



Policy Name

Version Number	FGB approval date	Approved by	Date for review

Policy Lead: Lisa Davy
Email address: lisad21@loscoe.derbyshire.sch.uk

We may be small but together we can make a big difference

In order to maintain consistency between EYFS, KS1 and KS2, children will be taught using the Read Write Inc (RWI) Phonics Handwriting approach and strategies.

RWI - The three stages of handwriting that children learn are:

Stage 1

These lessons are taught while children read the Red, Green, Purple, Pink and Orange Storybooks.

Stage 1a: Children practise correct letter formation.

Children learn correct letter formation using the same picture mnemonics they have already learnt in the Speed Sounds Set 1 Lessons.

These letters are now taught in handwriting groups:

- 'Around' letters: **c a o d g q**
- 'Down' letters: **l t b p k h i j m n r u y**
- 'Curly' letters: **e f s**
- 'Zig-zag' letters: **v w z x**.

Children write on plain paper.

Handwriting Stage 1b: Relative size of letters

Once children can form the letters correctly, they learn how to place the letters on the line. Picture mnemonics help children to visualise the size and placement.

- Some small letters are called 'boat letters': **a c e i m n o r s u v w x z**.
- Letters that are written below the line are called 'water letters': **g j p q y**.
- Tall letters are called 'sun letters': **b d h k l t f**.

Children should write on wide-lined paper.

We may be small but together we can make a big difference

Stage 2

These lessons are taught while children read the *Yellow, Blue and Grey Storybooks*. Children learn a mature style of writing that will lead to joined-up writing.

Stage 3

These lessons are also taught while children read the *Yellow, Blue and Grey Storybooks*.

Children learn the two basic joins: the arm join (diagonal) and the washing line join (horizontal) and the two variables for each join.

Handwriting position

Teach children that when you use the handwriting signal they automatically go into the perfect handwriting position:

- feet flat on the floor
- bottom at the back of the chair
- body one fist from the table
- shoulders down and relaxed
- back leaning forward slightly
- left/right hand holding the page
- left/right hand ready in a tripod grip.

Warhol

- Continue to use RWI HW Stage 3
- Expectation children are beginning to join their writing during Year 3
- Practise / revise letter formation, relative size etc as required
- Daily practice, reducing to three per week in SPR1 - use handwriting books if required

Banksy

- Expectation writing is joined and there is increasing legibility and consistency in all independent writing
- Practise / revise letter formation, relative size etc as required (using RWI HW Stage 3)
- Daily practice, reducing to three per week in SPR1 - use normal lined books

Kahlo




- Intervene if needed!
- Fluency and speed
- All children to start Year 6 with a pen

Examples:




Explain to children that there are two basic joins:

- the arm join (diagonal)
- the washing line join (horizontal).

The arm join has three variations:

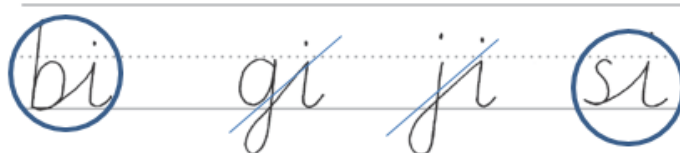
- **a. arm to boat** 
- **b. arm to sun** 
- **c. arm to sister.** 

The washing line join has three variations:

- **d. washing line to boat** 
- **e. washing line to sun** 
- **f. washing line to sister.** 

We may be small but together we can make a big difference

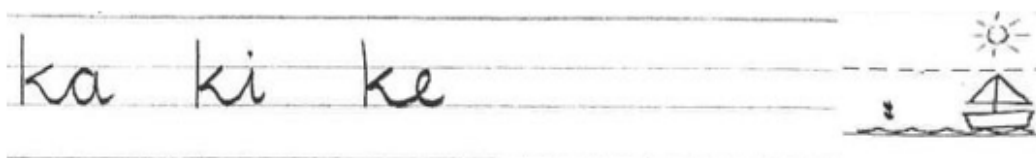
If you decide to teach children to join these letters, here are examples of the joins:



Joining the letter k.

Our preferred style of 'k' is non-curly. Children who already use a 'curly k' – or older children who use one as their own preferred style – do not need to be retaught.

See the example below for how we will join the non-curly letter k. It takes the same form as an arm to boat join.



The join for the 'curly k' is as shown in the RWI HW books.

We may be small but together we can make a big difference

We may be small but together we can make a big difference