



Katherine Semar Schools

Handwriting and Presentation policy

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**Handwriting**

At Katherine Semar School, we believe that legible, economical handwriting is an essential tool that facilitates the entire manual writing activities children and adults undertake. We aim to teach the children to write in a style that enables the letters to be joined up easily. If they find the physical act of scribing achieving and comfortable, they will be likely to develop into confident effective writers.

To ensure we achieve this we:

- Regularly and consistently teach handwriting in all year groups.
- Have the highest expectations of all children
- Lead by example

Penpals Scheme

At Katherine Semar School we use the Penpals handwriting scheme across the school. A long term plan ( appendix 1) shows what is taught and when.

The agreed letter formations are:

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

**A B C D E F G H I J K L M N O P Q R S T U V**

**W X Y Z**

Aa Bb Cc Dd

Ee Ff Gg Hh Ii

Jj Kk Ll Mm

Nn Oo Pp Qq

Rr Ss Tt Uu Vv

Ww Xx Yy Zz

The **blue** letters touch the top line.

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

The **orange** letters stay within the middle lines.

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

The **green** letters touch the bottom line.

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

## **Early years Handwriting:**

### **Ready to Write**

Consistent routines are taught to support a comfortable writing position and enable children to form letters legibly and to develop fluency.

These routines focus on posture, pencil grip , paper position and pencil pressure.

A 'Ready to Write' poster (appendix 2) is displayed in each classroom which is supported by a more detailed diagrammatic explanation.

In addition, a visual is used to support the development of a tripod pencil grip (appendix 3)

### **Early Learning Goals:**

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Write recognisable letters, most of which are correctly formed;

### **What does the practitioner need to do?**

- Provide ample opportunities for children to continue to develop their fine and gross motor control;
- Provide a broad and varied range of materials to allow children to experiment with mark-making;
- Provide a range of thick, thin and triangular shaped pencils for the children to use, including ergonomic graphite pencils ;
- Allow children to naturally develop a preference to holding a writing implement in one hand;
- Intervene to help children hold a pencil effectively, use pencil grips to support this where necessary;
- Introduce children to the correct letter formation as they are introduced to letter sounds and names in phonics using letter formation ditties;
- Provide multi-sensory opportunities for children to learn and reinforce letter formation;
- Introduce children to lower case letters and upper case letters;
- Introduce children to the term 'ascender' and 'descender' to describe aspects of letter formation;
- Provide extensive, inviting, opportunities for the children to apply their developing handwriting skills to child-initiated writing opportunities;
- Move children from writing on blank paper to writing on lines as is developmentally appropriate;
- Teach children to sit appropriately when writing;
- Support children to place and hold their book/paper appropriately to allow them to write effectively.

## **Key Stage One Handwriting:**

Key Stage 1 – working at the expected standard

- *'use the diagonal and horizontal strokes needed to join letters in some of their writing*
- *write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters*
- *use spacing between words that reflects the size of the letters.'*

Key Stage 1 – working at greater depth within the expected standard

- *'use the diagonal and horizontal strokes needed to join letters in most of their writing.'*

What does the practitioner need to do?

- Provide ample opportunities for children to continue to develop their fine and gross motor control;
- Provide a range of thick, thin and triangular shaped pencils for the children to use, including ergonomic graphite pencils ;
- Teach children to sit appropriately when writing;
- Reinforce letter formation using the Katherine Semar letter formation catchphrases;
- Intervene to help children hold a pencil effectively, use pencil grips to support this where necessary;
- Teach children to form letters of regular size and shape;
- Teach children to start and finish letters correctly;
- Introduce children to the term 'ascender' and 'descender' to describe aspects of letter formation;
- Teach children to put regular spaces between letters and words;
- Teach children to form lower – and upper-case letters;
- Begin to teach children how to join letters.
- Wherever possible, provide children with appropriately sized lines to write on.

## **Introducing joining**

We introduce joined up writing as soon as possible once children are secure in the movements of each letter, usually summer term in Year 1. When teaching joined handwriting, we distinguish between the letters that join with a diagonal line, those that join with a horizontal line and those which do not join. These are taught progressively using the Penpal scheme ( appendix 4)

## **Handwriting Hero**

In each Early Years and Key Stage 1 class a 'Handwriting Hero' will be chosen weekly. This is a child who has worked particularly hard on a specific aspect of their handwriting and shown a significant improvement. They will receive a certificate and have their work displayed in the classroom.

## **Key Stage Two Handwriting:**

Key Stage 2 – working at the expected standard

- *'maintain legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.'*

What does the practitioner need to do?

- Reinforce correct letter formation, ensuring consistency of size and shape;
- Remind children to hold a pencil effectively, use pencil grips to support this where necessary;
- Use the term 'ascender' and 'descender' to describe aspects of letter formation;
- Reinforce regular spaces between letters and words;
- Systematically teach and reinforce correct joining patterns These are taught progressively using the Penpal scheme ( appendix 4)
- Wherever possible, provide children with appropriately sized lines to write on.

### **Pen Licences**

A pen licence should be issued once children have met the following criteria for their handwriting with a pencil:

- Consistent letter size
  - ascenders and descenders need to be a suitable size and consistently formed.
  - Letters should not vary in height within a word or across a piece of writing.
  - Letters/words should be consistently angled – i.e. some words shouldn't slant when others don't or words start to slant in a piece of writing.
- Consistent letter formation
  - this needs to be for all letters and letters should be formed as set out in this document.
- Joined
  - joins to be consistently used and for all letters that need to be joined.
  - the joins themselves need to be correctly positioned and consistently sized.
- Legible
  - joined handwriting needs to be readable.
  - all the above should lead to legible writing.
- Good presentation of written work
  - no scribbling out or additional marks (however crossing out neatly with a line and ruler is acceptable).
  - care is taken to underline the date and LO and follow DUMTUMS.
  - teacher expectations for presentation are followed in written work.

It should be noted that some styles of handwriting will be judged to be 'neater' than others but still base your judgments on the above criteria.

In Year 3, the children are given a red sticker that is called a Provisional Pen Licence. This should be stuck in their English books. Children need to understand that teachers will be considering their writing in all their books.

Children should be given a tick on the pen license label when they demonstrate and sustain the criteria above in a longer end of unit piece of English writing (or longer piece of writing in another subject) alongside being able to consistently demonstrate the criteria in their day to day writing.

Once all three boxes are ticked, the children are awarded a pen licence. A green sticker is placed over the provisional licence sticker and the date is included. The children are given a named pen.

The green pen licence sticker also has three boxes. If children stop meeting any of the criteria above, in any writing

- warn them that they may receive a cross on their pen license and talk to them about what they need to work on.
- Remind them over the course of a week then add a cross if no improvements are made.
- Leave a week for improvements to be made with further reminders and if improvements continue to not be made add another cross.
- Repeat this process and if the children receive three red crosses they lose their pen license and should be issued with a new provisional pen license.
- The process starts again.

Children in Year 6 should all be issued a pen from the start of year.

### Types of pens

Children should only write in black. They may use their own pens but these must be fibre tipped pens or gel pens and not biros. Erasable pens should not be used.

### **Left-Handed Children**

These children are noted, and given guidance to ease the process of writing, by the implementation of these simple strategies:

- They are seated on the left of right-handed children, so their arms do not clash;
- Their paper is tilted clockwise so they can see what they have written;
- To avoid smudging their work, they are encouraged to position their fingers about 1.5cm away from the end of their writing implement.

### **Children experiencing handwriting difficulties**

Pupils who need support have access to appropriate resources and equipment to enable them to make progress in handwriting in line with their peers e.g. pencil grips, paper positioning mat, different grade pencil (e.g. 2B if writing is very light), line width adaptation, theraputty...

Teacher's seek advice from the English Leaders and /or SENCo when further adaptations or support is required

### **The Learning Environment**

We understand that in order to aspire to and achieve the highest standards in handwriting, children need to be surrounded by excellent models.

- Adults will endeavour to provide the best possible models of handwriting in classroom displays, modelled writing and marking.

- Although the use of creative fonts is encouraged for display purposes, it is expected that the majority of classroom signs, labels and text will demonstrate the agreed Penpals script as appropriate for the age of the children. This font should be available on all school PCs/laptops and is called 'Sasoon Penpals Joined'.
- Learning labels, worksheets and text printed for exercise books will wherever possible demonstrate the agreed Penpals font.

## **Presentation**

### **Date and LO – Infants**

- Learning stickers or printed on the top of the worksheet.
- They may write the short date in their guided reading, handwriting or phonics.

### **Date and LO - Juniors**

- Children need to be taught DUMTUMS to help them set out the date and learning objective for each piece of work.
- The date should not start on the top line but the second line down. This ensures the date is not written in the large white space at the top of a lined page.
- Children should record the short date in maths and spelling/spelling test books and record the long date in all other books.

D – Date

U – Underline

M – Miss a line

T – Title (learning objective)

U – Underline

M – Miss a line

S - Start

### **General presentation**

- Highlighting - When children need to find specific words in a text as part of activity and a teacher requires them to use different colours, they should not usually use highlighters as it is difficult for children them to achieve a high level of presentation. Instead, children should underline words with a ruler in coloured pencils and a key should be used. Highlighters may be used in comprehension task to help children identify answers in a text.
- Labelling - When labelling, children should always draw straight lines with a ruler and use a pencil e.g. labelling features in a model text/map/diagram.
- Bullet points - Children need to be taught that bullet points should be placed in the margin halfway between the top and bottom line and should be no larger than a full stop.

- **Punctuation** - Children need to be taught to form punctuation correctly and ensure it is the correct size and orientation e.g. commas angled the correct way, inverted commas to be two straight lines (no circular part).

### **Worksheets**

- Worksheets need to be stuck in straight using the lines on the pages (including maths) to help them line up the sheets.
- Children should not fold worksheets unless necessary (e.g. A3 sheet or an unusual shape) – make sure they are trimmed to fit into books.
- Children should only write alongside a sheet if this follows teacher instruction (e.g. a knowledge strip) otherwise they should write underneath a sheet.

### **Rubbers**

- Rubbers should not routinely be used by pupils. They should be encouraged to neatly cross out their written errors and to understand that incorrect workings in maths are part of their learning. They should neatly put a diagonal line in pencil through any incorrect workings in maths.
- There may be exceptions where rubbers can be used e.g. for younger children, for shape work in maths and in art.

### **Absence**

If children leave during a lesson they should write in the margin (or under their work in maths) in normal pen/pencil what they have gone out for e.g. gala, music lesson.

If children have been absent for a lesson the teachers do not need to record this. However if a sheet needs to be stuck into a book for later reference e.g. model text this should be stuck in and 'Absent' written on the sheet.

### **Self-marking and editing**

Guidelines for children marking and editing their own work can be found in the feedback policy.

### **Maths specific presentation**

- One digit per box
- New day, new page
- Ensure l, 4 and 9 are straight – especially when modelling and recording
- No margins
- Unless specific space provided, calculations should be carried out in books, not on worksheets
- Do not rule off between sections or at the end of a day.
- When numbering questions, put a bracket or a dot after the number (do not circle the number)
- Children should use normal handwriting in maths, using the line at the bottom of the squares to write on.



# Key Stage 2

4 7 2 5

10. To calculate perimeter ✓

1 0 M M ✓

- $42 \times 4 = 168$  ✓  
 $40 \times 4 = 160$  ✓  
 $2 \times 4 = 8$  ✓  
 $160 + 8 = 168$  ✓
- $43 \times 4 = 172$
- $47 \times 4 = 176$
- $45 \times 4 = 180$

5. H T O  
 7 5 4  
 - 1 5 0 ✓  
 6 0 4

6. H T O  
 3 4 5  
 + 3 4 5 ✓  
 6 8 0

Work 1

Which shapes have  $\frac{1}{2}$  shaded?

Complete the sentences for each shape

The denominator is \_\_\_\_\_ because the whole is divided into \_\_\_\_\_ equal parts.  
 The fraction shaded is \_\_\_\_\_.

Write the fraction for each shape

- The denominator is 4 because the whole is divided into 4 equal parts. The fraction shaded is  $\frac{1}{4}$ .
- The denominator is 6 because the whole is divided into 6 equal parts. The fraction shaded is  $\frac{1}{6}$ .
- The denominator is 10 because the whole is divided into 10 equal parts. The fraction shaded is  $\frac{1}{10}$ .
- The denominator is 2 because the whole is divided into 2 equal parts. The fraction shaded is  $\frac{1}{2}$ .

- 1 one-half ✓
- 2 one-sixth ✓
- 3 one-tenth ✓
- 4 one-half ✓
- 5 one-third ✓
- 6 one-sixth ✓
- 7 one-quarter ✓

Work

- $\frac{4}{5} - \frac{3}{10}$ 

$$\frac{8}{10} - \frac{3}{10} = \frac{5}{10} = \frac{1}{2}$$
- $3\frac{5}{8} - 1\frac{1}{4}$ 

$$3\frac{5}{8} - 1\frac{2}{8} = 2\frac{3}{8}$$
- $16\frac{1}{2} - 5\frac{1}{4}$ 

$$16\frac{2}{4} - 5\frac{1}{4} = 11\frac{1}{4}$$
- $10\frac{5}{6} - 5\frac{5}{12}$ 

$$10\frac{10}{12} - 5\frac{5}{12} = 5\frac{5}{12}$$

Work 1

Complete the sentences for each bar model

The whole has been split into \_\_\_\_\_ equal parts.  
 The denominator is \_\_\_\_\_  
 \_\_\_\_\_ of the parts is shaded.  
 The numerator is \_\_\_\_\_  
 The fraction shaded is \_\_\_\_\_

What fraction of each shape is shaded?

Shade  $\frac{3}{5}$  of each shape.

a) The whole has been divided into 4 equal parts.  
 The denominator is 4. 1 part is shaded.  
 The numerator is 1. The fraction is  $\frac{1}{4}$ .

b) The whole has been divided into 4 equal parts.  
 The denominator is 4. 3 of the parts is shaded.  
 The numerator is 3. The fraction is  $\frac{3}{4}$ .

a)  $\frac{1}{5}$  one-fifth ✓

b)  $\frac{1}{3}$  one-third ✓

4 four sixths  $\frac{4}{6}$  ✓

10. To understand quarter, half, three-quarter and full turns ✓

1 0 M M

- $46 \times 8 = 368$  ✓  
 $40 \times 8 = 320$  ✓  
 $6 \times 8 = 48$  ✓  
 $320 + 48 = 368$  ✓
- $72 \times 4 = 288$  ✓  
 $70 \times 4 = 280$  ✓  
 $2 \times 4 = 8$  ✓  
 $280 + 8 = 288$  ✓
- $29 \times 3 = 87$  ✓  
 $20 \times 3 = 60$  ✓  
 $9 \times 3 = 27$  ✓  
 $60 + 27 = 87$  ✓

1.  $2\frac{2}{8} - 3\frac{3}{8}$   
 $\frac{14}{8} - \frac{27}{8} = \frac{-13}{8}$

2.  $4\frac{2}{8} - 3\frac{3}{8}$   
 $\frac{34}{8} - \frac{27}{8} = \frac{7}{8}$

3.  $5\frac{2}{5} - 1\frac{4}{5}$   
 $\frac{27}{5} - \frac{9}{5} = \frac{18}{5} = 3\frac{3}{5}$

GP 2

1.  $5\frac{9}{14} - 3\frac{2}{7} = 2\frac{5}{14}$   
 $5 - 3 = 2$   
 $\frac{9}{14} - \frac{4}{14} = \frac{5}{14}$   
 $2 + \frac{5}{14} = 2\frac{5}{14}$

2.  $2\frac{1}{2} - 1\frac{5}{6}$   
 $\frac{5}{2} - \frac{11}{6} = \frac{15}{6} - \frac{11}{6} = \frac{4}{6} = \frac{2}{3}$

**In Focus**  
 A carton of fruit juice contains  $2\frac{1}{3}$  of apple juice when full. Over the weekend I drank  $\frac{2}{3}$  of apple juice. How much do I know have left?  $\frac{2}{3}$ l

$2\frac{1}{3} - \frac{2}{3}$   
 $\frac{7}{3} - \frac{2}{3} = \frac{5}{3}$

$1\frac{1}{3} - 1\frac{2}{3}$   
 $\frac{4}{3} - \frac{2}{3} = \frac{2}{3}$

**Practise**

$4\frac{2}{10} - 3\frac{7}{10} = \frac{1}{2}$   
 $\frac{42}{10} - \frac{37}{10} = \frac{5}{10} = \frac{1}{2}$

$4\frac{2}{10} - 3\frac{7}{10} = \frac{1}{2}$   
 $\frac{42}{10} - \frac{37}{10} = \frac{5}{10} = \frac{1}{2}$

**Starter**

1.  $\frac{7}{12} - \frac{3}{12} = \frac{4}{12} = \frac{1}{3}$  ✓

2.  $\frac{16}{5} - \frac{7}{5} = \frac{9}{5} = 1\frac{4}{5}$  ✓

3.  $1 - \frac{2}{3} = \frac{1}{3}$  ✓

4.  $3 - 2\frac{4}{6} = \frac{2}{6} = \frac{1}{3}$  ✓

**REASONING 2**  
 Which calculation is the odd one out?  
 $\frac{1}{8} \times 10$      $\frac{1}{4} \times 5$   
 $\frac{1}{12} \times 15$      $\frac{1}{6} \times 8$

**Convince me!**

$\frac{1}{8} \times 10 = \frac{10}{8} = 1\frac{2}{8} = 1\frac{1}{4}$   
 $\frac{1}{4} \times 5 = \frac{5}{4} = 1\frac{1}{4}$   
 $\frac{1}{12} \times 15 = \frac{15}{12} = 1\frac{3}{12} = 1\frac{1}{4}$   
 $\frac{1}{6} \times 8 = \frac{8}{6} = 1\frac{2}{6} = 1\frac{1}{3}$

$\frac{1}{6} \times 8$  because it is the only one which has  $1\frac{1}{3}$  as the product all the other calculations are all equal to  $1\frac{1}{4}$ .

**Always, sometimes, never?**  
 When you multiply a unit fraction by the same number as its denominator the answer will be one whole. Always

$2 \times \frac{1}{2} = \frac{2}{2} = 1$   
 $3 \times \frac{1}{3} = \frac{3}{3} = 1$   
 $4 \times \frac{1}{4} = \frac{4}{4} = 1$   
 $5 \times \frac{1}{5} = \frac{5}{5} = 1$

**Amir is multiplying fractions by a whole number.**  
 $\frac{1}{5} \times 5 = \frac{5}{5}$

Can you explain his mistake?

He has multiplied 5 by the denominator and numerator but he only need to multiply it by the numerator not the denominator.

1.  $945 + 181 = 526$  ✓

2.  $4683 \div 6 = 780.3$  ✓

3.  $783 \times 16 = 12528$  ✓

4.  $4 \times 30 = 120$  ✓

5.  $870 \div 100 = 8.7$  ✓

6.  $7 - 15 = -8$  ✓

7.  $50,000$  ✓

8. HCC LV ✓

9.  $\frac{2}{10} + \frac{7}{10} + \frac{6}{10} = \frac{15}{10} = 1\frac{5}{10} = 1\frac{1}{2}$  ✓

## Scope and sequence

Units introducing new letters or joins are flagged with coloured dots.

### Foundation 1/3-5 years

#### Developing gross motor skills

- 1 Whole-body responses to the language of movement
- 2 Large movements with equipment
- 3 Large movements with malleable materials
- 4 Body responses to music

#### Developing fine motor skills

- 5 Hand and finger play
- 6 Making and modelling
- 7 Messy play
- 8 Links to art
- 9 Using one-handed tools and equipment
- 10 Hand responses to music

#### Developing patterns

- 11 Pattern-making
- 12 Investigating dots
- 13 Investigating straight lines and crosses
- 14 Investigating circles
- 15 Investigating curves, loops and waves
- 16 Investigating joined straight lines and angled patterns
- 17 Investigating eights and spirals

### Foundation 2/Primary 1

#### Term 1

- 1 Dots
- 2 Straight lines and crosses
- 3 Circles
- 4 Waves
- 5 Loops and bridges
- 6 Joined straight lines
- 7 Angled patterns
- 8 Eights
- 9 Spirals
- 10 Left-to-right orientation
- 11 Mix of patterns
- 12 Review of patterns

#### Term 2

- 13 Introducing long-legged giraffe letters: *l*
- 14 Practising long-legged giraffe letters: *l, i*
- 15 Practising long-legged giraffe letters: *u, t*
- 16 Practising long-legged giraffe letters: *j, y*
- 17 Practising all the long-legged giraffe letters: *l, i, t, u, j, y*
- 18 Introducing one-armed robot letters: *r*
- 19 Practising one-armed robot letters: *b, n*
- 20 Practising one-armed robot letters: *h, m*
- 21 Practising one-armed robot letters: *k, p*
- 22 Practising all the one-armed robot letters: *r, b, n, h, m, k, p*

- 23 Practising all the long-legged giraffe and one-armed robot letters
- 24 Reviewing all the long-legged giraffe and one-armed robot letters

#### Term 3

- 25 Introducing curly caterpillar letters: *c*
- 26 Practising curly caterpillar letters: *a, d*
- 27 Practising curly caterpillar letters: *o, s*
- 28 Practising curly caterpillar letters: *g, q*
- 29 Practising curly caterpillar letters: *e, f*
- 30 Practising all the curly caterpillar letters: *c, a, d, o, s, g, q, e, f*
- 31 Practising all the curly caterpillar, long-legged giraffe and one-armed robot letters
- 32 Introducing zig-zag monster letters: *z*
- 33 Practising zig-zag monster letters: *v, w, x*
- 34 Practising all the zig-zag monster letters: *z, v, w, x*
- 35 Practising all the curly caterpillar and zig-zag monster letters
- 36 Reviewing all the curly caterpillar and zig-zag monster letters

### Year 1/Primary 2

#### Term 1

- 1 Practising long-legged giraffe letters
- 2 Writing words with *ll*
- 3 Introducing capitals for long-legged giraffe letters
- 4 Practising one-armed robot letters
- 5 Practising long-legged giraffe letters and one-armed robot letters
- 6 Introducing capitals for one-armed robot letters
- 7 Practising curly caterpillar letters
- 8 Writing words with double *ff*
- 9 Writing words with double *ss*
- 10 Introducing capitals for curly caterpillar letters

#### Term 2

- 11 Practising long-legged giraffe letters, one-armed robot letters and curly caterpillar letters
- 12 Practising zig-zag monster letters
- 13 Writing words with double *zz*
- 14 Mixing all the letter families
- 15 Practising all the capital letters
- 16 Practising all the numbers 0-9
- 17 Writing words with *ck* and *qu*
- 18 Practising long vowel phonemes: *ai, igh, oo*
- 19 Practising vowels with adjacent consonants: *ee, oa, oo*
- 20 End-of-term check

#### Term 3

- 21 Numbers 10-20: spacing
- 22 Practising *ch* unjoined
- 23 Introducing diagonal join to ascender: *ch*
- 24 Practising *ai* unjoined
- 25 Introducing diagonal join, no ascender: *ai*
- 26 Practising *wh* unjoined
- 27 Introducing horizontal join to ascender: *wh*
- 28 Practising *ow* unjoined
- 29 Introducing horizontal join, no ascender: *ow*
- 30 Assessment

### Year 2/Primary 3

#### Term 1

- 1 Practising diagonal join to ascender: *th, ch*
- 2 Practising diagonal join, no ascender: *ai, ay*
- 3 Practising diagonal join, no ascender: *ir, er*
- 4 Practising horizontal join to ascender: *wh, oh*
- 5 Practising horizontal join, no ascender: *ow, ou*
- 6 Introducing diagonal join to e: *ie, ue*
- 7 Introducing horizontal join to e: *oe, ve*
- 8 Introducing *ee*
- 9 Practising diagonal join, no ascender: *le*
- 10 Writing numbers 1-100

#### Term 2

- 11 Introducing diagonal join to anticlockwise letters: *ea*
- 12 Practising diagonal join to anticlockwise letters: *igh*
- 13 Practising diagonal join to anticlockwise letters: *dg, ng*
- 14 Introducing horizontal join to anticlockwise letters: *oo, oa*
- 15 Practising horizontal join to anticlockwise letters: *wa, wo*
- 16 Introducing mixed joins for three letters: *air, ear*
- 17 Practising mixed joins for three letters: *oor, our*
- 18 Practising mixed joins for three letters: *ing*
- 19 Size and spacing
- 20 End-of-term check

#### Term 3

- 21 Building on diagonal join to ascender: *ck, al, el, at, il, ill*
- 22 Building on diagonal join, no ascender: *ui, ey, aw, ur, an, ip*
- 23 Building on horizontal join to ascender: *ok, ot, ob, ol*
- 24 Building on horizontal join, no ascender: *oi, oy, on, op, ov*
- 25 Building on diagonal join to anticlockwise letters: *ed, cc, eg, ic, ad, ug, dd, ag*
- 26 Building on horizontal join to anticlockwise letters: *oc, og, od, va, vo*
- 27 Introducing joins to s: *as, es, is, os, ws, ns, ds, ls, ts, ks*
- 28 Practising joining *ed* and *ing*
- 29 Assessment
- 30 Capitals

## Year 3/Primary 4

### Term 1

- 1 Practising joining through a word in stages: no ascenders or descenders
- 2 Practising joining through a word in stages: parallel ascenders
- 3 Introducing joining from s to ascender: *sh, sl, st, sk*
- 4 Introducing joining from s, no ascender: *sw, si, se, sm, sn, sp, su*
- 5 Introducing joining from s to an anticlockwise letter: *sa, sc, sd, sg, so, sq*
- 6 Introducing joining from r to an ascender: *rb, rh, rk, rl, rt*
- 7 Introducing joining from r, no ascender: *ri, ru, m, rp*
- 8 Introducing joining from r to an anticlockwise letter: *ra, rd, rg, ro*
- 9 Introducing joining from r to e: *are, ere, ure, ore, ire*
- 10 Introducing break letters: *g, j, y, f, b, p, x, z*

### Term 2

- 11 Introducing joining to f: *if, ef, af, of*
- 12 Introducing joining from f to an ascender: *fl, ft*
- 13 Introducing joining from f, no ascender: *fe, fi, fu, fr, fy*
- 14 Introducing joining from f to an anticlockwise letter: *fo, fa*
- 15 Introducing *ff*
- 16 Introducing *rr*
- 17 Introducing *ss*
- 18 Introducing *qu*
- 19 Revising parallel ascenders and descenders
- 20 End-of-term check

### Term 3

- 21 Revising joins: letter spacing
- 22 Revising joins: spacing between words
- 23 Revising joins: consistency of size
- 24 Revising joins: fluency
- 25 Revising joins: parallel ascenders
- 26 Revising joins: parallel ascenders and descenders
- 27 Revising horizontal join from r to an anticlockwise letter: *rs*
- 28 Revising break letters
- 29 Assessment
- 30 Revising capital letters

## Year 4/Primary 5

### Term 1

- 1 Introducing diagonal join from p and b to ascender: *ph, pl, bl*
- 2 Introducing diagonal join from p and b, no ascender: *bu, bi, be, pu, pi, pe*
- 3 Introducing diagonal join from p and b to an anticlockwise letter: *pa, po, ps, ba, bo, bs*
- 4 Revising parallel ascenders and descenders: *bb, pp*
- 5 Break letters: *x, z*
- 6 Spacing in common exception words
- 7 Consistent size of letters
- 8 Relative size of capitals
- 9 Speed and fluency
- 10 End-of-term check

### Term 2

- 11 Revising parallel ascenders
- 12 Revising parallel ascenders and break letters
- 13 Relative sizes of letters
- 14 Proportion of letters
- 15 Spacing between letters
- 16 Spacing between words
- 17 Writing at speed
- 18 Improving fluency
- 19 Speed and fluency
- 20 End-of-term check

### Term 3

- 21 Consistency of size
- 22 Proportion
- 23 Spacing between letters and words
- 24 Size, proportion and spacing
- 25 Fluency: writing longer words
- 26 Speed and fluency
- 27 Revising break letters
- 28 Print alphabet: presentation
- 29 Assessment
- 30 Capital letters: presentation

## Year 5/Primary 6

### Term 1

- 1 Introducing sloped writing in letter families
- 2 Practising sloped writing: diagonal join to ascender: *th, sh, nb, nd, ht, st*
- 3 Practising sloped writing: diagonal join, no ascender: *ai, ay, kn, er, ie, en*
- 4 Practising sloped writing: diagonal join to an anticlockwise letter: *ac, sc, ba, da, ea, ho*
- 5 Practising sloped writing: horizontal join to ascender: *wh, ul, oh, ol, of, ob*
- 6 Practising sloped writing: horizontal join, no ascender: *oi, oy, ou, op, ve*
- 7 Practising sloped writing: horizontal join to an anticlockwise letter: *oo, oa, wa, wo, va, vo*
- 8 Practising sloped writing: joining from r: *ra, re, ri, ro, ru*
- 9 Practising sloped writing: joining from s: *sh, su, sc, sl, sw, sp*
- 10 End-of-term check

### Term 2

- 11 Practising sloped writing: proportion – joining from f to ascender: *fl, ft*
- 12 Practising sloped writing: size – joining from f, no ascender: *fa, fe, fi, fo, fu*
- 13 Different styles for different purposes: writing a paragraph
- 14 Practising sloped writing: speed: *ff*
- 15 Practising sloped writing: speed and legibility: *rr*
- 16 Practising sloped writing: size, proportion and spacing: *ss*
- 17 Practising sloped writing: building speed: *qu*
- 18 Different styles for different purposes: decorative alphabets
- 19 Different styles for different purposes
- 20 End-of-term check

### Term 3

- 21 Sloped writing: proportion, joining p and b to ascenders: *ph, pl, bl*
- 22 Handwriting for different purposes: joining from p and b, no ascender: *bu, bi, pe, pu, pi, pr*
- 23 Practising sloped writing: parallel downstrokes: *pp, bb*
- 24 Practising sloped writing: all double letters
- 25 Practising sloped writing for speed: *tial, cial*
- 26 Practising sloped writing for fluency
- 27 Personal style
- 28 Handwriting for different purposes: print alphabet
- 29 Assessment
- 30 Capitals

## Year 6/Primary 7

### Term 1

- 1 Style for speed: crossbar join from t: *th, ti, tr, ta, tt*
- 2 Style for speed: looping from g: *gl, gi, gr, ga, gg*
- 3 Style for speed: looping from j and y: *je, jo, ye, yr, yo*
- 4 Style for speed: looping from f
- 5 Style for speed: different joins to s
- 6 Style for speed: looping from b
- 7 Style for speed: joining from v, w, x and z
- 8 Handwriting for different purposes: abbreviations
- 9 Spacing between words
- 10 End-of-term check

### Term 2

- 11 Improving handwriting: the importance of consistent sizing
- 12 Improving handwriting: the importance of proportion
- 13 Improving handwriting: the importance of spacing
- 14 Improving handwriting: the importance of consistent sizing of parallel ascenders and descenders
- 15 Improving handwriting: the importance of closed and open letters
- 16 Improving handwriting: pen breaks in longer words
- 17 Handwriting for different purposes: annotations
- 18 Handwriting for different purposes
- 19 Choice of handwriting tools
- 20 End-of-term check

### Term 3

- 21 Handwriting for different purposes: fast-joined and print letters
- 22 Handwriting for different purposes: note making
- 23 Handwriting for different purposes: neat writing
- 24 Handwriting for different purposes: print letters for personal details
- 25 Different styles of writing
- 26 Handwriting for different purposes: presentation
- 27 Handwriting for different purposes: decorated capitals
- 28 Handwriting for different purposes: layout
- 29 Assessment
- 30 Handwriting for different purposes: handwriting patterns

# Ready to Write



Do the **PENPALS** 7 point check!

Are you ready for handwriting? Relax!

Are your elbows off the desk?

Sit up and lean slightly forward

Is your body a fist width away from the desk?

Are your feet flat on the floor?

Are all chair legs touching the ground?

**Left Handers**

Is there a circle gap between your thumb and finger?

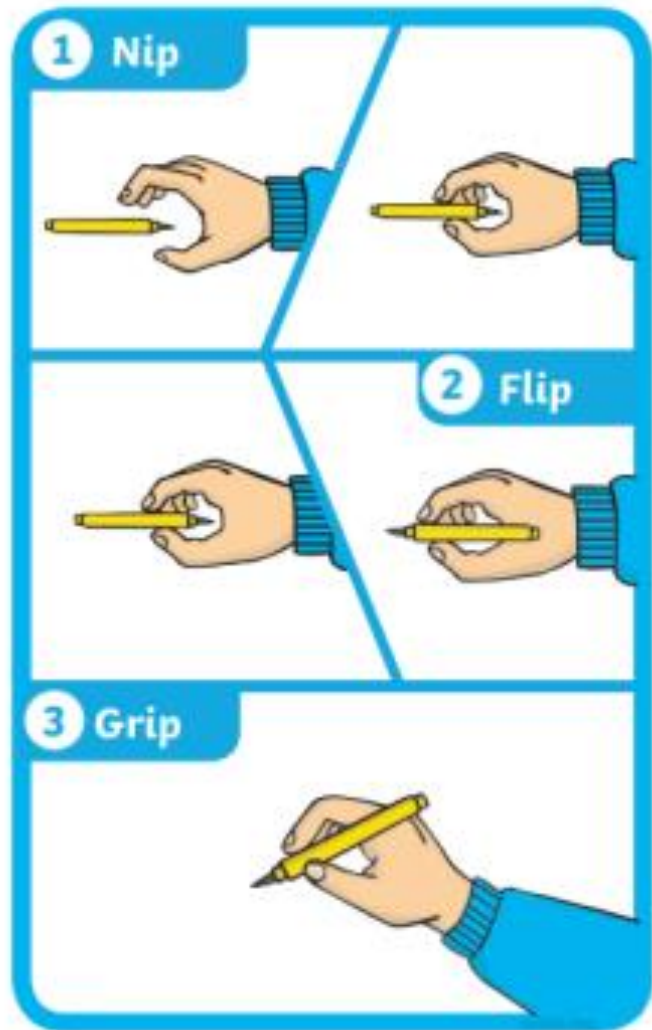
**Right Handers**

Is your paper tilted at a slight angle?

**PENPALS** for Handwriting

Supported by the National Handwriting Association

## Appendix 3





## Appendix 4

### Specific information on when and how letters join (from Pen Pals scheme)

#### Y1

During this year, correct letter formation should become an automatic habit. Don't encourage your child to write too small or too quickly. Trying to enforce small handwriting too soon can lead to a very cramped style, which is then difficult to make fluent. At the very end of this year, children will begin to join some pairs of letters within a word.

As a reminder, correct letter formation for lower-case letters is as follows. The arrows show the direction of your child's pencil:

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

Capital letters are formed as follows:

A B C D E F G H I J K L M N  
P Q R S T U V W X Y Z

#### Letter families

Your child will still be thinking about the four letter families (similar letter shapes grouped together to help children form letters consistently).

---

Long-legged giraffe    *l i t u j y*    *ll*    *L I T U J Y*

---

One-armed robot    *r b n h m k p*    *R B N H M K P*

---

Curly caterpillar    *c a d o s g q e f*    *ff ss*    *C A D O S G Q E F*

---

Zig-zag monster    *z v w x*    *zz*    *Z V W X*

---

Letter combinations    *ck qu*    *ai igh oo*    *ee oa ow*    *ch wh*

#### Joins

These four joins are introduced at the end of the year, so if your child is keen to start joining, then these are a good place to start.

---

Diagonal join to ascender    *ch*    Diagonal join, no ascender    *ai*

---

Horizontal join to ascender    *wh*    Horizontal join, no ascender    *ow*



Join	Letters in this box	To letters in this box	Joins taught
Diagonal join to ascender	<i>a c e i l t</i>	<i>h k l t</i>	<i>ch, th, ck, al, el, at, il, ill, ok, ot, ob, ol</i>
Diagonal join, no ascender	<i>a c d e i k l n t u</i>	<i>e i n r y</i>	<i>ai, ay, ir, er, ie, ue, ee, le, ar, ur, in, ui, ey, aw, an, ip</i>
		<i>a c d g s</i> (anticlockwise letters)	<i>ea, ig, dg, ng, ed, cc, eg, ic, ad, ug, dd, ag, as, es, os, ns, ds, is, ls, ts, ks</i>
Horizontal join, no ascender	<i>o v w</i>	<i>e i n p r u v w y</i>	<i>ow, ou, oe, ve, or, oi, oy, on, op, ov</i>
		<i>a c d g o s</i> (anticlockwise letters)	<i>oo, oa, wa, wo, oc, og, od, va, vo</i>
Horizontal join, to ascender	<i>o w</i>	<i>h</i>	<i>wh, oh</i>

#### Break letters

These letters do not join: *g j x y z*

We do not join from these letters yet: *b f p q s r*

**During Years 3 and 4, your child will be introduced to the idea of joining most of the letters in a word and to trickier joins such as joining from *r*, *s* and *f*.**

As the movement for joins becomes more familiar and fluent, the focus moves to develop a neat and even style by looking at size and proportion, parallel downwards strokes and spacing.

### Joining letter sets for Year 3/Primary 4

#### Diagonal join to ascender (e.g. *at*)

This join is used to join letters in this box ...

*a b c d e h i k l m n p s t u*

to letters in this box.

*b f h k l t*

#### Diagonal join, no ascender (e.g. *da*)

This join is used to join letters in this box ...

*a c d e h i k l m n q s t u*

to letters in this box.

*e i j m n p r u v w y*

*\* a c d g o q s*

#### Horizontal join, no ascender (e.g. *wo*)

This join is used to join letters in this box ...

*f o r v w*

to letters in this box.

*e i j m n p r u v w y*

*\* a c d g o q s*

#### Horizontal join to ascender (e.g. *oh*)

This join is used to join letters in this box ...

*f o r v w*

to letters in this box.

*b f h k l t*

#### Break letters

These letters do not join.

*g j x y z*

These letters do not join yet.

*b p*

\* anticlockwise letters

During Years 3 and 4, your child will be introduced to the idea of joining most of the letters in a word and to trickier joins such as joining from *r*, *s* and *f*.

As the movement for joins becomes more familiar and fluent, the focus moves to develop a neat and even style by looking at size and proportion, parallel downwards strokes and spacing.

### Joining letter sets for Year 4/Primary 5

#### Diagonal join to ascender (e.g. *at*)

This join is used to join letters in this box ...

*a b c d e h i k l m n p s t u*

to letters in this box.

*b f h k l t*

#### Diagonal join, no ascender (e.g. *da*)

This join is used to join letters in this box ...

*a c d e h i k l m n q s t u*

to letters in this box.

*e i j m n p r u v w y*

*\* a c d g o q s*

#### Horizontal join, no ascender (e.g. *wo*)

This join is used to join letters in this box ...

*f o r v w*

to letters in this box.

*e i j m n p r u v w y*

*\* a c d g o q s*

#### Horizontal join to ascender (e.g. *oh*)

This join is used to join letters in this box ...

*f o r v w*

to letters in this box.

*b f h k l t*

#### Break letters

These letters do not join.

*g j y*

These letters do not join yet.

*x z*

\* anticlockwise letters

This year we are working on a more sloped style to enable speedier writing. All of the letters and joins taught previously will be revisited to enable your child to practise the slope in familiar contexts. We will also focus on issues of proportion, size, legibility and different styles for different purposes.

For reference, here are the lower-case letters in the more sloped style:

abcdefghijklmnopno  
pqrstuvwxyz

Capital letters are written as follows:

ABCDEFGHIJKLMNO  
PQRSTUVWXYZ

#### Joining letter sets for Year 5/Primary 6

##### Diagonal join to ascender (e.g. at)

This join is used to join letters in this box ...

abcdefghijklmnopstu

to letters in this box.

bhkl

##### Diagonal join, no ascender (e.g. da)

This join is used to join letters in this box ...

abcdefghijklmnopstu

to letters in this box.

ijnpruvw

\*acdgos

##### Horizontal join, no ascender (e.g. wo)

This join is used to join letters in this box ...

forvw

to letters in this box.

ijnpruvw

\*acdgos

##### Horizontal join to ascender (e.g. oh)

This join is used to join letters in this box ...

forvw

to letters in this box.

bhkl

##### Break letters

These letters do not join.

gy

These letters do not join yet.

xz

\* anticlockwise letters

**Our emphasis this year is on developing a personal, fast, fluent and legible handwriting style. Children are given opportunities to practise a range of ways of joining, with the expectation that they will develop a style that 'works' for them. Additionally, children continue to focus on key issues for legibility and speed as well as styles and writing tools for different purposes.**

At the end of this year there may well be a test before children begin secondary education. In England the SATs test for Y6 occurs in the Summer Term and handwriting is part of the English test. Although the formal English papers don't include a writing test, children's writing will be assessed by their teacher. Pupils will be asked to write a short piece and as part of this, their handwriting will be assessed. They should be:

- Producing legible joined handwriting.
- Maintaining legibility, fluency and speed in handwriting by choosing whether or not to join specific letters.

### Joining letter sets for Y6/P7

#### Diagonal join to ascender (e.g. *at*)

This join is used to join letters in this box ...

*abcdefghijklmnopstu*

to letters in this box.

*bfhklt*

#### Diagonal join, no ascender (e.g. *da*)

This join is used to join letters in this box ...

*abcdefghijklmnopqstu*

to letters in this box.

*ejmnp ruvwy*

*\*acdgoqs*

#### Horizontal join, no ascender (e.g. *wv*)

This join is used to join letters in this box ...

*foruv*

to letters in this box.

*ejmnp ruvwy*

*\*acdgoqs*

#### Horizontal join to ascender (e.g. *sh*)

This join is used to join letters in this box ...

*foruv*

to letters in this box.

*bfhklt*

#### Personal style

It is possible to experiment with new letter formations and joins to develop a personal style.

#### Break letters

Joins are not usually made from these letters, but you may wish to try.

*g j y*

*g j y*

Joins are not usually made to or from these letters, but you may wish to try these style variations:

*x z*

*x 3*

#### Alternative letter shapes and joins

*ts ff m th va wa*

\* anticlockwise letters