



# Staining CofE Primary School

## Vision for English: Handwriting

*Our School Drivers: Explore the World, Thrive in Life & Make a Difference*



At Staining Church of England Primary School, English (Writing) is central to nurturing a caring, respectful, and inclusive school community. Rooted in our core values – *Aim High, Be Kind, Show Respect, Work Hard, and Teamwork.*

At Staining Primary School, we believe that high-quality handwriting is a vital foundation for learning and self-expression. Our vision is for every child to develop a fluent, legible, and efficient handwriting style that enables them to communicate clearly and confidently.

Handwriting is taught through a consistent, whole-school approach, where clear modelling and regular practice support children in developing correct letter formation, posture, and pencil grip. From early mark-making to a joined, fluent script, pupils build the skills and habits needed for success.

We encourage pride, accuracy, and independence, ensuring pupils leave Staining with a neat, confident handwriting style that supports them across the curriculum and in later life.



### **Purpose of Study**

Handwriting at Staining develops children's ability to communicate clearly, confidently and independently. Through explicit teaching and regular practice, children develop accurate letter formation, fluency, fine motor control and presentation skills. A consistent whole-school approach builds towards fluent, legible and sustainable handwriting, fostering pride and confidence as writers.

### **Curriculum Alignment**

Our Handwriting curriculum is fully aligned with the whole-school curriculum principles:

#### **Learn to Wonder - Explore the World**

Children use handwriting to record and communicate their ideas, observations and learning across the curriculum.

#### **Grow in Wisdom - Thrive in Life**

Children develop the knowledge, skills and independence needed to communicate effectively through writing.

#### **Shine Like Stars - Make a Difference**

Children take pride in their written communication and develop the confidence to share their ideas clearly with others.



## The Staining Entitlement in Handwriting

Every child at Staining will experience a handwriting curriculum that includes:

- Explicit teaching of accurate letter formation.
- Consistent handwriting language and mnemonics from Reception onwards.
- Regular, discrete handwriting teaching and practice.
- A clear progression from printed to joined handwriting.
- Explicit teaching of capital letters and numerals.
- Opportunities to develop fluency, accuracy and independence.
- Appropriate support and challenge to meet individual needs.
- Opportunities to apply handwriting skills across the curriculum and take pride in presentation.

## How Knowledge is Built in Handwriting

Our handwriting curriculum is carefully sequenced to ensure children learn, secure, remember and apply handwriting knowledge and skills over time.

**Reception:** Children develop gross and fine motor control, early mark-making skills and begin to develop accurate letter formation. Consistent mnemonics are introduced and handwriting is supported through activities such as Squiggly Me into a Writer and Dough Disco.

**Year 1:** Children secure accurate printed letter formation through letter families and develop increasing control, accuracy and speed. Children begin applying their learning to words.

**Year 2:** Children build on secure letter formation and are introduced to joined handwriting, with a particular focus on the hill and bridge joins.

**Years 3 and 4:** Children develop consistency and fluency in joined handwriting, progressing through Stage 3 and Stage 4. They increasingly apply their handwriting skills to words and sentences.

**Years 5 and 6:** Children develop a fluent, joined handwriting style and apply their handwriting skills when practising spelling and writing sentences.

## Learning Knowledge - Learn to Wonder



New handwriting knowledge is taught explicitly through a consistent sequence of teacher modelling, guided practice, independent practice and application. Teachers use agreed mnemonics, formation families and consistent terminology to support children in developing accurate and automatic letter formation and joins. Children are given opportunities to practise new learning before applying it to words and sentences.

- Teacher modelling and air-writing.
- Guided practice followed by increasing independence.
- Consistent mnemonics and terminology.
- Application of new learning to words and sentences.

### **Securing Knowledge - Grow in Wisdom**

Teachers assess handwriting as part of everyday teaching, identifying whether children are securing the knowledge and skills taught.

- Observe letter formation, joins, size, spacing and consistency.
- Address misconceptions through immediate feedback.
- Use children's work to identify strengths and areas for improvement.
- Monitor handwriting across the curriculum.
- Provide additional teaching where assessment identifies a need.
- Use book scrutiny and professional dialogue to monitor standards across school.

### **Remembering Knowledge - Shine Like Stars**

Handwriting knowledge is revisited regularly so that accurate letter formation and joins become increasingly automatic. Consistent mnemonics, terminology and handwriting expectations are used throughout school to support recall. Previously taught formations and joins are revisited and applied in new words, sentences and across the curriculum.

- Revisit previously taught letter formations and joins.
- Use consistent mnemonics and terminology.
- Apply previously taught knowledge in new contexts.
- Continue to reinforce expectations for presentation and fluency.

### **Supporting Knowledge - So Every Child Can Shine Like Stars**

Children who need additional support are identified through classroom assessment and provided with appropriate adaptations and targeted provision. Support is matched to individual need while maintaining high expectations for handwriting development.



If children struggle to secure or remember handwriting knowledge, we:

- Pre-writing and fine-motor activities.
- Additional practice and targeted handwriting intervention.
- Adapted pencils, pencil grips, writing slopes and wider-lined books where appropriate.
- Small-group or individual teaching.
- Support for left-handed pupils.
- Collaboration with the SENCo and external professionals where appropriate.
- Gradual reduction of scaffolding to develop independence.

Children who are ready to progress beyond age-related expectations are provided with appropriate challenge. Progression may be accelerated where prerequisite skills are secure, while maintaining correct formation, posture and pencil grip. For example, some Reception pupils may be ready for structured handwriting sessions earlier, while some Year 1 pupils may be ready to begin joins before Year 2.

### Curriculum Drivers in Handwriting

| Vision           | Curriculum Driver | Entitlement                                                                   |
|------------------|-------------------|-------------------------------------------------------------------------------|
| Learn to Wonder  | Explore the world | Children use handwriting to communicate and record their learning.            |
| Grow in Wisdom   | Thrive in Life    | Children develop fluent, accurate and independent handwriting.                |
| Shine like Stars | Make a difference | Children take pride in their handwriting and communicate their ideas clearly. |

### By the time children leave Staining, they will be:

**Fluent** - able to write with increasing speed and automaticity.

**Legible** - able to produce clear, consistent and easily readable handwriting.

**Accurate** - able to form letters, joins, capital letters and numerals correctly.

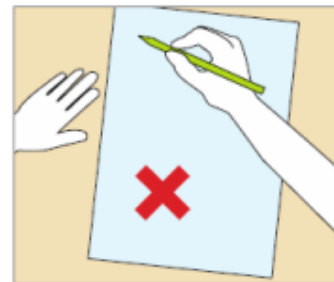
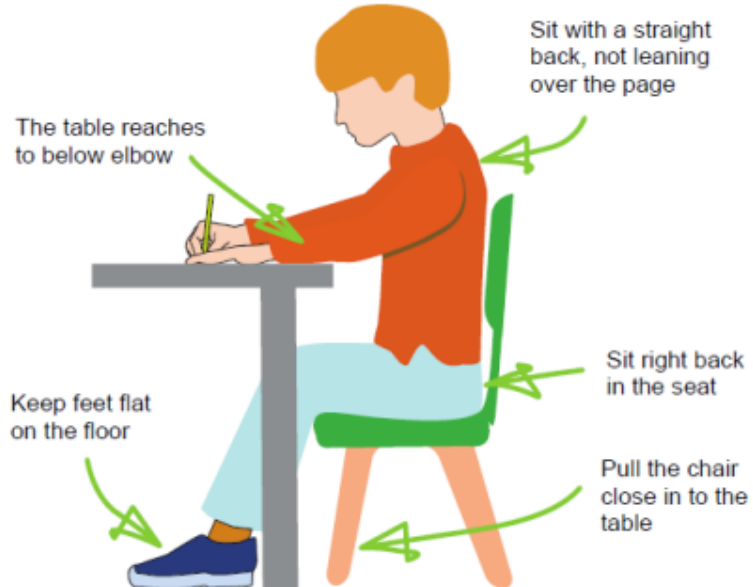
**Independent** - able to apply their handwriting skills confidently across the curriculum.

**Reflective** - able to recognise strengths and identify ways to improve their handwriting.

**Proud** - able to take pride in the presentation of their written work.



## SITTING POSITION



*Paper position for right-handed children.*



Point away the pencil,



Pinch it near the tip,



Lift it off the table,



Spin it round...



and grip.



| Letter                                                                              | Handwriting Phrase                     | Checklist                                                                                                                                                                                                               |
|-------------------------------------------------------------------------------------|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    | Down the tower, across the tower       | <ul style="list-style-type: none"> <li>✓ start at the top of the tower</li> <li>✓ go straight down the tower</li> <li>✓ add a curve</li> <li>✓ make a straight line across the tower</li> </ul>                         |
|    | Down the kangaroo's body, tail and leg | <ul style="list-style-type: none"> <li>✓ start at the kangaroo's head</li> <li>✓ go down its body</li> <li>✓ draw a tail to the body</li> <li>✓ draw a straight back leg</li> </ul>                                     |
|    | Down the long leg                      | <ul style="list-style-type: none"> <li>✓ start at the top of his leg</li> <li>✓ go down his long leg</li> <li>✓ add a curl for the shoe</li> </ul>                                                                      |
|  | Down its body, curl and dot            | <ul style="list-style-type: none"> <li>✓ start at the top of the jack-in-a-box's neck</li> <li>✓ go down the long straight body</li> <li>✓ draw a smooth curl for the legs</li> <li>✓ add a dot for the head</li> </ul> |

u y

| Letter                                                                              | Handwriting Phrase                                | Checklist                                                                                                                                                                                                                                                                           |
|-------------------------------------------------------------------------------------|---------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | Down and under, up to the top and draw the puddle | <ul style="list-style-type: none"> <li>✓ start at the handle</li> <li>✓ go down the straight handle</li> <li>✓ go underneath the umbrella and back up the other side</li> <li>✓ go down the umbrella</li> <li>✓ add a little curl for the puddle</li> </ul>                         |
|  | Down a horn, up a horn and under its head         | <ul style="list-style-type: none"> <li>✓ start at the top of the first horn</li> <li>✓ go down the straight line for the first horn</li> <li>✓ go underneath the horns</li> <li>✓ draw a straight line up for the second horn</li> <li>✓ go down and curl under its head</li> </ul> |



h n m r

| Letter                                                                              | Handwriting Phrase                            | Checklist                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------------------------|-----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    | Down the head to the hooves and over its back | <ul style="list-style-type: none"> <li>✓ start at the horse's head</li> <li>✓ go down its straight neck</li> <li>✓ go down to its feet</li> <li>✓ go round its back</li> <li>✓ draw a back leg</li> <li>✓ add a little curl of dust as the horse runs away</li> </ul> |
|    | Down Nobby, over his net                      | <ul style="list-style-type: none"> <li>✓ start at the top of Nobby's head</li> <li>✓ go straight down Nobby</li> <li>✓ go over the net</li> <li>✓ add a curve for the grass</li> </ul>                                                                                |
|    | Maisie, mountain, mountain                    | <ul style="list-style-type: none"> <li>✓ start at Maisie's head</li> <li>✓ go straight down Maisie</li> <li>✓ go over the mountains</li> <li>✓ check the mountains are the same height as Maisie</li> <li>✓ add a small curl for the grass</li> </ul>                 |
|  | Down its back, then curl over its arm         | <ul style="list-style-type: none"> <li>✓ start at the robot's head</li> <li>✓ go straight down its body</li> <li>✓ go over the robot's arm</li> </ul>                                                                                                                 |

b p

| Letter                                                                              | Handwriting Phrase                        | Checklist                                                                                                                                                                       |
|-------------------------------------------------------------------------------------|-------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | Down the laces to the heel, round the toe | <ul style="list-style-type: none"> <li>✓ start at the top of the boot</li> <li>✓ go straight down the boot</li> <li>✓ go up over the toe</li> <li>✓ back to the heel</li> </ul> |
|  | Down the plait and over the pirate's face | <ul style="list-style-type: none"> <li>✓ start at the top of the plait</li> <li>✓ go down the plait</li> <li>✓ go over the face</li> <li>✓ finish under the chin</li> </ul>     |



a d g o c q

| Letter                                                                              | Handwriting Phrase                                              | Checklist                                                                                                                                                                                                       |
|-------------------------------------------------------------------------------------|-----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    | Round the apple, down the leaf                                  | <ul style="list-style-type: none"> <li>✓ start at the stalk</li> <li>✓ go round the apple</li> <li>✓ go back up to the stalk, then down</li> <li>✓ curl the leaf at the bottom</li> </ul>                       |
|    | Round the dinosaur's bottom, up its tall neck, down to the feet | <ul style="list-style-type: none"> <li>✓ go round his bottom</li> <li>✓ up the tall neck</li> <li>✓ down the straight line to the feet</li> <li>✓ make a curl for the feet</li> </ul>                           |
|    | Round her face, down her hair and give her a curl               | <ul style="list-style-type: none"> <li>✓ start at her bobble</li> <li>✓ go round her face</li> <li>✓ go back to her bobble</li> <li>✓ go down her straight hair</li> <li>✓ draw a curl</li> </ul>               |
|   | All around the orange                                           | <ul style="list-style-type: none"> <li>✓ start at the stalk</li> <li>✓ go around the orange back to the stalk</li> </ul>                                                                                        |
|  | Curl round the caterpillar                                      | <ul style="list-style-type: none"> <li>✓ start at the caterpillar's head</li> <li>✓ curl round the body</li> </ul>                                                                                              |
|  | Round her head, up past her earrings and down her hair          | <ul style="list-style-type: none"> <li>✓ start at the back of her crown</li> <li>✓ go round her face</li> <li>✓ go back up to her crown</li> <li>✓ go down her hair</li> <li>✓ give it a sharp flick</li> </ul> |



e s f i

| Letter                                                                              | Handwriting Phrase                     | Checklist                                                                                                                                                                                                             |
|-------------------------------------------------------------------------------------|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    | Lift off the top and scoop out the egg | <ul style="list-style-type: none"> <li>✓ go up around the shell that needs to be cut off the egg</li> <li>✓ draw underneath the egg</li> </ul>                                                                        |
|    | Slither down the snake                 | <ul style="list-style-type: none"> <li>✓ start at the snake's head</li> <li>✓ curl one way</li> <li>✓ curl the other</li> </ul>                                                                                       |
|    | Down the stem and draw the leaves      | <ul style="list-style-type: none"> <li>✓ start at the top of the flower</li> <li>✓ go round and down the flower stem – then lift the pencil off the page</li> <li>✓ draw a straight line across the leaves</li> </ul> |
|  | Down the body, dot the head            | <ul style="list-style-type: none"> <li>✓ start at the top of the insect's neck</li> <li>✓ go down the body</li> <li>✓ draw a tail</li> <li>✓ add a dot for the head</li> </ul>                                        |



**V W X Z**

| Letter                                                                              | Handwriting Phrase                             | Checklist                                                                                                                                                            |
|-------------------------------------------------------------------------------------|------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    | Down a wing, up a wing                         | <ul style="list-style-type: none"> <li>✓ draw two straight lines for the wings – down, up</li> </ul>                                                                 |
|    | Down, up, down, up                             | <ul style="list-style-type: none"> <li>✓ draw four lines, all the same length – down, up, down, up</li> </ul>                                                        |
|    | Down the arm and leg and repeat the other side | <ul style="list-style-type: none"> <li>✓ start at the top left</li> <li>✓ go to the feet</li> <li>✓ start at the bottom left</li> <li>✓ go up to the arms</li> </ul> |
|  | Zig-zag-zig                                    | <ul style="list-style-type: none"> <li>✓ draw three straight lines – across, down, across</li> </ul>                                                                 |



### Stage 3 - joining with the hill and bridge join

| Letter | to jam | to top | to 'sister' | to e | to s | Letter | to jam | to top | to 'sister' | to e | to s |
|--------|--------|--------|-------------|------|------|--------|--------|--------|-------------|------|------|
| a      | ar     | ab     | aa          | ae   | as   | m      | mr     | mb     | ma          | me   | ms   |
| b      | br     | bb     | ba          | be   | bs   | n      | nr     | nb     | na          | ne   | ns   |
| c      | cr     | cb     | ca          | ce   | cs   | o      | or     | ob     | oa          | oe   | os   |
| d      | dr     | db     | da          | de   | ds   | p      | pr     | pb     | pa          | pe   | ps   |
| e      | er     | eb     | ea          | ee   | es   | r      | rr     | rb     | ra          | re   | rs   |
| f      | fr     | fb     | fa          | fe   | fs   | s      | sr     | sb     | sa          | se   | ss   |
| h      | hr     | hb     | ha          | he   | hs   | t      | tr     | tb     | ta          | te   | ts   |
| i      | ir     | ib     | ia          | ie   | is   | u      | ur     | ub     | ua          | ue   | us   |
| k      | kr     | kb     | ka          | ke   | ks   | v      | vr     | vb     | va          | ve   | vs   |
| l      | lr     | lb     | la          | le   | ls   | w      | wr     | wb     | wa          | we   | ws   |
|        |        |        |             |      |      | x      | xr     | xb     | xa          | xe   | xs   |

Letters that do not join

|   |   |   |   |   |
|---|---|---|---|---|
| g | j | q | y | z |
|---|---|---|---|---|