



Hill View Primary Academy

Handwriting Stages

Order to teach

How handwriting is taught throughout the school (in each year group)

Progression of the teaching of handwriting is based on RWI, Handwriting Stages

Foundation Stage

National Curriculum Expectations-

➤ *To use a pencil and hold it effectively to form recognisable letters, most of which are formed correctly.*

Step 1

- In RWI lessons and in other learning opportunities, pupils are introduced to each letter shape through the use of a mnemonic.
- These are used to help pupils visualize the letter before the pupils begin to write it.
- The letter shape is modelled by the adult while saying the pure sound and mnemonic. Following this, the letter shape is modelled while saying the pure sound.
- Pre cursive handwriting, adults should model and allow children to practise adding lead-ins and lead-outs to letters, which then ensures the letters start and finish in the correct place for writing to be joined.
- The adult ensures, all pupils have the correct 'tripod grip' before they practise forming the letter shape with a pencil. This should initially be on plain paper until the letter shape is recognisable. Pupils should be supported to develop a strong 'mind' picture of the letter formation.

For example:



✓ Curl around the body

Step 2

- In lessons, pupils should learn how to place their letters on the line appropriately. Pupils should use wide-lines paper or books with wide lines.
- It is important that the adult now models the pre cursive letter formation on the lines so that they can demonstrate and explain how the letter should be placed on the line correctly

Note: the size of the letters may vary from letter to letter.

For example:



- ✓ Curl around the body



- ✓ 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



- ✓ Draw a big round bottom
- ✓ Up the tall neck
- ✓ Down the straight line to the feet
- ✓ Draw a curl for the feet.

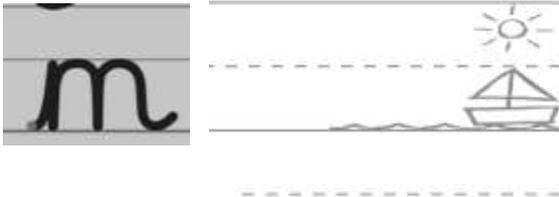
- Mnemonics should continue to be used to help pupils visualize the letter.

Step 3

- Pupils should develop their letter formation by now focusing controlling the size of the letters and therefore additional lines and visual prompts are introduced e.g. sun, board, water. This is based on *Phonics Handwriting Stage 1b*.

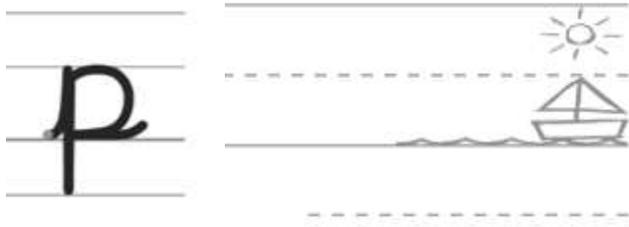
'Boat' letters: a c e i m n o r s u v w x z

For example;



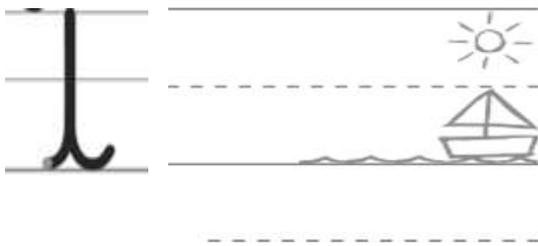
'Water' letters: g j p q y

For example;



'Sun' letters: b d h k l t f

For example;



Year 1

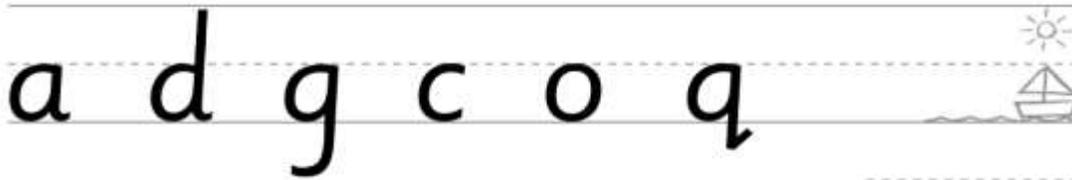
National Curriculum Expectations-

- *To sit correctly at a table, feet flat on the floor, holding a pencil comfortably and correctly.*
- *To begin to form lower-case letters in the correct direction, starting and finishing in the right place*
- *To form capital letters*
- *To form digits 0-9*
- *To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these*

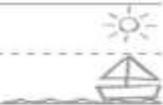
Step 2

- In addition to RWI lessons, in Year 1, pupils have weekly handwriting lessons.
- **In handwriting lessons**, pupils will continue to develop their understanding of the different size of letters in relation to one another by **practicing them in letter groups instead of size groups**; 'around', 'down', 'curly' and 'zigzag.'
- Pupils practice the individual letter shape using the **cursive principles including lead ins and lead outs in the order listed below.**

'Around' letters: a d g c o q



'Down' letters: l h k b l j m n p r t u y

l h k b i j m 

n p r t u y 

'Curly' letters: e s f

e f s 

'Zigzag' letters with all other letters: v w z x

v w z x 

- In handwriting lessons, pupils are taught capital letters and the difference between capital letters and their match lower case letter.
- Links to the boat, water and sun letters should be made to support pupils visualizing the size of the letters.

For example;



Note: Pupils in Year 1 may progress onto 'Step 6'

Year 2

National Curriculum Expectations-

- To be able to form individual letters correctly, so establishing good handwriting habits from the beginning.
- To revise and practise correct letter formation frequently.
- To write with a joined, cursive style as soon as they can form letters securely with the correct orientation.

-
- **In lessons**, adults continue to model the letter shapes using the schools adopted cursive letter shapes with lead in and lead out (individual letters), and when writing more than one letter, teachers model using the adopted joined cursive script. Pupils are expected to begin to join the letters, following the introduction of the joins.

Note: This may have already begun in Year 1

- In Year 2, pupils continue to have weekly handwriting lessons.
- **In handwriting lessons**, pupils will be introduced/recap the two basic joins: the arm join (diagonal) and the washing line join (horizontal).

There are three variations to these two basic joins:

The arm join has three variations:

- a. arm to boat joins "lead up"
(Use for joining: a c d e h l k l m n t u q s b g j y p to: e l j m n p r u v w x y z)

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 iv iy		uv uy	
ke ki kn ky			

b. arm to sun "shoot up to the top"
 (Use for joining: a e l d h k l m n t u c s b g j y p to: b h k l t)

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

c. arm to boat "lead up and over"
 (Use for joining: a c d e h l k l m n t u s b g j y p f to: a d g c o q)

ic ka ko la



ld lo



fi fr fn fu fy



fa fo



The washing line has three variations:

d. washing line to boat
(Use for joining v r f o z

“Lead across”

to: l j m n p r u v w x y z e)

ri ru



wi wr wy we

drop further



ri rr ry re

drop further



oi or ow ou oy

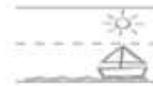
start



e. washing line to sun
(Use for joining: v w r f o z

“Lead across and shoot up”
to: b h k l t)

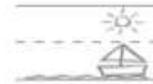
wh wl rb



rh rl fl ob



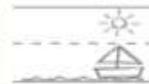
oh ol ot



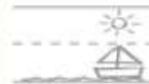
f. washing line to boat
(Use for joining: v w r f o z

“Lead across and over”
to: a d g c o q)

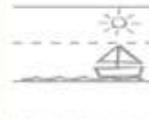
va vo



wa wo



ra ro rd rg



oa oo od og



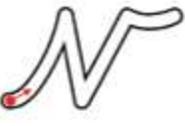
In further handwriting lessons, it is advised that handwriting and spelling are taught alongside one another to promote this being a transferable skill. All handwriting skills should be modelled during the writing of spelling words. If adults identify pupils needing additional practise of a specific handwriting skills, teacher re-model, explain and teach as necessary.

Note: This might take the form of 1:1 practise, group or whole class practise to ensure pupils expectation of handwriting remains consistent.

When pupils achieve a neat, legible and joined cursive script with lead in and lead outs, pupils can be awarded their pencil or pen license. (See handwriting policy, celebration of handwriting.)

Rhymes to support teaching

 <p>Up we go...around the apple and down the leaf ... and off we go</p> 	 <p>Up we go... down the laces to the heel then around the toe ... and off we go</p> 	 <p>Up we go... curl around the caterpillar</p> 	 <p>Up we go... around the dinosaur's bottom, up his tall neck and down to his toes ... and off we go</p> 
 <p>Up we go... lift off the top and scoop out the egg</p> 	 <p>Up we go... down the stem and draw the leaf</p> 	 <p>Up we go... around the girl's face, down her hair and give her a curl</p> 	 <p>Up we go... tall and down the head to the hooves then across his back... and off we go</p> 
 <p>Up we go...down the insect ... and off we go... dot for the head</p> 	 <p>Up we go... down his body, curl and dot for his head</p> 	 <p>Up we go... down the kangaroo's body, tail and leg... and off we go</p> 	 <p>Up we go... down the long leg... and off we go</p> 
 <p>Up we go... Maisie, mountain, mountain... and off we go</p> 	 <p>Up we go... down Nobby's net... and off we go</p> 	 <p>Up we go... around the orange... and off we go</p> 	 <p>Up we go... down the pirate's plait and around his face</p> 

 <p>Up we go...around her head, up past her earring, down her hair and flick.</p> 	 <p>Up we go... down the robot's back and curl over his arm...</p> 	 <p>Up we go... slither down the snake... and off we go</p> 	 <p>Up we go... down the tower ... and off we go... across the tower</p> 
 <p>Up we go... down and under, up to the top... and off we go</p> 	 <p>Up we go... down the wing, up the wing... and off we go</p> 	 <p>Up we go... down, up, down, up... and off we go</p> 	 <p>Up we go... down the arm and leg, repeat the other side... and off we go</p> 
 <p>Up we go...down a horn, up a horn and under the head</p> 	 <p>Up we go... zig, zag, zig ... and off we go</p> 		

Visuals to support teaching practice

