

## Handwriting Policy – Ropsley Primary School

### Reception – Year 6

*Based on Read Write Inc. (RWI) Modelling*

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#### 1. Aims

At Ropsley Church of England Primary School, we recognise handwriting as a key skill that influences learning across the curriculum. Our aims are:

- To ensure children develop a fluent, legible, and joined style of handwriting.
  - To embed correct letter formation and orientation from the earliest stage.
  - To build handwriting confidence and stamina so children can express ideas effectively in writing.
  - To provide consistent modelling and expectations across all year groups through the RWI approach (EYFS & KS1) and Sheffield (KS2).
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#### 2. Approach

- Handwriting is taught explicitly and regularly in EYFS, following the **RWI letter formation phrases**.
  - Correct **sitting position, pencil grip, and posture** are modelled in every session.
  - Teachers and teaching assistants model correct letter formation in all writing across the curriculum.
  - EYFS, KS1 and Y3/4 teachers model one formation, pupils airwrite before writing the letter onto paper/book.
  - Y5/6 teacher model a letter formation before pupils write the letter into books.
  - Children are encouraged to take pride in the presentation of their work.
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### 3. Progression Across the School

#### Reception

- Focus on fine and gross motor skills through play and pre-writing activities called 'Funky fingers' in EYFS.
- Children are taught the **RWI letter formation phrases**.
- Begin writing lower-case letters, then capitals, using the correct starting points and orientation.
- Emphasis on correct pencil grip and posture.
- Letters are taught **in sound order followed by letter groups (families)**, not in alphabetical order.

#### Year 1

- Secure accurate letter formation and orientation.
- Introduce writing on lines with consistent **ascenders and descenders**.
- Begin to develop handwriting fluency through short daily practice.
- Encourage spacing between words and consistent letter sizing.
- Writing onto larger 'sun, sea and sky' paper template

#### Year 2

- Consolidate correct formation of all letters and numerals.
- Children begin to join letters using the Sheffield scheme recommended joins.
- Focus on joining digraphs.
- Ensure consistency of size, spacing, and orientation.
- Writing onto smaller 'sun, sea and sky' paper template

#### Years 3 & 4

- Children develop a **joined, fluent, and legible style**.
- Sessions focus on building stamina for longer pieces of writing.
- Consistent expectations for handwriting in all subjects.
- Pen licences may be awarded when pupils demonstrate consistent high standards.
- Writing into lined books with handwriting guidelines.

## Years 5 & 6

- Children refine their handwriting for **speed and efficiency**.
  - Focus on ensuring handwriting is **legible, fluent, and consistent** across all curriculum areas.
  - Pupils encouraged to develop their own **individual, neat, and joined style** while maintaining clarity.
  - Pen licences may be awarded when pupils demonstrate consistent high standards.
  - Writing into lined books with no guidelines.
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## 4. Inclusion

- All children are supported to achieve handwriting success.
  - Interventions and additional practice are provided for children who require extra support, including adapted resources (e.g., pencil grips, larger line guides, sloping boards).
  - SEND needs are carefully considered, with reasonable adjustments made.
  - Pupils needing specific intervention for handwriting are able to be given sheets during intervention times as well as all pupils for homework (if needed).
  - Activities developing fine motor skills are taught via Theraputty (in KS1) and 'Funky Fingers' and 'Dough Disco' in EYFS.
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## 5. SEND Adaptations

### Writing Tools

- **Pencil grips** – Help with finger positioning and control.
  - **Weighted pens/pencils** – Provide stability for shaky hands.
  - **Ergonomic pens** – Designed for comfort and proper grip.
  - **Mechanical pencils** – Provide consistent line thickness without sharpening.
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### Paper Modifications

- **Lined or raised-line paper** – Helps with alignment and letter sizing.
  - **Graph paper** – Useful for spacing and organizing letters/numbers.
  - **Slant boards** – Improves posture and wrist angle.
  - **Highlighting paper** – Highlights writing lines or margins for easier navigation.
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## **Instructional Adaptations**

- **Explicit instruction in letter formation** – Use visual, verbal, and kinesthetic cues. Teacher modelling in the air (air writing) and then on a board with pupil copying movements.
  - **Multi-sensory writing** – Use sandpaper letters, tracing in the air, or writing with fingers in shaving cream.
  - **Breaking tasks into steps** – Focus on one letter or line at a time.
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## **Time Accommodations**

- **Extended time** – For learning involving handwriting.
  - **Reduced written output** – Fewer sentences or problems when handwriting is assessed.
  - **Dictation or scribe** – Allow student to speak while someone else writes.
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## **6. Assessment & Monitoring**

- Teachers monitor handwriting in all written work, not only in handwriting books.
  - Progress is shared with parents and carers through feedback and reporting.
  - The English subject leader oversees consistency and progression across the school.
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## **7. Expectations**

- Staff model neat (joined in KS2) handwriting in all marking and classroom displays.
  - Pupils are expected to take pride in presentation.
  - Handwriting standards are consistently reinforced across all curriculum areas.
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## Appendix: RWI Letter Formation Phrases

### Lower-case Letters

- **a** – Round the apple, down the leaf
- **b** – Down the laces, over the toe, around the heel
- **c** – Curl around the caterpillar
- **d** – Round the dinosaur’s back, up his neck, down to his feet
- **e** – Lift off the top and scoop out the egg
- **f** – Down the stem, and draw the leaves
- **g** – Round the girl’s face, down her hair and give her a curl
- **h** – Down the head to the hooves and over his back
- **i** – Down the insect’s body, dot for the head
- **j** – Down his body, curl and dot for his head
- **k** – Down the kangaroo’s body, tail and leg
- **l** – Down the long leg
- **m** – Maisie, mountain, mountain
- **n** – Down Nobby, over his net
- **o** – All around the orange
- **p** – Down the pirate’s plait and around his face
- **q** – Round her head, up past her earrings and down her hair
- **r** – Down the robot’s back, then curl over his arm
- **s** – Slither down the snake
- **t** – Down the tower, across the tower
- **u** – Down and under, up to the top and draw the puddle
- **v** – Down a wing, up a wing
- **w** – Down, up, down, up
- **x** – Down the arm and leg, and cross the other way
- **y** – Down a horn, up a horn and under his head
- **z** – Zig-zag-zig

## **Capital Letters**

Children are taught capital letters through RWI in parallel with lower-case, with emphasis on:

- Forming from the top, not the bottom.
- Distinguishing size difference between capitals and lower-case.

## **Numerals**

- **0** – *All around the orange*
- **1** – *Down the tower*
- **2** – *Round and back down the road*
- **3** – *Round the tree, round the tree*
- **4** – *Down and across, down once more*
- **5** – *Down the body, around the head and give it a hat*
- **6** – *Down we go, curl around*
- **7** – *Across the sky and down from heaven*
- **8** – *Make an 's' and close the gate*
- **9** – *Round the balloon and down the string*

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**Sheffield scheme – see attached appendix 5 in folder**