sister - ic	
Washing line to boat - wr	fe rs
Washing line to sun - wr	rt rk of ft ff
Letters that do not join	sh sl st sk sw se sm sn sp su sa sc sd sg so ss
Mixed joins	ear air oor our ing are ere ure ore ire

## Appendix C

# Handwriting Policy and Intent, Implementation and Impact February 2025



## Capital Letter formation

L	Start at the top, come down and go across.
I	Start at the top, come down. Lift. Across at the top. Lift. Across at the bottom.
T	Start at the top, come down. Lift. Across at the top.
U	Start at the top, come down. Curve back up.
J	Start at the top, come down. Curve to the left. Lift. Across at the top.
Y	Slope down, slope back up. Lift. Come down from the point.

R	Start at the top, come down. Lift. Back to the top. Go all the way round and slope.
B	Start at the top, come down. Lift. Back to the top. Go all the way round and all the way round again.
N	Start at the top, come down. Lift. Back to the top. Slope and straight up.
H	Start at the top, come down. Lift. Start at the top come down. Lift and across in the middle.
M	Start at the top, come down. Lift. Back to the top. Slope down, slope up and straight down.
K	Start at the top, come down. Lift. Slope in, slope out.
P	Start at the top, come down. Lift. Back to the top. Go all the way round.

C	Make a curve.
A	Slope to the left. Lift back to the top. Slope. Lift. Across in the middle.
D	Start at the top, come down. Lift. Back to the top. Go all the way round to the bottom.
O	Make a curve, go all the way round.
S	Make a curve, slope, make a curve back again.
G	Make a curve. Lift and go across.
Q	Make a curve, go all the way round. Lift and slope across.
E	Start at the top, come down. Lift. Back to the top. Across at the top. Lift. Across in the middle. Lift. Across at the bottom.
F	Start at the top, come down. Lift. Back to the top. Across at the top. Lift. Across in the middle.

Z	Go across, slope, go back across.
V	Slope down, slope back up.
W	Slope down, slope back up. Slope down again and slope back up.
X	Slope. Lift and slope across.

## Appendix D - Letter Formation Patter – Stage 1 RWI

### 'Around' letters



Checklist: caterpillar

- ✓ start at the caterpillar's head



Checklist: queen

- ✓ start at her hair bobble on top of her head
- ✓ draw a nice round face



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

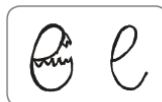
# Handwriting Policy and Intent, Implementation and Impact February 2025



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

## 'Curly' Letters



Checklist: egg

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



Checklist: snake

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



# Handwriting Policy and Intent, Implementation and Impact February 2025

