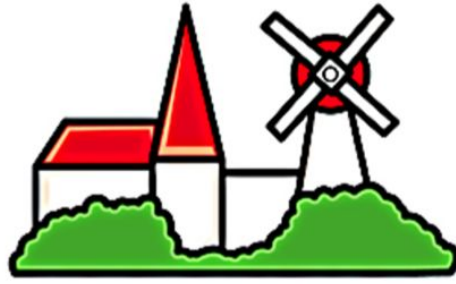


„Let your light shine...“



Woodchurch CE Primary School

At Woochurch 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 using the shared phrase: Nip, Flip, Grip.

Nip: Use the thumb and forefinger to nip the pencil just above the sharpened part.

Flip: Tip the pencil back to rest in the space between the thumb and forefinger.

Grip: Rest the pencil on the middle finger and hold it gently.

Use this same phrase in every class when modelling and checking pencil grip.

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.

Ready to write: shared routines

Use the same short prompts before handwriting and revisit them whenever needed.

Ready to write: same prompts in every class



Feet flat



**Bottom
back**



**Paper
tilted**



**Helping
hand**



**Nip, Flip,
Grip**



**Eyes
ready**

Calm • quick • consistent • revisited whenever needed

Feet flat • Bottom back

Feet flat on the floor, bottom back on the chair and chair tucked under the table. Arms rest on the table; check the sitting position for left-handed writers too.

Paper tilted • Helping hand

Tilt the paper slightly. The helping hand keeps it secure. The writing hand rests lightly below the words so children can see their writing.

Nip, Flip, Grip

Nip with thumb and forefinger; flip the pencil back into the space between them; rest it on the middle finger. Hold gently.

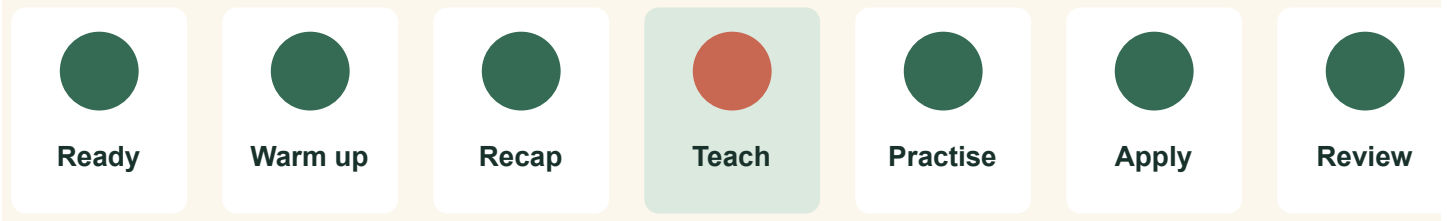
Eyes ready

Children watch the live model before practising. Keep the routine calm, quick and consistent.

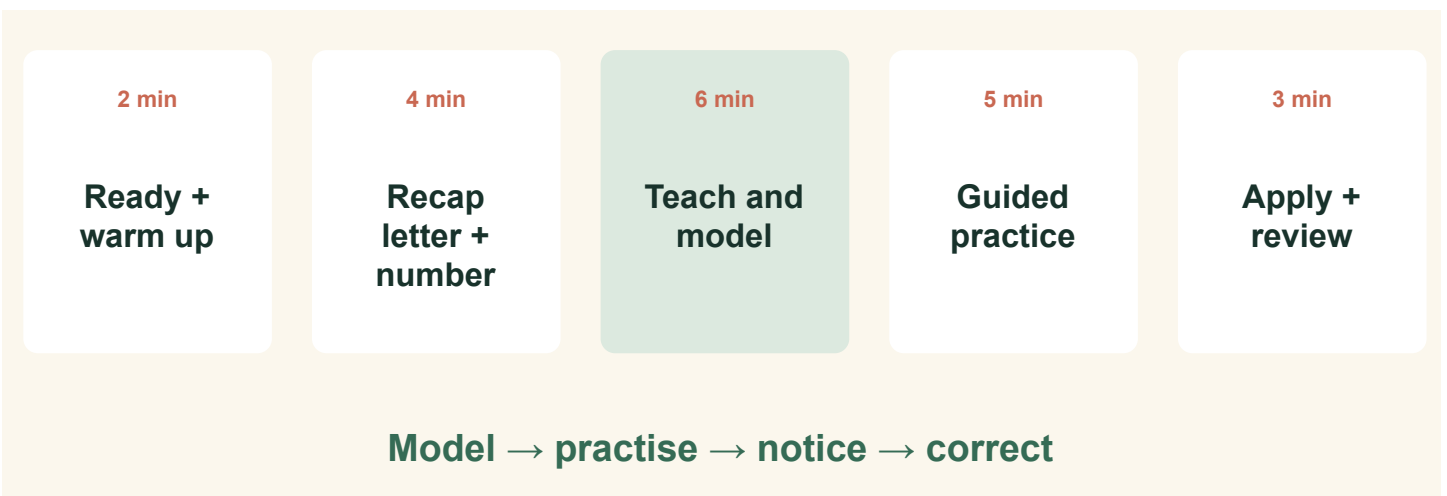
Shared handwriting lesson outline

Follow this sequence in every year group, using the agreed formations and sayings in this scheme.

The agreed teaching sequence



Weekly lesson: suggested timings



Model · practise · notice · correct

Use the same line structure as the handwriting books. Model the start point and direction, using the exact formation saying. Supervise practice and correct errors immediately.

Apply and review

Use useful words or weekly spellings. Children compare with the model and improve. The timings above provide a 20-minute weekly lesson outline.

Nip, Flip, Grip

1. NIP

Nip the pencil with your thumb and finger.



2. FLIP

Flip it back to rest on your hand.



3. GRIP

Rest it on your middle finger.



Hold gently. Ready to write!

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 go 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.



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		



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

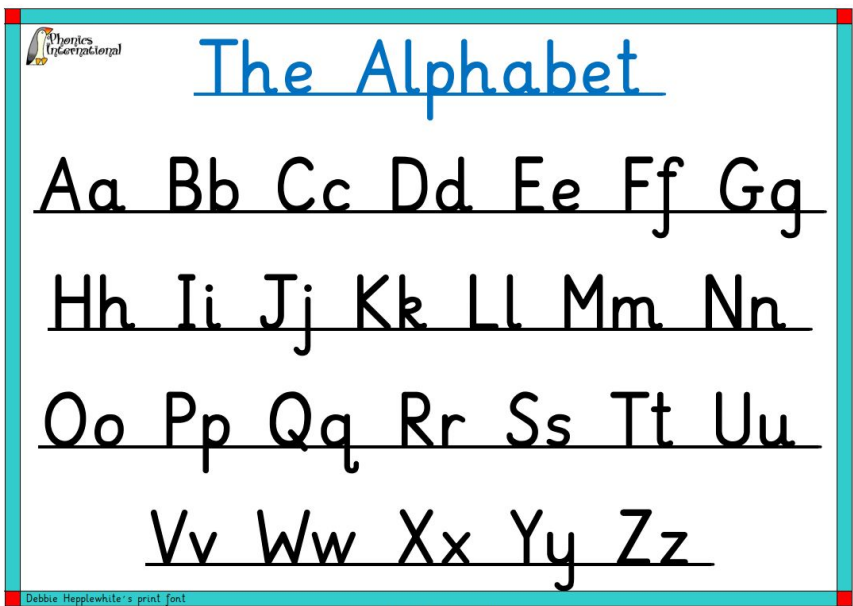
It is important to teach the letters which start like the letter 'c' first, before the other letters are taught. Take note of which letters end with a washing line join.

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 [There are no 'tram lines' with this method.]
<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']: Start between the writing lines slightly lower than half-height: 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. Straighten up to catch the hook, then go straight down, and flick.
<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. 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.
<u>s</u>	This letter starts like the curly /k/ between the writing lines: Go 'up and over the hill' from right to left. Curl around like a snake (which sits on the writing line).
<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. Straighten up to catch the hook, then go straight down through the writing line. Curl to make a tail 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 to form a circle (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. Straighten up to catch the hook, then go straight down through the writing line. 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 /q/).
<u>f</u>	This is a tall letter and it starts off in the same way as the curly /k/ letters but higher up: Go 'up and over the hill' from right to left then go straight down through the writing line. Curl to make a tail below the writing line from right to left (like the /q/).
<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. Take your pencil off. 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 full bridge , then flick.

	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 half a bridge then curve to meet the bottom of the stick.
	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 half a bridge then turn it into a bow shape 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>
	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 half a bridge .
	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 full bridge , then flick.
	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 full bridge . Then form another full bridge , then flick.
	This is a half-height letter which starts half-way between the writing lines: Go straight down through the writing line . Go straight back up to form half a bridge which curves round to form a bowl which sits on the writing line.
	This is a half-height letter which starts half-way between the writing lines: Go straight down to the line, then flick. Then take your pencil off and put a little dot above the stick.
	This is a half-height letter which starts half-way between the writing lines: Go straight down through the writing line . Curl to make a tail below the writing line from right to left (like the /g/ and the /f/). Then take your pencil off and put a little dot above the stick.
	This is a half-height letter which starts half-way between the writing lines: Go straight down and curl to form a bowl sitting on the writing line. Go back up to half-height, then straight back down to the writing line and flick.
	This is a half-height letter which starts half-way between the writing lines: Go straight down and curl to form a bowl sitting on the writing line. Go back up to half-height, then straight back down straight through the writing line . Curl to make a tail below the writing line from right to left (like the /g/, the /f/ and the /j/).
	This is a half-height letter which starts half-way between the writing lines: Form a single zigzag which sits on the writing line.
	This is a half-height letter which starts half-way between the writing lines: Form a double zigzag which sits on the writing line.
	This is a half-height letter which starts half-way between the writing lines: Form a diagonal line similar to the first line of the /v/. Take your pencil-point off and start on the bottom writing line to form a diagonal line up to half height which crosses the first line.

<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 and Year 1 Adults should model in print on boards, in books and when marking work etc. Year 2 should be modeling in pre cursive handwriting and year 3 and beyond should be using cursive script to model in books, on boards and on displays.

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)

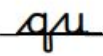
(are).

With the letter 'e' the diagonal join has to seep round to form the '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 over is added to the washing line to reach the starting point of the next letter

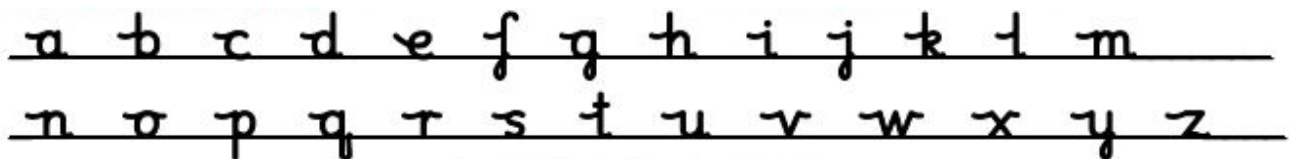
(oak, rag, van, want, exam).

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

	Start on the line, diagonal join to half height, down diagonally to form a single zigzag , washing line join...
	Start on the line, diagonal join to half height, down diagonally to form a double zigzag , 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 back down 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 back down to the line, form a curved line across from left to right with a flick... (which provides <i>flair</i>)
	Start on the line and the diagonal line sweeps round 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

0

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

1

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

2

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

3

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

4

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

5

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

6

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

7

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

8

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

9

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

10

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

Our non-negotiables

Consistent routines, precise modelling and purposeful practice in every class.

1

Daily practice

Practise handwriting daily for at least 15 minutes, including early morning work, English or EYFS/KS1 phonics.

2

A weekly taught lesson

Teach a specific letter in at least one structured handwriting lesson each week, for a maximum of 20 minutes.

3

Consistent writing tools

Use pencil up to Year 4. Where pencil use continues, keep its use consistent; do not switch between pencil and pen. No coloured pens.

4

Pencil grip

Model and check an appropriate grip using the shared phrase: Nip, Flip, Grip.

5

A visible weekly focus

Display the weekly handwriting focus and refer to it alongside the spelling pattern(s).

6

Presentation

Follow the presentation policy.

7

Learning intentions

From Year 2, children write the learning intention for English lessons.

Resources and presentation model

Handwriting resources: debbiehepplewhitehandwriting.com/free_resources.html

The quick brown fox jumps over the lazy dog in _____

EYFS / KS1: taught lesson

Teach letters in the agreed order. Use the exact formation phrases from this scheme.

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

1

Get ready

Check feet flat, chair tucked in and arms on the table. Check left-handed writers. Use Nip, Flip, Grip.

2

Warm up

Circle hands anticlockwise. Make large letters or write on backs (secret code), revisiting prior learning.

3

Introduce and model

Introduce the rhyme or saying. Model on matching writing lines, describing the start point and direction with precise vocabulary.

4

Repeat and rehearse

Repeat the demonstration, talking through the formation as you model.

5

Practise accurately

Children practise the model in handwriting books. Expect them to follow it exactly and correct misconceptions promptly.

Watch the model | Say the phrase | Practise accurately

EYFS / KS1: daily practice

Short, supervised practice reinforces the taught formation.

1

Ready to write

Remind children of the sitting routine and check Nip, Flip, Grip.

2

Recap and rehearse

Recap the phrase for the letter being taught. Rehearse it aloud.

3

Model again

Use the same modelling process as in the taught lesson.

4

Practise and respond

Children practise the model. Keep expectations high and address errors or misconceptions immediately.

Purposeful practice: choose an activity

Weekly spellings

Practise the current spelling words.

Words in sentences

Use spelling words in sentences.

Useful vocabulary

Practise topic or mathematical vocabulary.

Copy a short text

Follow a clear adult model.

Writing for display

Write up work carefully for an audience.

Model every activity. Do not expect children to just get on with it.

KS2: taught lesson

Choose the teaching route that matches children's current formation and joining skills.

1 Where letters or joins still need teaching

1

Ready and warm up

Check posture, left-handed positioning and grip. Circle hands anticlockwise; use large letters or letters on backs to revisit learning.

2

Introduce and model

Use the agreed phrase. Model on matching lines, naming the starting point and direction with precise vocabulary.

3

Repeat and practise

Repeat the model aloud. Children practise in handwriting books, following the model exactly.

2 Where letter formation and joins are secure

1

Ready and introduce

Remind children of sitting position and grip. Introduce words orally: selected joins, letter combinations or weekly spellings.

2

Model and repeat

Model each word, saying each letter's phrase and verbalising the writing process. Repeat, talking through the model.

3

Practise

Children practise the model in handwriting books. Check accuracy and respond promptly to errors.

Precise modelling | Accurate practice | Immediate correction

KS2: daily practice

Keep practice useful and maintain high expectations for the quality of handwriting.

Choose a purposeful practice activity

Weekly spelling words

Rehearse the current spelling focus.

Spellings in sentences

Apply accurate handwriting in sentences.

Curriculum vocabulary

Use topic or mathematical vocabulary.

Copy a set text

Follow the agreed handwriting style.

Writing for display

Write up work for a real audience.

Revisit a letter

Re-practise the taught letter or earlier letters.

Keep the model at the centre

Model each activity before children begin. Supervise the practice, check that children follow the model and correct errors promptly.

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