











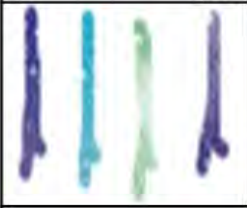
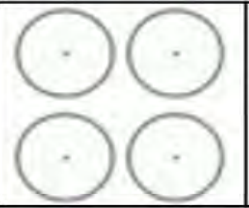
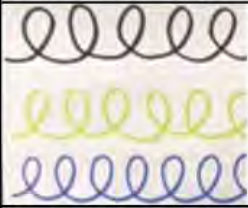
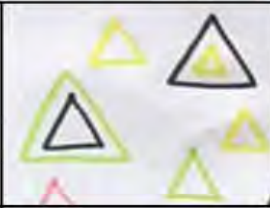
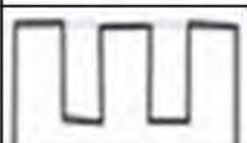


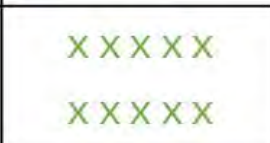


| Stage 1 Nursery/Reception Prewriting (Pen Disco)  |  | Focus: Practise forming different marks and letter like shapes  |   |
|---|--|---|---|
| <p><b>Straight line down - Count on Me song</b></p>  <p>Start at the top of your head and straight <b>down</b> to your feet.</p>             | <p><b>Spiral - Spinning around song</b></p>  <p>Tiny <b>around</b> and around to big around and around.</p>         | <p><b>Arches - Over the rainbow song</b></p>  <p>Over the rainbow.</p>   | <p><b>Zigzag - We will rock you song</b></p>  <p>Z zigzag - Use vocabulary for "zig, zag, zig."</p>                            |
| <p><b>Line across – Roar song</b></p>  <p>Go straight across.</p>  | <p><b>Circle – Happy</b></p>  <p><b>Around</b> the orange and stop.</p>   | <p><b>Continuous m – Kings and Queens</b></p>  <p><b>Curve over, down, curve up, over, down, curve up, over, down.</b></p> | <p><b>Zigzag - We will rock you song</b></p>  <p>W zigzag - Use vocabulary for "slide down, zoom up, slide down, zoom up."</p> |
| <p><b>Squares – Final Countdown</b></p>  <p>Straight line up, straight line across, straight line <b>down</b>, line back across</p>          | <p><b>cccc – Lovely Day</b></p>  <p>"Curl around the caterpillar".</p>  | <p><b>Wavy undercurve - Surfin' USA song</b></p>  <p><b>Curve under the sea, under, under, under.</b></p>                  | <p><b>Diagonals - Get back up again song</b></p>  <p>Sliding down and stop. / Zooming up and stop.</p>                         |
| <p><b>Retrace vertical line – Keep on Moving</b></p>  <p>Straight <b>down</b>, straight up, stop.</p>                                      | <p><b>Circles and dots - Shiny (Moana)</b></p>  <p><b>Around</b> the orange and stop. Then dot in the middle.</p> | <p><b>Tricky loops 'ee' - Can't stop the feeling</b></p>  <p><b>Curve around loop, curve around and loop.</b></p>        | <p><b>Triangles - Dance with me tonight</b></p>  <p>Zoom up the steps, slide down, walk back across.</p>                     |
| <p><b>Castle turrets - Don't Worry</b></p>  <p>Straight <b>down</b>, straight across, straight up, straight across, straight down.....</p> | <p><b>Rays – Give Me Sunshine</b></p>  <p><b>Around</b> and give the sunshine rays.</p>                           | <p><b>Downward Waves – Slowly Drifting</b></p>  <p>Curve around, slither down and back to the top.</p>                   | <p><b>X – That Don't Impress Me Much</b></p>  <p>Diagonal slide down, pen up, diagonal zoom up.</p>                          |

Stage 2 Handwriting introduced within RWI phonics

Focus: Practise correct letter formation

'Around' letters: c a o d g q

|   |  |   |  |  |   |
|---|--|---|--|--|---|
| <p>c</p> <p>Curly around the caterpillar.</p> | <p>o</p> <p>All around the orange.</p> | <p>a</p> <p>Around the apple and down the leaf.</p> | <p>d</p> <p>Around the dinosaur's bottom, up his tall neck &amp; down to his toes.</p> | <p>g</p> <p>Around the girl's face, down her hair and give her a curl.</p> | <p>qu</p> <p>Round her head, up past her earring, down her hair, and flick.</p> |
|---|--|---|--|--|---|

**Demonstrate**

1. Talk out loud as you use the mental checklist to write the letter. Repeat MTTT.
2. Children repeat checklist and then two children tell you how to write the letter.
3. Repeat a couple of times until children say mental checklist to each other.

**Practice**

1. Children to write one letter, slowly and carefully.
2. Model again, getting quicker each time.
3. Go round the room - praise.

'Curly' letters: e f s

'Zig-zag' letters: v w z x







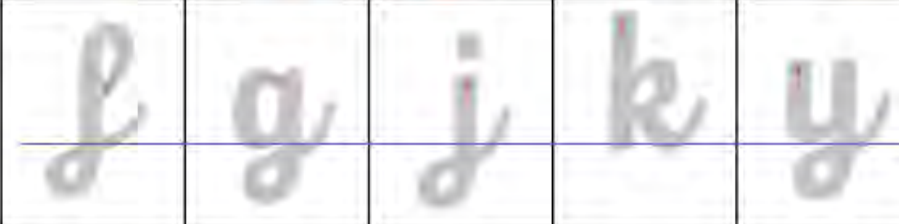
|   |  |   |   |                                     |                              |  |
|---|--|---|---|-------------------------------------|------------------------------|--|
| <p>e</p> <p>Lift off the top and scoop out the egg.</p> | <p>f</p> <p>Down the stem and draw the leaves.</p> | <p>s</p> <p>Slither down the snake.</p> | <p>v</p> <p>Down a wing, up a wing.</p> | <p>w</p> <p>Down, up, down, up.</p> | <p>z</p> <p>Zig-zag-zig.</p> | <p>x</p> <p>Down the arm and leg, repeat the other side.</p> |
|---|--|---|---|-------------------------------------|------------------------------|--|

**Review**

1. Write letter on board and make one error, drawing on common errors.
2. Children find 'two best bits', for example, you remembered to start at the bobble. Then children find 'one to fix'.
3. Rewrite letter perfectly, correcting using children's feedback.
4. Children practise again.
5. Next day new focus letter, and review one or two previously taught letters.



























'Down' letters: l t b p k h i j m n r u y

|                                    |   |  |  |  |   |   |  |  |  |  |  |  |
|------------------------------------|---|--|--|--|---|---|--|--|--|--|--|--|
| <p>l</p> <p>Down the long leg.</p> | <p>t</p> <p>Down the tower, across the tower.</p> | <p>b</p> <p>Down the laces to the feet and around the toe.</p> | <p>p</p> <p>Down the piglet's plait and around his face.</p> | <p>k</p> <p>Down the kangaroo's body tail and leg.</p> | <p>h</p> <p>Down the head, to his hooves and over his back.</p> | <p>i</p> <p>Down the body and dot for the head.</p> | <p>j</p> <p>Down his body, curl, dot for his head.</p> | <p>m</p> <p>Down Maria's mountain, mountain.</p> | <p>n</p> <p>Down Nobby and over his net.</p> | <p>r</p> <p>Down the robot's back and curl over his arm.</p> | <p>u</p> <p>Down and under, up to the top and draw the puddle.</p> | <p>y</p> <p>Down a horn, up a horn and under head.</p> |
|------------------------------------|---|--|--|--|---|---|--|--|--|--|--|--|

| Stage 3 Handwriting stage when pupils begin to write on lines  |                             |   |                            | Focus: Where to place the letters on the writing line / Correct sizing   |   |   |   |   |  |
|--|-----------------------------|---|----------------------------|--|---|---|---|---|--|
| <p><b>'Boat letters'</b> are the same size as the boat:</p> <p><b>a c e i m n o r s u v w x z</b></p>  |                             | <p>Letters that are written below the line are called <b>'water letters'</b>:</p> <p><b>g j p q y f</b> (<i>f is a bit shorter</i>)</p> |                            | <p>Tall letters are as tall as the sun and are called <b>'sun letters'</b>:</p> <p><b>b d h k l t f</b> (<i>f and t are a bit shorter</i>)</p> |   |   |   |   |  |
| <b>'Be ready to write' in the Handwriting position</b>   |                             |   |                            |  |   |   |   |   |  |
| Feet flat on floor   | bottom at the back of chair | Body one fist from the table  | Shoulders down and relaxed | Back leaning forward slightly  | Writing hand ready in tripod grip   | Other hand holding the page   | Paper in angled in position   |   |  |
|    |                             |   |                            | Introduce the under loop in these 'water letters'  |   |   |   |   |  |
|  |                             |   |                            |   |  |  |  |  |  |
| <p><b>Demonstrate</b></p> <ol style="list-style-type: none"> <li>1. Draw the sun, boat and water pictures in the correct position on the line.</li> <li>2. Show children where to start – level with the top of the boat or up by the sun.</li> <li>3. Recall checklist as you write. Ask children: What size is each letter?</li> </ol> <p><b>Practice</b></p> <ol style="list-style-type: none"> <li>1. Children to write one letter, slowly and carefully. Model again, getting quicker each time.</li> <li>2. Go round the room - praise.</li> </ol> <p><b>Review</b></p> <ol style="list-style-type: none"> <li>1. Write letter on board and make one error, drawing on common errors.</li> <li>2. Children find 'two best bits', for example, you remembered to start at the bobble. Then children find 'one to fix'. Rewrite letter perfectly, correcting using children's feedback.</li> <li>3. Children practise again. Review one or two previously taught letters.</li> </ol> |                             |   |                            |    | <p><b>Up around</b> the stem and draw <b>looped</b> leaves.</p>                     | <p>Around the girl's face, down her hair and give her a <b>looped</b> curl.</p>     | <p>Down his body, curl and <b>loop up</b>, dot for his head.</p>                    | <p>Down a horn and <b>looped</b> under head.</p>                                    | <p>Down the kangaroo's body, <b>up</b>, <b>loop around</b> his tail and leg.</p> |

| Stage 4 – Introducing two joins (RWI Blue and Grey Groups)   |                             |                              | Focus: Learn two basic joins  |                               |                                   |                             |                             |
|--|-----------------------------|------------------------------|---|-------------------------------|-----------------------------------|-----------------------------|-----------------------------|
| <p><b>The arm join (diagonal)</b></p> <p>arm to boat      arm to sun      arm to sister</p>  |                             |                              | <p><b>The washing line join (horizontal)</b></p> <p>washing line to boat      washing line to sun      washing line to sister</p> |                               |                                   |                             |                             |
| <b>'Be ready to write' in the Handwriting position</b>   |                             |                              |   |                               |                                   |                             |                             |
| Feet flat on floor,  | bottom at the back of chair | Body one fist from the table | Shoulders down and relaxed  | Back leaning forward slightly | Writing hand ready in tripod grip | Other hand holding the page | Paper in angled in position |
| <p><b>Demonstrate</b></p> <ol style="list-style-type: none"> <li>1. Talk out loud where to start the letter and the mental checklist to write the letter. Repeat MTYT.</li> <li>2. Talk out loud as you write the join – not too spiky, not too round, not too squeezed, not too spaced.</li> <li>3. Ask children : What size is each letter? (Boat, sun or water.) What is good about your join?</li> </ol> <p><b>Practice</b></p> <ol style="list-style-type: none"> <li>1. Children to write one letter, slowly and carefully.</li> <li>2. Model again, getting quicker each time.</li> <li>3. Go round the room - praise.</li> </ol> <p><b>Review</b></p> <ol style="list-style-type: none"> <li>1. Write letter on board and make one error, drawing on children's common errors.</li> <li>2. Children find 'two best bits', for example, you remembered to start at the bobble. Then children find 'one to fix'.</li> <li>3. Rewrite letter perfectly, correcting using children's feedback.</li> <li>4. Children practise again.</li> <li>5. Next day new focus letter, and review one or two previously taught letters.</li> </ol> |                             |                              |   |                               |                                   |                             |                             |

## Handwriting Guidance – Stage 5

| Stage 5 – Introducing leading in   |  |  |  |  |   | Focus: Learn to lead in using entry and exit tails                                   |  |  |   |  |  |  |
|--|--|--|--|--|---|--|--|--|---|--|--|--|
| ‘Be ready to write’ in the Handwriting position                                    |  |  |  |  |   |  |  |  |   |  |  |  |
| Feet flat on floor   | bottom at the back of chair  | Body one fist from the table   | Shoulders down and relaxed   | Back leaning forward slightly  | Writing hand ready in tripod grip   | Other hand holding the page  | Paper in angled in position  |  |   |  |  |  |
|   |   |   |   |   |   |   |   |   |      |   |   |   |
| And... curl around, up, down, up the arm.  | And... up high, down, around, up the arm.  | And... curl around, up the arm.  | And... curl around, up high, down, up the arm.                                     | And... diagonal up, curl around, up the arm.                                       | And... diagonal up, curl around, down, loop around under the water, up the arm.     | And... curl around, up, down, loop around under the water, up the arm.               | And... up high, down, over, up the arm.  | And... up down, up the arm. Dot at the top.  | And... up down, loop around under the water, up the arm. Dot at the top.                | And... up high, down, loop up high, diagonal down and up the arm.                    | And... up high, down, up the arm.  | And... up, down, over and over, up the arm.  |
|  |  |  |  |  |  |  |  |  |     |  |  |  |
| And... up, down, over, up the arm.   | And... curl around, across the washing line.                                       | And... up, down under the water, up, around, up the arm.                           | And... curl around, up, down under the water, up the arm.                          | And... up, down, over, across the washing line.                                    | And... curl around, slither around, up the arm.                                     | And... up high, down, up the arm. Line across.                                       | And... up, down under, up, down, up the arm.   | And... diagonal down, up, across the washing line.                                   | And... diagonal down, diagonal up, diagonal down, diagonal up, across the washing line. | And... diagonal down, up the arm. Diagonal up,                                       | And... up, down under, up, down, loop around under the water, up the arm.            | And... across, diagonal down, across, up the arm.                                    |