

# Handwriting Guidance

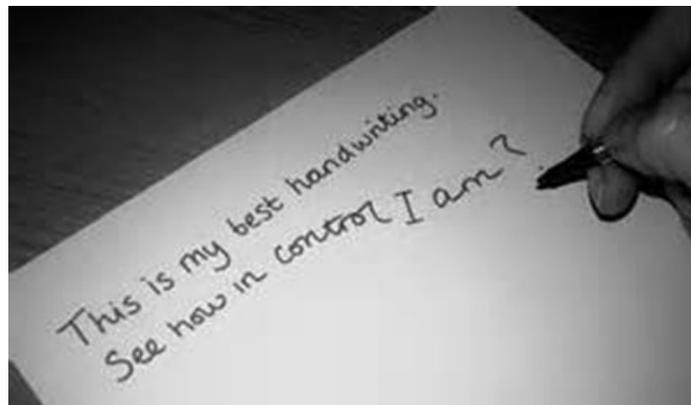


All Saints'  
Primary School

## Handwriting at All Saints

### Non Negotiables:

- \* All pupils will be taught the same letter formation (See Appendix one)
- \* Labels around the classroom and on displays should be a balance of both printed (ICT) and hand written in the school's script.
- \* Handwriting should be practised regularly. In KS1 this will a minimum of three times a week, twice in LKS2 and once in UKS2. These session should be short but focussed. Some pupils may need extra handwriting support in addition to these class sessions.
- \* From Y2 onwards, pupils will be encouraged to join their letters. (See progressions sheets)
- \* Adult comments in the children's books should be written in a similar style to that which is expected from the children i.e. don't use your "grown up" writing in the children's books, and write as neatly as you would expect them to write.



Year Group	Expectations (NC 2014)
Y1	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>sit correctly at a table, holding a pencil comfortably and correctly</li> <li>begin to form lower-case letters in the correct direction, starting and finishing in the right place (see school letter formation sheet)</li> <li>form capital letters</li> <li>form digits 0-9</li> <li>understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these</li> </ul>
Y2	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>form lower-case letters of the correct size relative to one another</li> <li>start using some of the diagonal and horizontal strokes/flicks needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.</li> <li>write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>use spacing between words that reflects the size of the letters</li> </ul>
LKS2	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</li> <li>increase the legibility, consistency and quality of their handwriting, <i>e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</i></li> </ul>
UKS2	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> <li>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>choosing the writing implement that is best suited for a task (e.g. quick notes, letters).</li> </ul> </li> </ul>

## HANDWRITING—Teaching Joins

Joining patterns: key points to remember: only do patterns that a) actually mimic letter joins b) mimic letter shapes and remember that patterns should be practised in small chunks to mimic word breaks and not in whole lines.

When planning your handwriting lessons for joining, you should follow this progression.

IN ADDITION, CHILDREN WILL FIND IT VERY HELPFUL TO PRACTISE THE JOINING OF PHONEMES THROUGH SPELLING LESSONS, AND EQUALLY LEARNING TO JOIN THEIR CHRISTIAN NAME AND SURNAME AND COMMON SIGHT WORDS .

### JOIN 1:

Teaching point: finish the word before you dot the i; the shape of the 'r' is important to ensure the flick makes the join.

Order : in ip im id ig ni mi hi li um ug ud un up di mu hu tu  
em eg ee he de ce ke ed en ew ay ar ag am ap ad an

### JOIN 2:

Teaching point: the join is half way up the ascender (not the bottom); the cross bar to the f and t is added after the join is complete; t is not as tall as the other ascenders.

Order : ill ib it ik ick ack uck eck nt nk cl ch th tch at et  
it It nt ut ct af ef if lf uf

### JOIN 3:

Teaching point: ascenders are made before crossbars in the 'f' & 't'; the two different joins to 'e' (horizontal as from w to e) ( diagonal as in t to e); flattened top to the 's' when a horizontal join precedes it; the join from 'w' to 'e' cannot be a shallow horizontal instead there has to be a deeper curve.

Order: ock op one ou oa oo om fa ra va fo fi wi wo  
fe we ve re ws rs os os orse

### JOIN 4:

Teaching point: join from the crossbar of the 'f' to near the top of the 'l'.

Order old oke ot of old obe ft rt wl ark owl iff ort

### Letter Breaks:

**g j q** as they conclude with a descender.

**b p s** as they conclude with a curve in the opposite direction.

**Z** as it is all straight lines and a flick would substantially alter the letter shape.

**X** as it concludes with a downstroke in the opposite direction to the flow

As pupils move into UKS2, or are developmentally ready, they should be encouraged to consider whether or not to join certain letters.

Appendix One:  
Handwriting Masters  
Letter Formation  
Sheets