EXCEPTIONAL IN ALL WE DO

St James' C of E Primary School

Handwriting and Presentation Policy

Adopted: October 2026

School Vision

Guided by our Christian Values, we endeavour to inspire, cherish and serve our school community. We strive to be exceptional in all we do. We will nurture a love of all God's children. We seek to build respect for all faiths and beliefs.

'Serve one another in love' (Galatians 5.13)

School Mission Statement

Together we value, inspire and develop each other within a happy, safe community based on Christian values and respect for other faiths.

'Show respect to everyone' (Peter 1 2.17)

School Values

The school has nine school values, underpinned by 3 core Christian Values of:

Courage

*'*Be strong and courageous; do not be frightened or dismayed, for the Lord your God is with you wherever you go.' (Joshua 1.9)

Love

'Serve one another in love' (Galatians 5.13)

Respect

'Show respect to everyone' (Peter 1 2.17)
Guided by our Christian Values we endeavour to inspire, cherish and serve our school community. We strive to be exceptional in all we do. We will nurture a love of all God's pupils. We seek to build respect for all faiths and beliefs.

'Serve one another in love' (Galatians 5:13)

Rationale

At St James' Church of England Primary School, handwriting is taught explicitly because fluent, automatic handwriting enables pupils to focus their attention on spelling, composition and the communication of ideas. Our approach follows Read Write Inc. Handwriting (2026) so that teaching is explicit, cumulative, engaging and consistent from Reception onwards.

The central principle is 'visualise and verbalise to memorise'. Children build a mental picture of each letter or join before writing it. During handwriting practice, pupils' memory aids maybe removed such as

the writing repeater, so pupils retrieve the movement pattern from memory. This supports accurate formation and increasing automaticity.

Aims

- develop correct, comfortable and efficient pencil control and posture
- form lower-case letters, capital letters and digits accurately and consistently
- understand relative letter size and placement on the line
- progress systematically from accurate formation to fluent joining
- use the RWI 'hill' and 'bridge' joins accurately, including their variations
- develop a mature, legible and speedy handwriting style
- apply handwriting skills increasingly independently across the curriculum
- take pride in clear, purposeful presentation while adapting handwriting to the task

Whole-school principles for teaching handwriting

Handwriting is taught through the four Read Write Inc. Handwriting stages. Separate handwriting lessons begin as soon as most children can read Set 1 sounds and are taught daily for approximately 10 minutes, at a different time from the RWI Phonics lesson. In Key Stage 2, handwriting is a standalone lesson for approximately 15-20 minutes.

- Teachers explicitly model the movement and language for each letter or join.
- Children say the formation points or RWI phrase as appropriate and increasingly write from memory.
- Models can be removed before independent practice: pupils visualise rather than copy.
- Staff circulate and support pupils who need help rather than remaining with one child.
- Partner checking is used from Stage 2 onwards. Pupils identify 'two best bits and one to fix'. In Key Stage Two, highlighters may be used for self and peer assessment.
- New learning is reviewed cumulatively through letters, words and, at Stage 4, sentences.
- Dictation may be used, where appropriate, to provide opportunities for pupils to practise and apply handwriting as part of the development of transcriptional skills. Dictated words, phrases and sentences should be carefully selected to reflect pupils' current Read Write Inc. Handwriting stage and previously taught letter formations and joins. This enables pupils to develop accuracy, fluency and automaticity in handwriting while applying their spelling and punctuation knowledge. Staff should ensure that the transcriptional demands of the task are appropriate to pupils' stage of development and do not detract from secure letter formation and handwriting fluency.

Handwriting essentials: posture, pencil and paper

All pupils are taught the 'ready to write position': two feet on the floor; bottom at the back of the chair; chair tucked under the table; pencil held in a tripod grip; and the non-writing hand placed on the book or paper to keep it steady (4 P's: Pencil, posture, pressure and paper). Tables and chairs are arranged so pupils can clearly see the teaching model. Staff should reinforce these expectations consistently across the curriculum.

- A standard HB pencil is the default. A soft 2B pencil may help pupils who need to use less pressure.
- Pencil grip is checked at the start of every handwriting lesson and during other writing activities. A triangular rubber grip may be used where helpful.

- Pencils should be sharpened before lessons.
- Stage 1: unlined exercise book/plain paper so attention is on formation.
- Stages 2 and 3: wide-lined books or handwriting tram lines may be used; RWI also permits standard 8mm lines where appropriate.
- Stage 4: 10mm- 8mm-lined exercise books.
- Whiteboards are not used to teach handwriting but should still be expected to use correct formation on whiteboards.

Left-handed pupils

Left-handed pupils receive the same explicit RWI teaching with adjustments that help them see their writing. They should be seated to the left of a right-handed partner so arms do not collide, shown how to slant the paper to the right, and encouraged to hold the pencil slightly higher so they can see around their fingers. Staff should check comfort, grip and visibility rather than requiring a single fixed paper angle.

Inclusion and intervention

All pupils are entitled to explicit handwriting teaching. Staff use assessment within lessons to identify the precise stage or component that needs further practice. Pupils who need additional support may use a softer pencil, triangular grip, adapted seating or sloping surface, and may receive short, frequent additional practice. Where a pupil is not secure, teaching returns to the relevant earlier RWI stage rather than moving on to joining or speed prematurely.

For pupils with SEND or physical/motor needs, reasonable adjustments are agreed with the SENCO and, where appropriate, specialist advice. The aim remains functional, comfortable and legible handwriting, with alternative methods of recording used where these are necessary to secure access to learning.

New starters

The class teacher assesses a new pupil's formation, relative size, joining and fluency and identifies the closest RWI stage. Pupils with an established, legible, fluent and efficient style are not required to relearn handwriting unnecessarily. Where formation or joining is insecure, pupils receive targeted teaching from the relevant RWI stage so that gaps are addressed systematically.

Presentation expectations across the curriculum

Presentation expectations support clarity and pride in work but must not conflict with the RWI handwriting sequence. Teachers model the school's agreed letter formation and joined style appropriate to the stage pupils are learning.

- Pupils use pencil until handwriting is sufficiently controlled for a handwriting pen; from Year 3, most pupils may use blue handwriting pen in written subjects. Pencil remains appropriate where it supports learning or is required by the task.
- Mathematics is completed in pencil. One digit is written in each square where squared books are used; decimal points sit on the line of the square.
- Diagrams, drawings and graphs are completed in pencil and with a ruler where appropriate.
- Each piece of work has a date and a title, enquiry question or learning objective, underlined neatly with a ruler in line with class expectations.

- Pupils do not write in the margin except where it is used for an agreed organisational purpose.
- Mistakes in pen are crossed out neatly with a single ruled line; erasing pens and correction fluid are not used unless specifically agreed as an adjustment.
- Photocopied resources are high quality, trimmed to fit the book and stuck in neatly.
- For labels, forms, diagrams or other tasks where joined handwriting is not appropriate, pupils may use clear unjoined writing or block capitals as required by purpose.

Assessment, monitoring and staff consistency

- Teachers assess handwriting through daily observation of formation, grip, posture, placement, joins, fluency and application.
- Progress is judged against the RWI stage being taught and the prerequisite skills for the next stage.
- Handwriting is monitored through pupil work, lesson visits and discussion with pupils and staff.
- All adults who model writing - teachers, teaching assistants, students and supply staff - follow the agreed RWI formation and joining conventions.
- Staff use the RWI Handwriting Handbook, lesson films and online checklists to maintain fidelity.
- The English/Phonics lead reviews implementation and identifies CPD or intervention needs. Governors receive appropriate curriculum updates through established monitoring arrangements.

Resources

- Read Write Inc. Handwriting Handbook (2026)
- Ruth Miskin Training School Portal: Handwriting guidance, Letter Village and Stage 1-4 lesson films
- RWI A4 picture cards and online letter/join checklists
- HB pencils; 2B pencils where helpful; triangular pencil grips
- Stage-appropriate handwriting books: unlined, wide-lined/tram-lined and 8mm-lined
- Appropriate adaptive equipment agreed for individual pupils

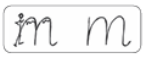
Handwriting in Read Write Inc. Phonics lessons

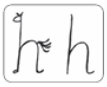
In Reception, children first learn to form letters while learning Set 1 letter-sounds. The letter-reading mnemonic and handwriting phrase are connected: for example, children read the sound using the Speed Sound Card and use the associated handwriting phrase to support correct formation. The pace of teaching Set 1 and Set 2 sounds is determined by reading, not by handwriting speed; phonics teaching is not slowed because letter formation is still developing.

The daily routine within a Speed Sounds lesson is: the teacher air-writes the letter while saying the formation phrase; children mirror the movement; the teacher writes the letter while repeating the phrase as they write the letter on paper at their tables.

Set 1 formation reference

The following RWI examples are included as the agreed school reference for staff. The picture mnemonic supports reading; the handwriting phrase supports the movement and formation of the letter.

Speed Sound Card	Letter	Picture name	Phrase
		mountain	Maisie, mountain, mountain
		apple	Round the apple, down the leaf
		snake	Slither down the snake
		dinosaur	Round the dinosaur's bottom, up its tall neck, down to the feet
		tower	Down the tower, across the tower
		insect	Down the body, dot the head
		net	Down Nobby, over his net
		pirate	Down the plait and over the pirate's face
		girl	Round her face, down her hair and give her a curl

Speed Sound Card	Letter	Picture name	Phrase
		orange	All around the orange
		caterpillar	Curl round the caterpillar
		kangaroo	Down the kangaroo's body, tail and leg
		umbrella	Down and under, up to the top and draw the puddle
		boot	Down the laces to the heel, round the toe
		flower	Down the stem and draw the leaves
		egg	Lift off the top and scoop out the egg
		leg	Down the long leg
		horse	Down the head to the hooves and over its back

Speed Sound Card	Letter	Picture name	Phrase
		robot	Down its back, then curl over its arm
		jack-in-a-box	Down its body, curl and dot
		vulture	Down a wing, up a wing
		yak	Down a horn, up a horn and under its head
		worm	Down, up, down, up
		zip	Zig-zag-zig
		x ray	Down the arm and leg and repeat the other side
		queen	Round her head, up past her earrings and down her hair

Stage 1 - correct letter formation

Stage 1 begins as soon as most children can read Set 1 sounds. Separate 10-minute handwriting lessons are taught at a different time from phonics. Pupils continue to write on plain paper and practise one letter a day, repeating a letter on the following day when further practice is needed.

Handwriting lesson structure: Handwriting lessons should begin with appropriate gross motor warm-ups to prepare pupils physically for writing and to rehearse the large movements that underpin secure letter formation. When modelling letter formation or joins in the air, staff must hold a pencil or pen in their writing hand so that the movement closely reflects the action required when writing on paper. Air-writing must not be modelled by mirroring the movement while facing pupils. Staff should turn to face the same direction as the pupils (facing away from the class) when demonstrating, so that pupils see and rehearse the movement from the correct orientation. This approach should be used consistently as part of explicit handwriting teaching.

Letters are taught in RWI handwriting families with a shared formation: a d g o c q; u y; b p; h n m r; e s f i; l t k j; v w x z.

a d g o c q

Letter	Handwriting Phrase	Checklist
	Round the apple, down the leaf	✓ start at the stalk ✓ go round the apple ✓ go back up to the stalk, then down ✓ curl the leaf at the bottom
	Round the dinosaur's bottom, up its tall neck, down to the feet	✓ go round his bottom ✓ up the tall neck ✓ down the straight line to the feet ✓ make a curl for the feet
	Round her face, down her hair and give her a curl	✓ start at her bobble ✓ go round her face ✓ go back to her bobble ✓ go down her straight hair ✓ draw a curl
	All around the orange	✓ start at the stalk ✓ go around the orange back to the stalk
	Curl round the caterpillar	✓ start at the caterpillar's head ✓ curl round the body
	Round her head, up past her earrings and down her hair	✓ start at the back of her crown ✓ go round her face ✓ go back up to her crown ✓ go down her hair ✓ give it a sharp flick

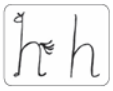
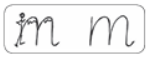
u y

Letter	Handwriting Phrase	Checklist
	Down and under, up to the top and draw the puddle	✓ start at the handle ✓ go down the straight handle ✓ go underneath the umbrella and back up the other side ✓ go down the umbrella ✓ add a little curl for the puddle
	Down a horn, up a horn and under its head	✓ start at the top of the first horn ✓ go down the straight line for the first horn ✓ go underneath the horns ✓ draw a straight line up for the second horn ✓ go down and curl under its head

b p

Letter	Handwriting Phrase	Checklist
	Down the laces to the heel, round the toe	✓ start at the top of the boot ✓ go straight down the boot ✓ go up over the toe ✓ back to the heel
	Down the plait and over the pirate's face	✓ start at the top of the plait ✓ go down the plait ✓ go over the face ✓ finish under the chin

h n m r

Letter	Handwriting Phrase	Checklist
	Down the head to the hooves and over its back	✓ start at the horse's head ✓ go down its straight neck ✓ go down to its feet ✓ go round its back ✓ draw a back leg ✓ add a little curl of dust as the horse runs away
	Down Nobby, over his net	✓ start at the top of Nobby's head ✓ go straight down Nobby ✓ go over the net ✓ add a curve for the grass
	Maisie, mountain, mountain	✓ start at Maisie's head ✓ go straight down Maisie ✓ go over the mountains ✓ check the mountains are the same height as Maisie ✓ add a small curl for the grass
	Down its back, then curl over its arm	✓ start at the robot's head ✓ go straight down its body ✓ go over the robot's arm

e s f i

Letter	Handwriting Phrase	Checklist
	Lift off the top and scoop out the egg	✓ go up around the shell that needs to be cut off the egg ✓ draw underneath the egg
	Slither down the snake	✓ start at the snake's head ✓ curl one way ✓ curl the other
	Down the stem and draw the leaves	✓ start at the top of the flower ✓ go round and down the flower stem – then lift the pencil off the page ✓ draw a straight line across the leaves
	Down the body, dot the head	✓ start at the top of the insect's neck ✓ go down the body ✓ draw a tail ✓ add a dot for the head

t k l j

Letter	Handwriting Phrase	Checklist
	Down the tower, across the tower	✓ start at the top of the tower ✓ go straight down the tower ✓ add a curve ✓ make a straight line across the tower
	Down the kangaroo's body, tail and leg	✓ start at the kangaroo's head ✓ go down its body ✓ draw a tail to the body ✓ draw a straight back leg
	Down the long leg	✓ start at the top of his leg ✓ go down his long leg ✓ add a curl for the shoe
	Down its body, curl and dot	✓ start at the top of the jack-in-a-box's neck ✓ go down the long straight body ✓ draw a smooth curl for the legs ✓ add a dot for the head

v w x z

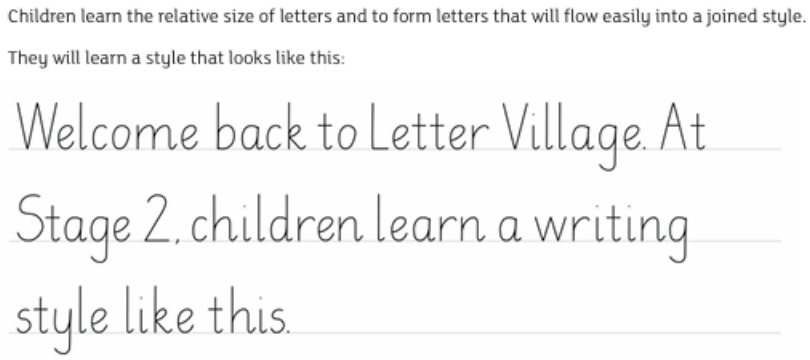
Letter	Handwriting Phrase	Checklist
	Down a wing, up a wing	✓ draw two straight lines for the wings – down, up
	Down, up, down, up	✓ draw four lines, all the same length – down, up, down, up
	Down the arm and leg and repeat the other side	✓ start at the top left ✓ go to the feet ✓ start at the bottom left ✓ go up to the arms
	Zig-zag-zig	✓ draw three straight lines – across, down, across

Stage 2 - relative size and Letter Village

Stage 2 usually begins during Year 1 once pupils can form letters with correct basic formation. Pupils in Year 2 or above who are not yet ready to join should also complete this stage before Stage 3. Stage 2 develops relative letter size and a formation that will flow naturally into joined handwriting.

RWI Letter Village introduces the 'sponge cake' image to help pupils visualise letter placement: the jam is in the middle, with sponge above and below. Pupils are reminded of these layers at the start of lessons. Letters continue to be grouped by similar formation.

Each 10-minute Stage 2 lesson introduces the story/letter and rap, models the letter, gives practice time, includes partner checking, repeats the model-practise-check cycle and reviews the new and previously taught letters through words.

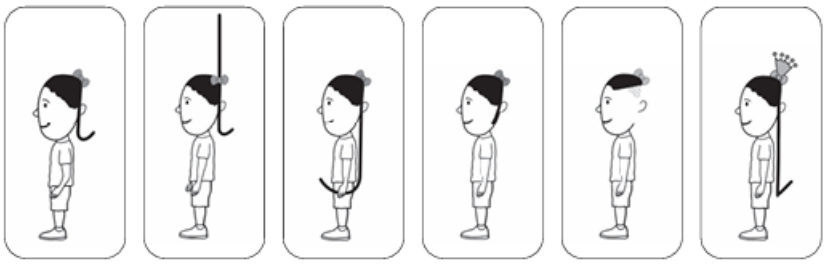

Children learn the relative size of letters and to form letters that will flow easily into a joined style.

They will learn a style that looks like this:

Welcome back to Letter Village. At Stage 2, children learn a writing style like this.

RWI Stage 2 example: relative size and the handwriting style that prepares pupils for joining.

At Stage 2, we group letters that have a similar formation: a d g o c q, u y b p h n m r e s f i l t k j v w x z. These new handwriting 'picture hooks' focus on each group's shared similarities. For example, here's the first group of letters – a d g o c q.



When children are in Reception, we connect the letters they read with the shape they write. Children read a: a-a-a-apple; they write a: round the apple down the leaf. The mnemonics are designed to help children read quickly – with an accompanying phrase to establish correct basic formation. By Year 1, children should be confident to read and write the letters with the correct formation.

How do I make the most of partner check?

This symbol shows when it's time for partners to check each other's letter, join or word.

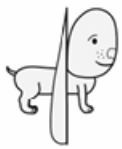
In each film, children choose their best letter or join and decide their 'two best bits and one to fix'.

Pause the film if children need more discussion time.

Letter	Name	Checklist
a	Annie	✓ start at the bow on the top of her head ✓ over the top of her head ✓ curve down her face ✓ round her chin ✓ up to her ear ✓ up to her bow ✓ straight hair down ✓ add a curl (not too curvy)
d	Dina	✓ start at her bow on the top of her head ✓ over the top of her head ✓ curve down her face ✓ round her chin ✓ up to her ear ✓ up to her bow ✓ spiky hair – up to the top sponge and down ✓ add a curl (not too curvy)
Review: a d		
g	Gaia	✓ start at her bow ✓ over her head ✓ curve down her face ✓ round her chin ✓ up to her ear ✓ up to her bow ✓ down her long hair to the bottom sponge ✓ add a round curl
Review: a d g		
o	Olive	✓ start at her bow ✓ over her head ✓ curve down her face ✓ round her chin ✓ up to her ear ✓ and up to her bow
Review: d g o		
c	Cara	✓ start at her bow ✓ over her head ✓ curve down her face ✓ round her chin and stop
Review: g o c		

q	Queenie	✓ start at her crown ✓ over her head ✓ curve down her face ✓ round her chin ✓ up to her ear ✓ up to her crown ✓ down her long hair ✓ sharp flick
Review: o c q		

Letter	Name	Checklist
u	Uncle Umberto	✓ start at the top of the jam ✓ down to the bottom ✓ round his chin ✓ up to his ear ✓ up to the top of his head ✓ back down ✓ add a curl on the line (not too curvy)
Review words: dug, dog, add		
y	Uncle Yan	✓ start at the top of the jam ✓ down his face – to the bottom of the jam ✓ round his chin ✓ join the chin by his ear ✓ up to the top of his head ✓ down his very straight long hair – to the bottom sponge ✓ add a nice round curl
Review words: day, daddy, cod		

Letter	Name	Checklist
b	Bunnie B	✓ start at the top of the sponge ✓ down his straight ears ✓ over his head ✓ curve down his face ✓ make a round chin ✓ join his chin to his ears
Review words: bad, bug, body		
p 	Puppy P	✓ start at the top of the jam ✓ go down her straight long ears – to the bottom of the sponge ✓ back up again ✓ over the top of her head ✓ curve down her face ✓ make a round chin ✓ join her chin to her ears
Review words: yap, puppy, good		

Letter	Name	Checklist
h	H hen	✓ start at the top of the sponge ✓ straight down her long feather back up to the top of her beak ✓ slope up her forehead ✓ curve round her head ✓ straight down ✓ add a curl for the tail feather
Review words: hug, hop, happy		
n	N hen	✓ start at the top of the jam ✓ straight down her feather ✓ back up to the top of her beak ✓ slope up her forehead ✓ curve round her head ✓ straight down ✓ add a curl for the tail feather
Review words: and, bun, hand		
m	M hen	✓ start at the top of the jam ✓ straight down their feather ✓ back up to the top of the beak ✓ slope up the forehead ✓ curve round her head ✓ straight down ✓ back up to the top of the beak ✓ slope up the forehead ✓ curve round her head ✓ straight down ✓ add a curl for the tail feather
Review words: map, mug, man		
r	R hen	✓ start at the top of the jam ✓ straight down her feather ✓ back up to the top of her beak ✓ slope up her forehead ✓ curve round her head and stop
Review words: run, room, pram		

Letter	Name	Checklist
e	egg	✓ start in the middle of the jam ✓ scoop and loop up to the top of the egg at the top of the jam ✓ round the egg back to the middle of the jam
Review words: egg, queen, deep		

s	snake	✓ start at the snake's tongue at the top of the jam ✓ slither round the back of the egg ✓ slither round the front of the egg ✓ and round the bottom of the jam
Review words: sunny, soggy, dress		
f	flower	✓ start at the flower in the middle of the top sponge ✓ curve gently round ✓ straight down the stem to the middle of the bottom sponge ✓ curve gently over the root ✓ go the leaves left to right – across the top of the jam
Review words: food, huff, puff		
i	insect	✓ start at the top of the jam ✓ straight down its body to the bottom of the jam ✓ add a curl for its tail – not too sharp, not too round ✓ dot for the eye in the middle of the top sponge
Review words: flip, spin, igloo		

Letter	Name	Checklist
l	Long-legged Layla	✓ start at the top of the sponge ✓ straight down her legs to the bottom of the jam ✓ add a curl – not too sharp, not too round
Review words: long, bell, smelly		
t	Top hat Taylor	✓ start at the top of her hat in the **middle** of the top sponge ✓ down to the bottom of the jam ✓ add a curl – not too sharp, not too round ✓ go the rim of the hat left to right on top of the jam
Review words: trap, teeth, attic		
k	Kay the Clown	✓ start at the top of the sponge for Kay's tall hat ✓ straight down to the bottom of the jam up to the middle of the jam ✓ around the hoola hoop – ***keep it in the jam***! ✓ make a diagonal line to the bottom of the jam ✓ add a curl – not too sharp, not too round
Review words: knock, kitten, kick		

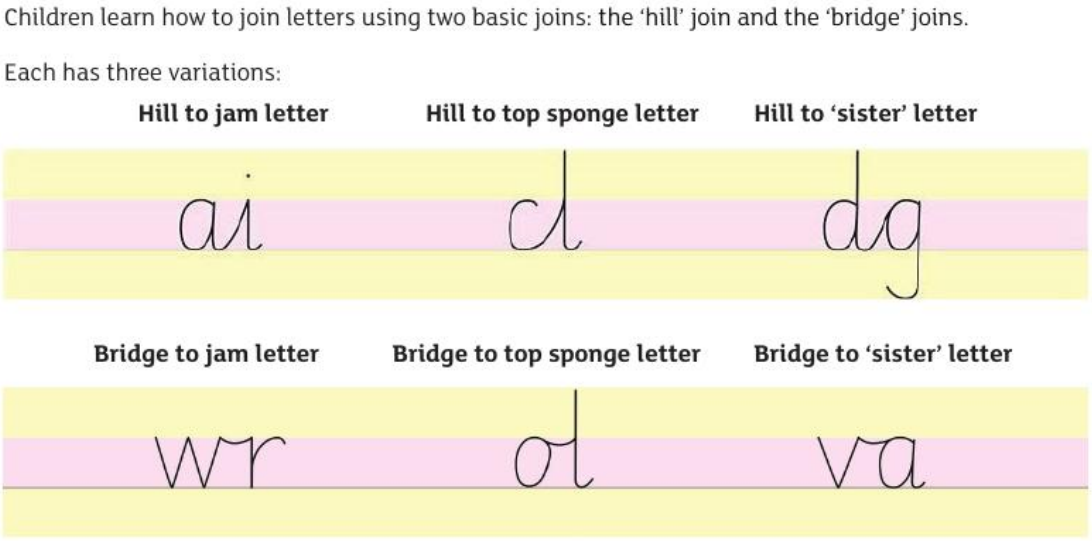
j	Jumping Jay	✓ start at the top of the jam ✓ straight down Jay's body to the bottom of the sponge ✓ add a round curl for his legs ✓ dot for the eye in the middle of the top sponge
Review words: jump, jacket, jolly		

Letter	Name	Checklist
v	V- Acrobat	✓ start at the hand at the top of the jam ✓ diagonal line down to the feet at the bottom of the jam ✓ diagonal line up to the hands at the top of the jam the same both sides
Review words: love, have, give		
w	W- Acrobat	✓ start at the hand at the top of the jam ✓ diagonal line down to the feet at the bottom of the jam ✓ diagonal line up to the hand at the top of the jam ✓ diagonal line down to the feet again ✓ diagonal line up to the hand at the top of the jam ✓ all lines are the same length
Review words: what, when, which		
x	X- Acrobat	✓ start at the left hand at the top of the jam diagonal line down to the feet at the bottom of the jam ✓ lift your pencil ✓ diagonal line up to the hand at the top of the jam ✓ hand, feet, feet, hand
Review words: fox, box, extra		
z	Z- Acrobat	✓ start at the hand at the top of the jam go across the jam to his head ✓ diagonal line down to his knees at the bottom of the jam ✓ across the bottom of the jam to his feet ✓ hand, head, knee feet
Review words: zebra, zoo, quiz		

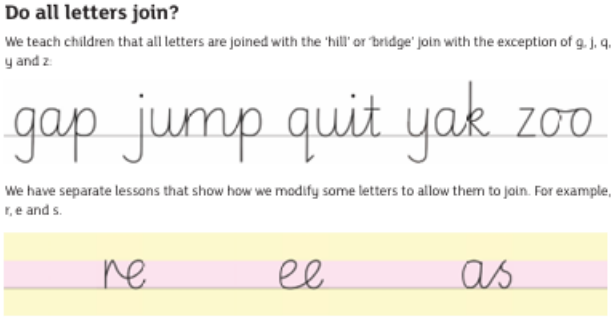
Stage 3 - joining

Stage 3 begins only when pupils can form letters correctly. If formation is insecure, staff return to Stage 2 practice. At Stage 3, pupils learn two basic joins: the 'hill' join and the 'bridge' join. Each has three variations: to a jam letter, to a top-sponge letter and to a 'sister' letter.

Pupils practise each join first through specific letter combinations and then in words. All joins sit in the 'jam'. The programme explicitly teaches that g, j, q, y and z are not joined; some letters, including r, e and s, are modified when joining.



RWI Stage 3: hill and bridge joins and their variations.



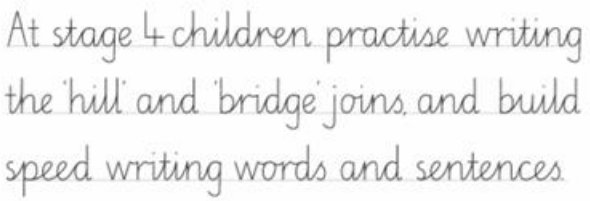
RWI Stage 3: letters that are not joined and examples of modified joining forms.

Each Stage 3 lesson follows a 10-minute routine: introduce the join through a story and rap; model two letters joined; pupils practise; partners check; repeat. Every fourth lesson is a celebration lesson in which pupils practise words containing the joins taught so far.

Stage 4 - mature and speedy handwriting

Stage 4 begins when pupils can form letters correctly and use the hill and bridge joins securely. It is designed to develop a mature, automatic and speedy style. Pupils continue to practise the same joins and their variations through letter pairs, words and sentences.

In each lesson pupils practise a join, check it with a partner, write a word containing the join, build speed with the word, write a sentence containing the word, check the sentence, build speed with the sentence and complete a final partner check.



RWI Stage 4 example: the mature joined style is the same underlying style as Stage 3, practised for speed and fluency.

Hill to jam letters

	Join	Word	Sentence
Part 1	du	duck	A duck splashed.
Part 2	ai	rain	A duck splashed in the rain.
Part 1	by	baby	The baby slept.
Part 2	cr	crawl	The baby learned to crawl.
Part 1	sn	snack	I ate a snack.
Part 2	mu	mum	I ate a snack with my mum.
Part 1	ur	nurse	The nurse was kind.
Part 2	hi	him	The nurse cared for him.
Part 1	pr	spray	I spray water.
Part 2	ee	tree	I spray the tree with water.

Hill to top sponge letters

	Join	Word	Sentence
Part 1	cl	clear	The sky is clear.
Part 2	ab	above	The sky above is clear.
Part 1	bb	rabbit	The rabbit hopped.
Part 2	sh	sheep	The rabbit hopped to the sheep.
Part 1	th	they	They all smiled.
Part 2	ph	photo	They all smiled for a photo.
Part 1	bl	blow	I can blow a bubble.
Part 2	nk	think	I think you can blow a bubble.
Part 1	ch	much	There is not much.
Part 2	el	else	There is not much else to do.

Hill to 'sister' letters

	Join	Word	Sentence
Part 1	ng	sang	They sang with joy.
Part 2	no	note	They sang each note with joy.
Part 1	ba	ball	She caught the ball.
Part 2	nd	hand	She caught the ball with one hand.
Part 1	ca	came	Large crowds came.
Part 2	ma	match	Large crowds came to the match.
Part 1	da	dark	Friday was dark.
Part 2	co	cold	Friday was dark and cold.
Part 1	pa	path	The path was rocky.
Part 2	dg	edge	The edge of the path was rocky.

Bridge to jam letters

	Join	Word	Sentence
Part 1	vi	visit	It was a nice visit.
Part 2	fi	first	It was his first visit to the beach.
Part 1	or	horse	A horse ate grass.
Part 2	ow	cow	A horse and a cow ate grass.
Part 1	oe	shoe	Her shoe was brown.
Part 2	wr	wrong	Her shoe was on the wrong foot.
Part 1	ri	river	The river ran.
Part 2	ry	dry	The river ran dry.
Part 1	rr	burrow	A rabbit dug a burrow.
Part 2	oi	soil	A rabbit dug a burrow in the soil.

Bridge to top sponge letters

	Join	Word	Sentence
Part 1	ol	school	I wrote a poem at school.
Part 2	rh	rhymes	I wrote a poem that rhymes at school.
Part 1	wl	bowl	Tip it into a bowl.
Part 2	fl	flour	We tipped flour into a bowl.
Part 1	wh	what	What shall we do?
Part 2	xt	next	What shall we do next?

	Join	Word	Sentence
Part 1	rl	girl	The girl ran.
Part 2	ot	hot	The girl was hot when she ran.
Part 1	ok	spoke	He was quiet when he spoke.
Part 2	ob	nobody	Nobody heard him when he spoke.

Bridge to 'sister' letters

	Join	Word	Sentence
Part 1	va	van	They saw a van.
Part 2	ro	road	They saw a van on the road.
Part 1	oa	boat	A boat bobbed.
Part 2	wa	water	A boat bobbed on the water.
Part 1	og	dog	I walked the dog.
Part 2	fa	father	My father walked the dog.
Part 1	ra	rat	I saw a rat.
Part 2	od	today	I saw a rat today.
Part 1	wo	wolf	The wolf howled.
Part 2	oo	moon	The wolf howled at the moon.

Review

This policy will be reviewed regularly and whenever Read Write Inc. Handwriting guidance, statutory curriculum requirements or school practice changes. The school will prioritise fidelity to the current RWI Handwriting sequence when updating teaching materials and staff guidance.

Handwriting examples and diagrams reproduced in this policy are taken from the school's supplied copy of Read Write Inc. Handwriting Handbook (Ruth Miskin/Oxford University Press, 2026) for internal staff guidance.

Appendix One: Expected progression across school

Phase / year	RWI focus	Key expectation	Typical writing surface
Reception / early Stage 1	Set 1 formation + Stage 1	Correct basic formation; handwriting families; visualise and verbalise to memorise	Plain/unlined paper
Year 1	Stage 2, then Stage 3 when ready	Relative size and line placement; preparation for joining; begin hill/bridge joins once formation is secure	Wide lines / tram lines / suitable 8mm lines
Year 2	Secure Stage 3; progress towards Stage 4	Accurate hill/bridge joins; increasing consistency and application in wider writing	Lined exercise books
Years 3-4	Stage 4 / consolidation	Mature joined style; automaticity, fluency and speed; revisit earlier stages where needed	8mm-lined books
Years 5-6	Maintain and refine fluent style	Legible, fluent and efficient personal handwriting; adapt style to purpose while retaining secure formation	Curriculum-appropriate books/paper

Appendix Two: Lesson Blueprints

Stage 1 lesson routine: the teacher uses the A4 picture card and thinks aloud through the checklist while tracing the shape; writes the letter on the board while repeating the points; pupils say the points with the teacher; the picture and letters are removed; pupils visualise and write the letter; the class reviews a deliberately imperfect model; pupils identify 'two best bits and one to fix'; the teacher rewrites the letter accurately; pupils practise again and underline their best letter.

Stage 2 lesson routine: Each 10-minute film follows the same structure:

1. Introduce the story with a letter and a rap.
2. Show children how to write the letter.
3. Children practise writing the letter.
4. Children check their letters with their partner.
5. Repeat steps 2, 3 and 4.
6. Review the new letter and previous letters by asking children to practise writing words containing them. While your children are writing, support children who need extra help.

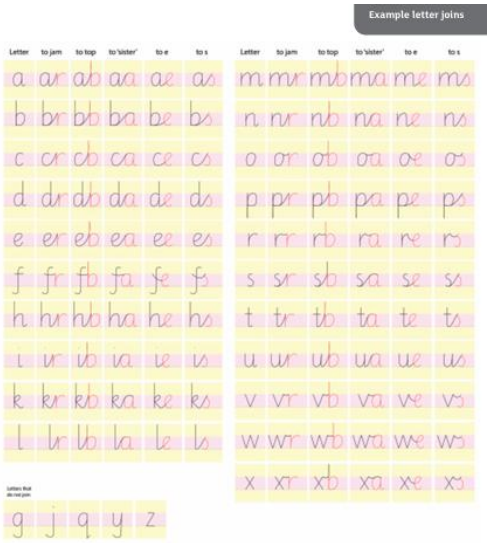
Stage 3 lesson routine: Each 10-minute film follows the same structure:
1. Introduce the join with a story and a rap.
2. Show children how to join two letters.
3. Children practise writing two letters with the join.
4. Children check their letter joins with their partner.

We then repeat steps 2, 3 and 4. Every fourth film is a 'celebration' lesson: children practise writing words that contain all the joins they have learnt following the same structure as films 1 to 3. While your children join in with the films, support children who need extra help

Stage 4 lesson routine: Use the films to keep the class engaged, and focus your support on the children who need extra help. Each Stage 4 films follows the same 10-minute structure. Children:
1. practise joining two letters
2. check the join with their partner
3. practise writing a word containing the letter join
4. build speed writing the same word
5. practise writing a sentence containing the word
6. check the handwriting in their sentence
7. build speed writing the same sentence
8. check their handwriting with their partner.

Note: Step 5 extends the Part 1 sentence.
Pause the film to show how you choose your 'two best bits and one to fix' if children need more modelling.

Appendix Three: Example letter joins



Appendix Four: Handwriting guidelines