



Rawmarsh Ryecroft Infant School

Handwriting Policy

Last Updated: October 2025

Due for Review: October 2027

This policy reflects the school's values and philosophy in relation to the teaching and learning of Handwriting. It sets out the framework within which teaching and non-teaching staff can operate and gives guidance on planning,

This document is intended for all teaching and non-teaching staff with classroom responsibilities, Governors, parents, OFSTED, LA Advisors and interested others. Copies are provided to school staff.

Intent

In order to teach correct letter formation we believe handwriting should be taught in letter families using a printed style with an exit stroke in preparation for joining. Teaching in letter families will help to improve your child's writing at this crucial early age.

Aims for the Teaching of Handwriting

At Rawmarsh Ryecroft Infant School we aim:-

- To understand the importance of clear presentation in order to communicate meaning.
- To raise standards in handwriting writing by using a multisensory approach.
- Learn the conventional ways of forming digits 0-9 and letter shapes, both lower case and capitals.
- Take pride in the presentation of work, developing handwriting with a sense of enjoyment and achievement.
- Develop a fluent, clear, legible, joined handwriting style.

Implementation

Foundation Stage 2

- Two formal handwriting lessons each week in handwriting books starting with set one family letters. Daily informal practise using a multisensory approach e.g. on whiteboards, in sand, in salt, using string/sandpaper letters, roll and write, water and paintbrushes
- Activities to develop fine motor skills.
- Each classroom has a writing area where children can access handwriting materials independently.

Key Stage 1

- Four formal handwriting lessons each week in handwriting books linked to letter families and types of joins.
- Children to begin joining their letters when they can confidently form them all correctly.
- Regular informal practise in spelling books and during RWI sessions.
- Where necessary, informal practise using a multisensory approach e.g. on, in sand, in salt, using string/sandpaper letters, roll and write, water and paintbrushes.

Letter formation

The way in which letters are formed and taught enables them to be grouped together into families with similar characteristics. The correct letter formation can be found in appendix 3.

Set 1 Family

c, o, a, d, g, f, s, q, e

Set 2 Family

i, l, t, j, u, y

Set 3 Family

b, h, k, m, n, p, r,

Set 4 Family

v, w, x, z

Capital Letters

Capitals Set 1

E, F, H, I, T, L

Capitals Set 2

A, K, M, N, V, W, X, Y, Z

Numbers

Formation of digits 0-9.

Joins

Joining letters should be introduced in Year 2.

The first join

The joining of any letter from the set 1 family to any letter from the set 2 family. It's a diagonal join from the start of one letter to the next.

Diagonal join to set 1 letters e.g ed, eg, ac, as

Diagonal join to set 2 letters e.g. iu, ig, iy

Diagonal join to set 3 letters e.g. ar, an, am, ap

The second join

The joining of any letter from the set 1 family to any letter from the set 3 family. It's a diagonal join which meets the ascender half way up the letter and continues to the top of the ascender.

The second join, a diagonal join from the bottom of a small letter to the top of an ascender, is taught using Set 1 letters first, then Set 2, 3 and 4. •

For example to Set 1 letters if, ef, uf; to Set 2 letters il, it; Set 3 letters ck, ch.

The Third Join

The join from any letter from the set 4 family to any letter from the set 2 family. It is a horizontal curve because the join is from the top of one letter to the top of the next e.g. og

The third join also taught using letter families:

The third join to Set 1 letters e.g. wa, wo, fo; to Set 3 letters on, om; Set 4 letters ow

The fourth join

The join from any member of the set 4 family to any letter of the set 3 family. It is the same as the first join except that it goes from the top of one letter to the top of the ascender of the next e.g. ob

The fourth join is the join from the top of a small letter to the top of an ascender. To Set 1 letters e.g. off, ff; to set 2 e.g. wl, rl; Set 3 e.g. ob, oh, ok.

The Formal Handwriting Session

At the beginning of every handwriting lesson children are encouraged to sit correctly, hold a pencil using a tripod grip in almost all cases and tilt the paper according to what feels the most comfortable.

Structure for teaching:

- Letters / words should be modelled in every child's book before they begin writing.
- The teacher must ensure that all children are looking and listening before beginning the session.
- The letter / word should be modelling on the board. The teacher talks through the formation phrase or the using the Read, Write, Inc phrase and also says the names of the letters (see appendix 1 and 2).
- Children to write the sound / word in the air and then in their book.
- This process should be repeated at least three times before the children complete the line independently.
- Each classroom has a writing area where children can access handwriting materials independently.

Impact

Monitoring and Assessment/ Moderation

Assessment for handwriting is done through writing and appropriate targets are set and shared with the children so they are aware of how they need to improve.

Inclusion

Ryecroft Infant school is an inclusive school in every sense and has policies for SEN, Equal Opportunities, Behaviour, Disability, Racial Equality and so forth. Children experiencing difficulties in developing their handwriting skills will be set specific targets on an GLP (Gateway to Learning Plan) which will be reviewed each term. When possible, children may receive additional adult support, either 1-1 or in a small group. All children have equal access to handwriting activities regardless of race, gender or ability.

Health and Safety

Learning to write can take many forms and children may undertake more creative activities that involve baking and collage. Care should be exercised when children are using scissors and tools during a lesson. Any potential dangers should be discussed with the children. When using food, all hygiene rules should be clearly observed and all adult helpers must be conversant with the standards expected. Children must not be left unattended near the cooker or be allowed to use the oven.

EYFS

The curriculum for the Foundation Stage is as set out in the EYFS document. Handwriting is under the heading 'Physical development - Fine Motor Skills'.

Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases;

Use a range of small tools, including scissors, paint brushes and cutlery;

Begin to show accuracy and care when drawing. Children in the EYFS have equal access to all resources within school to support their learning.

Links to other Policies

This policy is closely linked to the writing and phonics policies.