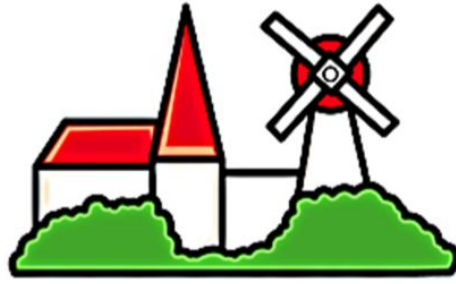


“Let your light shine...”



Woodchurch CE Primary School

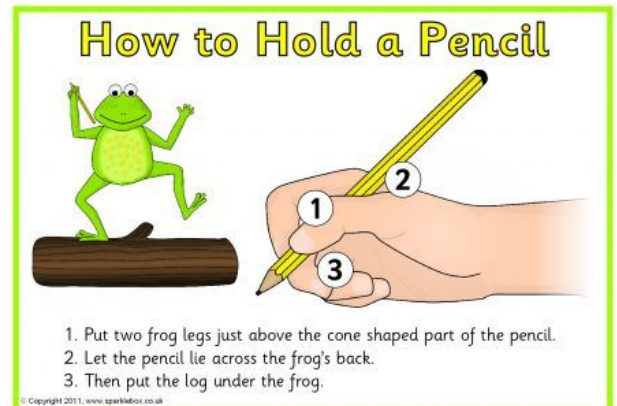
At Woodchurch we will be following Debbie Hepplewhite’s method of teaching fully joined handwriting.

The fully joined handwriting style and the method of teaching are suitable and successful from around the age of six years old. The style is designed specifically for teaching purposes and it works well to provide a fresh start in joined handwriting.

The style is taught as separate letters at first -not letter strings- and all the letters with their diagonal lead-in joins are taught in proficiency and automaticity before starting to join the letters into words. It is preferable to provide opportunities for daily practise.

### Pencil or pen hold and posture

Teach the traditional tripod grip. For younger learners, make this skill child-friendly by saying “ Put your froggy legs (thumb and forefinger) on the bottom of the painted part of the pencil with the pencil across the frog’s back (back of the hand), then put the log under the frog” (middle finger supporting the pencil).




Emphasise the need for good sitting posture. The writing hand should rest lightly on the paper below the words being written so that the words are not obscured. The paper maybe tilted slightly. The spare hand keeps the paper secure.

Handwriting style

The style is an all-joined style with two main joins - a diagonal join which starts with the pencil point on the writing line and a washing line join. The descenders of letters go straight down through the writing line with a thin loop and continue to form the beginning of the diagonal join in the following letter.

The joins are important for spacing letter evenly and learners need to understand that there must be a clear 'join' between all the letter shapes. They need to think carefully about which part of each letter is the letter shape and which part of the letter is the join. To start with each letter is taught as separate letter shapes starting with the pencil point on the line to form the diagonal lead in stroke. They are then taught to think carefully about the letters they write and the join each letter needs in whole words.

An uppercase or capital letters are simple print letter shapes which do not join other letters. Teach that capital letters start from the top (in the air) and goes down towards the line. A small space is then left after the capital letter and the lowercase letter starts on the line and all subsequent letters in the word are joined.

**Phonics International** 

*The Alphabet*

apple bat cat dig egg feather girl

Aa Bb Cc Dd Ee Ff Gg


hat insect jug kit ladder map net

Hh Ii Jj Kk Ll Mm Nn

octopus pan queen rat snake tent umbrella

Oo Pp Qq Rr Ss Tt Uu

violin web fox yawn zebra

Vv Ww Xx Yy Zz 

Debbie Hepplewhite's joined handwriting font

# The order of teaching the lowercase letter shapes

c	a	d	s	g	o	qu	f
l	t		h	b	k		e
r	n	m	p		i	j	
u	y		v	w	x		z

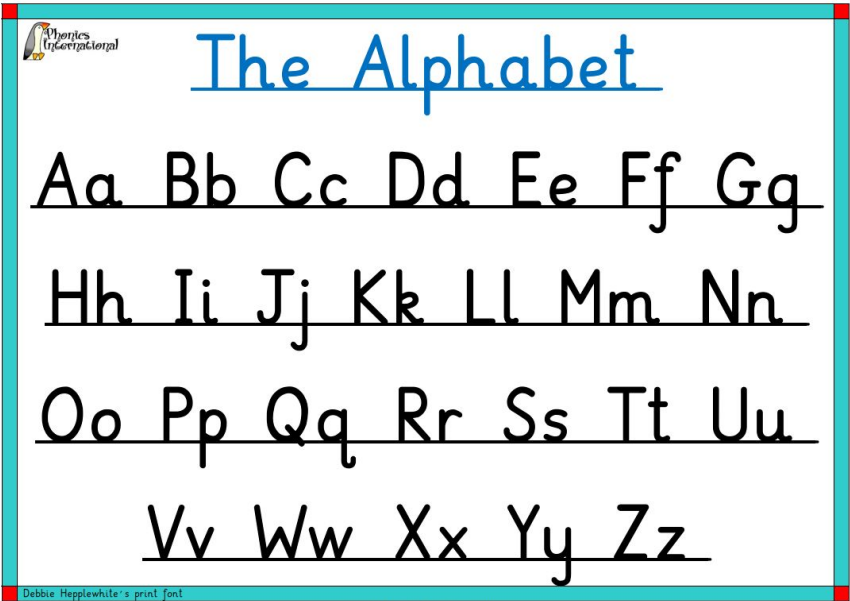
It is important to teach the letters which start like the letter 'c' first, before the other letters are taught. Take note of which letters end with a washing line join.

## EYFS/Yr 1

A simple print handwriting style is taught first to all young learners, alongside early phonics teaching rather than a style which includes 'lead-in strokes' for later joined handwriting. This will aid with letter formation and the reading of text in books.

Establish from the outset that you are going to teach the print style of handwriting and when they are older they will be taught to join their letters. Talk about different fonts with young learners as they will encounter a wide range of letter fonts in storybooks and on computers.

It is also important for them to see an alphabet poster with uppercase and lowercase letters shown on writing lines.







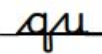















We teach each printed letter shape and learn the **phrase**:

Letters	Patter <span style="float: right;">[There are no 'tram lines' with this method.]</span>
<u>c</u>	This is a half-height letter which sits on the line. There are six more letters which start exactly the same way. We can call them the 'curly /k/ letters'. [Say "/k/" for young beginners rather than 'see']: <b>Start between the writing lines slightly lower than half-height:</b> Go 'up and over the hill' from right to left, and curl around (to sit on the line).
<u>a</u>	This letter starts like the curly /k/ between the writing lines: Go 'up and over the hill' from right to left, and curl around. <b>Straighten up to catch the hook, then go straight down, and flick.</b>
<u>d</u>	This letter starts like the curly /k/ between the writing lines: Go 'up and over the hill' from right to left, and curl around. <b>Straighten up to catch the hook, then keep going straight up (to just below the top writing line) to make a tall letter, then go straight down (to the bottom writing line), and flick.</b>
<u>s</u>	This letter starts like the curly /k/ between the writing lines: Go 'up and over the hill' from right to left. <b>Curl around like a snake (which sits on the writing line).</b>
<u>g</u>	This letter starts like the curly /k/ between the writing lines: Go 'up and over the hill' from right to left, and curl around. <b>Straighten up to catch the hook, then go straight down through the writing line. Curl to make a tail</b> below the writing line from right to left.
<u>o</u>	This letter starts like the curly /k/ between the writing lines: Go 'up and over the hill' from right to left, and curl right around <b>to form a circle</b> (which sits on the writing line).
<u>qu</u> Go to u for u formation	This letter starts like the curly /k/ between the writing lines: Go 'up and over the hill' from right to left, and curl around. <b>Straighten up to catch the hook, then go straight down through the writing line.</b> Loop at the bottom (from left to right) to make a small 'smile' (but notice that it curls the opposite way round to the 'tail' of the /g/).
<u>f</u>	This is a tall letter and it starts off in the same way as the curly /k/ letters <b>but higher up:</b> Go 'up and over the hill' from right to left then go <b>straight down through the writing line. Curl to make a tail</b> below the writing line from right to left (like the /g/).
<u>l</u>	This is a tall letter and it starts off just below the top writing line: Go straight down to the bottom writing line and flick.
<u>t</u>	This is a tall letter and it starts off just below the top writing line: Go straight down to the bottom line and flick. <b>Take your pencil off.</b> Cross the stick from left to right just above the half-way point.
<u>h</u>	This is a tall letter and it starts off just below the top writing line: Go straight down to the bottom line. Go back up (to half-height) to form a <b>full bridge</b> , then flick.

<u>b</u>	This is a tall letter and it starts off just below the top writing line: Go straight down to the bottom line. Go back up (to half-height) to form <b>half a bridge</b> then curve to meet the bottom of the stick.
<u>k</u>	This is a tall letter and it starts off just below the top writing line: Go straight down to the bottom line. Go back up (to half-height) to form <b>half a bridge</b> then <b>turn it into a bow shape</b> like this... <i>[it's really like half a bow - demonstrate a full bow shape with two loops and two tails and then rub out the left-hand side of the bow].</i>
<u>r</u>	This is a half-height letter which starts half-way between the writing lines: Go straight down to the line: Go back up to form <b>half a bridge</b> .
<u>n</u>	This is a half-height letter which starts half-way between the writing lines: Go straight down to the line: Go back up to form a <b>full bridge</b> , then flick.
<u>m</u>	This is a half-height letter which starts half-way between the writing lines: Go straight down to the line. Go back up to form a <b>full bridge</b> . Then form <b>another full bridge</b> , then flick.
<u>p</u>	This is a half-height letter which starts half-way between the writing lines: Go <b>straight down through the writing line</b> . Go straight back up to form <b>half a bridge</b> which curves round to form <b>a bowl</b> which sits on the writing line.
<u>i</u>	This is a half-height letter which starts half-way between the writing lines: Go straight down to the line, then flick. Then <b>take your pencil off</b> and put a little dot above the stick.
<u>j</u>	This is a half-height letter which starts half-way between the writing lines: Go <b>straight down through the writing line</b> . <b>Curl to make a tail</b> below the writing line from right to left (like the /g/ and the /f/). Then <b>take your pencil off</b> and put a little dot above the stick.
<u>u</u>	This is a half-height letter which starts half-way between the writing lines: Go straight down and curl to form <b>a bowl</b> sitting on the writing line. Go back up to half-height, then straight back down to the writing line and flick.
<u>y</u>	This is a half-height letter which starts half-way between the writing lines: Go straight down and curl to form <b>a bowl</b> sitting on the writing line. Go back up to half-height, then straight back down <b>straight through the writing line</b> . <b>Curl to make a tail</b> below the writing line from right to left (like the /g/, the /f/ and the /j/).
<u>v</u>	This is a half-height letter which starts half-way between the writing lines: Form a <b>single zigzag</b> which sits on the writing line.
<u>w</u>	This is a half-height letter which starts half-way between the writing lines: Form a <b>double zigzag</b> which sits on the writing line.
<u>x</u>	This is a half-height letter which starts half-way between the writing lines: Form a <b>diagonal line</b> similar to the first line of the /v/. <b>Take your pencil-point off</b> and start on the bottom writing line to form a <b>diagonal line</b> up to half height which crosses the first line.

To join we use these letter joins.

Letters	Patter
	Start on the line, diagonal join to half height, hook over, back and round
	Start on the line, diagonal join to half height, hook over, back and round, <b>catch the hook, (straighten up), straight down, flick...</b>
	Start on the line, diagonal join to half height, hook over, back and round, <b>catch the hook, straight up, straight down, flick...</b>
	Start on the line, diagonal join to half height, hook over, <b>back and curl around (like a snake), flick...</b>
	Start on the line, diagonal join to half height, hook over, back and round, <b>catch the hook, (straighten up), straight down through the line, thin loop ready to join the next letter...</b>
	Start on the line, diagonal join to half height, hook over, back and round, <b>catch the hook, washing line join...</b>
	Start on the line, diagonal join to half height, hook over, back and round, <b>catch the hook, (straighten up), straight down through the line, loop at the bottom, up with a parallel line, stop at the writing line, diagonal join to half height, down to form the bowl for the 'u', down and flick...</b>
	Start on the line, diagonal join to half height, <b>straight up then hook over, back and straight down through the line, thin loop ready to join the next letter...</b>
	Start on the line, diagonal join to half height, <b>straight up, straight down, flick...</b>
	Start on the line, diagonal join to half height, <b>straight up, straight down, flick... then cross the 't' from left to right above the join (after the whole word is written)</b>
	Start on the line, diagonal join to half height, <b>straight up, straight down, up to form a full bridge, flick...</b>
	Start on the line, diagonal join to half height, <b>straight up, straight down, up to form half a bridge and curve to complete the 'b', flick...</b>
	Start on the line, diagonal join to half height, <b>straight up, straight down, up to form a bow-shape, flick...</b>
	Start on the line, diagonal join to half height, <b>down, back up to form half a bridge, washing line join...</b>
	Start on the line, diagonal join to half height, <b>down, back up to form a full bridge, flick...</b>
	Start on the line, diagonal join to half height, <b>down, back up to form a full bridge, then another full bridge, flick...</b>
	Start on the line, diagonal join to half height, <b>straight down through the line, back up to complete the curve of the 'p', flick...</b>
	Start on the line, diagonal join to half height, straight down to the line, flick... <b>then dot the 'i' (after the whole word is written)</b>
	Start on the line, diagonal join to half height, <b>straight down through the line, thin loop ready to join the next letter... then dot the 'j' (after the whole word is written)</b>
	Start on the line, diagonal join to half height, down to form <b>the bowl for the 'u', down and flick...</b>
	Start on the line, diagonal join to half height, down to form <b>the bowl, straight down through the line, thin loop ready to join the next letter, flick...</b>

<u>z</u>	This is a half-height letter which starts half-way between the writing lines: Form a short straight line across from left to right. Form a diagonal line back down to the line. Then form another short straight line across from left to right (which is along the bottom writing line).
<u>e</u>	This is a half-height letter. Start a little bit lower than half-way between the writing lines: Set off from left to right. Sweep right around and continue as if you are forming the curly /k/ letter sitting on the writing line.

Teach alphabetical order and letter names by singing the alphabet song. Explain that letter names are not needed for learning to read and spell. We need to link the sounds of speech with the letters and letter groups when learning to read and spell new words.

In EYFS Adults should write in print on boards, in books and when marking work etc.

### Year 2 and beyond

In year two we will begin to learn lead ins for letters ready to begin joining as we move through the year.






Establish from the outset that there are two main joins:

1. A diagonal join to half height
2. A washing line join

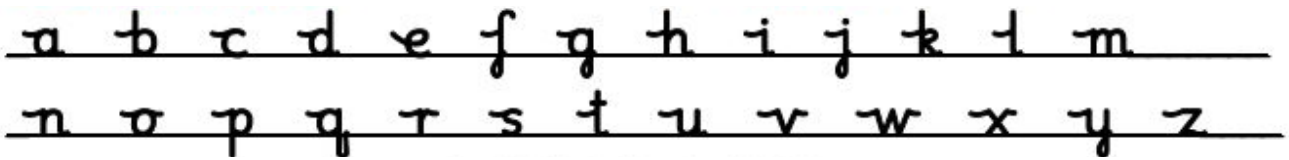
( egg )

With the letter 'e' the diagonal join has to seep round to f ( are ), 'e' and the washing line join has to dip down to form the 'e'

When a letter that ends in a washing line join ( o, r, v, w, x) is followed by a letter in the c group ( c, a, d, s, g, o, q) a hook ( oak, rag, van, want, exam ), ne to reach the starting point of the next letter

	Start on the line, diagonal join to half height, down diagonally to form a <b>single zigzag</b> , washing line join...
	Start on the line, diagonal join to half height, down diagonally to form a <b>double zigzag</b> , washing line join...
	Start on the line, diagonal join to half height, down diagonally to form the first line of 'x', pencil-point off and start <b>back down</b> on the writing line again to form another diagonal line up to half height for the second line of 'x', washing line join...
	Start on the line, diagonal join to half height, straight line across from left to right, diagonal line <b>back down</b> to the line, form a <b>curved</b> line across from left to right with a flick... (which provides <i>flair</i> )
	Start on the line and the diagonal line <b>sweeps round</b> to form the 'e'...

Here are examples of the letters if they follow a letter with a washing line.



Capital letters are exactly the same style whether in print or joined handwriting. When writing capital letters always start 'in the air'. With joined handwriting start a sentence with a capital letter at the beginning of the first word, then leave a very small gap before starting next letter of the word on the line.

It is recommended that all teachers and support adults demonstrate the handwriting style adopted by the school when writing on the board, in books and marking work.

Number formation should be taught using the following phrases and style.

### Number Formation 0 to 10 with Rhymes



Around to my left to find my hero, back to the top, I've made a zero.



A downward stroke, my that's fun. Now I've made the number one.



Half a heart says "I love you." Add a line. Now I've made the number two.



Around the tree, around the tree, now I've made the number three.



Down and across and down once more, now I've made the number four.



Draw the hat, the back and the belly. It's a five. Watch out, it might come alive!



Bend down low to pick up sticks. Now I've made the number six.



Across the sky and down from heaven. Now I've made the number seven.



Make an "S" and close the gate. Now you've made the number eight.



Make an oval and a line. Now I've made the number nine.



A downward stroke, that's my one. Add a zero, that's my number ten done!

# Non-negotiables

- We will practise our handwriting daily for at least 15 minutes ( Early morning work, English lessons, phonics lessons EYFS/KS1) in every class.
- Will we have at least one structured handwriting lesson where a specific letter is taught every week for a maximum of 20 minutes.
- We will use pencil up to year 4 and if required in but this must be consistent use and there should be no switching between. There will be no coloured pens
- We will focus on ensuring children have an appropriate pencil grip to allow their handwriting to develop.
- We will ensure our weekly focus is displayed and referred to with a spelling pattern(s)
  - We will follow the presentation policy in the front of every book.
- From year two we will be writing the learning intention for English lesson.

## Resources

All handwriting resources will be accessed here to use alongside our handwriting policy.

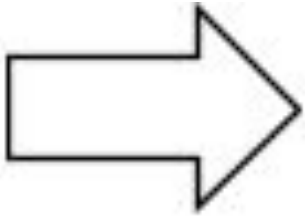
[https://debbiehepplewhitehandwriting.com/free\\_resources.html](https://debbiehepplewhitehandwriting.com/free_resources.html)

**Sentence for presentation document:** The quick brown fox jumps over the lazy dog in \_\_\_\_\_

# EYFS/KS1 Taught Lesson

## What does the lesson look like?

Letters to be taught in the order as outlined in the handwriting policy:



c	a	d	s	g	o	qu	f
l	t		h	b	k		e
r	n	m	p		i	j	
u	y		v	w	x		z

Start with a good sitting position – feet flat on the floor, chair tucked under table, arms placed on the table. Check sitting position for left handers, etc.

### ➤ Gross Motor skills Warm Up

- Circle hands – make sure going anticlockwise, etc.
- Large letters/letters on backs (secret code!) – use prior learning

Introduce the rhyme (see handwriting policy)

Teacher demonstration of each letter (using the same line structure on flip chart/board as in handwriting books) – clearly describing starting point and direction of travel, using subject specific vocab.

Repeat, talking through as modelling.

Children practice skills modelled by teacher (in handwriting books)

Teacher expectation is key – expect perfection, following the model exactly.

## EYFS/KS1 Daily Practice Sessions

Remind children of sitting position.

Recap the phrase for the letter being taught.

Verbally rehearse the phrase.

Model again, following the same process as taught lesson.

Children practice skills modelled once again.

Teacher expectation to remain high and any errors, misconceptions, etc. addressed immediately.

Other activities that could be used as part of your handwriting practise session:

Spelling words ( that week)	Spelling words in sentences	Topic/mathematical vocabulary
Copy a set text	'Writing up' work for display	

**All activities must be modelled. Do not expect children to 'just get on with it'.**

## KS2 Taught Lesson

### What does the lesson look like?

*Where specific letter formation is identified as still needing to be taught;*

Start with a good sitting position – feet flat on the floor, chair tucked under table, arms placed on the table. Check sitting position for left handers, etc.

#### Gross Motor skills Warm Up

- Circle hands – make sure going anticlockwise, etc.
- Large letters/letters on backs (secret code!) – use prior learning

Introduce the phrase (see handwriting policy)

Teacher demonstration of each letter (using the same line structure on flip chart/board as in handwriting books) – clearly describing starting point and direction of travel, using subject specific vocab.

Repeat, talking through as modelling.

Children practice skills modelled by teacher (in handwriting books)

Teacher expectation is key – expect perfection, following the model exactly.

### ***Where letter formation for all letters/joins is secure;***

Remind children of sitting position, etc.

Introduce words for handwriting use (which either practice specific joins/combinations or use weekly spelling words) verbally.

Model writing each word, repeating the phrase for each letter and verbalising the writing process.

Repeat, talking through as modelling.

Children practice skills modelled by teacher (in handwriting books)

## KS2 Daily Practice Sessions

Sessions should be useful and maintain expectation for quality of handwriting.

### Activities for sessions

Spelling words	Spelling words in sentences	Topic/mathematical vocabulary
Copy set text	'Writing up' work for display	Re-practising the taught letter or previously taught letters

**All activities must be modelled. Do not expect children to 'just get on with it'.**