



Reviewed on:	November 2016
Next Review:	May 2018
Staff Responsibility	English lead
Governor responsibility	FGM
Signed by Chair	D Bathgate

Handwriting Policy

Aims

1. To know the importance of clear and neat presentation in order to communicate meaning effectively
2. To write legibly in both joined and printed styles with increasing fluency and speed by;
 - Having a correct pencil grip
 - Forming all letters correctly
 - Knowing the size and orientation of letters

Teaching time

There should be a minimum of 1 x 15 minute handwriting lesson each week as well as time to practice.

Children who find handwriting difficult should be targeted for intervention in addition to independent practice.

Model used

Lambley Primary School uses the following letter formation

Lower case letters;

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;

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

Numbers

1 2 3 4 5 6 7 8 9 0

The Four Joins

1. to letters without ascenders
2. to letters with ascenders
3. horizontal joins
4. horizontal joins to letters with ascenders

abcdefghijklmnopqrstuvwxyz

NB children must be taught individual letters first so that they see them as individual units BEFORE learning to join.

Paper

As motor skills increase then the size of writing should decrease. Children will use a range of line sizes that are appropriate to their development.

Year Groups

Reception

Children will use a range of gross and fine motor skills to develop their handwriting, including Funky Fingers. They will be given opportunities to form letters accurately and correct any misconceptions as part of our phonics programme. The children will be introduced to letters in a print format before moving on to exit strokes for cursive handwriting in the summer term.

Year 1

Children should start the year as above. When they are ready they should move on to wide lined paper and joined handwriting.

Year 2

The majority of children should be ready to start the year using lined books and wide lined handwriting books and will progress to narrow lined books through the year. Some children will continue using wide lined books throughout the year.

Key Stage 2

All children should now be consistently joining their handwriting.

They should be allowed to use unlined paper from time to time so that they can practise applying skills; they will use line guides (width at the discretion of the teacher).

Teaching Sequence

- Hand and finger strength
- Physical preparation
- Patterns
- Over dotted lines
- Under teacher's writing (directly under words - write in large letters, leave large space between words)
- Independence

For the order of teaching letters and joins see Appendix 1

Techniques for teaching letter formation

- Model good handwriting all the time
- Demonstrate
- Talk through the process
- Encourage children to verbalise the process
- Children form letters in the air
- Finger trace over tactile letters
- Write over highlighter pen (or dotted letters)
- Draw round templates
- Write in sand with finger or stick
- Write with chalk on chalkboard
- Wax resist letters
- Form letters with pegs on pegboard

- Form letters with beads in plasticine
- Finger trace the outline of letters on the back of the person in front of you

Getting ready to write

Seating and posture

- Chair and table should be at a comfortable height
- The table should support the forearm so that it rests lightly on the surface and is parallel to the floor
- Encourage children to sit up straight and not slouch
- The height of the chair should be such that the thighs are horizontal and feet flat on the floor
- Tables should be free of clutter
- Rooms should be well lit
- Left handed pupils should sit on the left of their partners

Pencil grip

- Children should write with a pencil (or pen when introduced at the appropriate time) with a rounded nib. Pencils should be reasonably sharp.
- A tripod grip is the most efficient way of holding a pencil

For right handers

- Hold lightly between the thumb and forefinger.
- The paper should be placed to the right tilted slightly to the left
- Use the left hand to steady the paper

For left handers

- Hold lightly between thumb and forefinger resting on the first knuckle of the middle finger
- The hand should be kept below the writing line
- The paper should be tilted slightly to the right at about 20 - 30°
- Use the right hand to steady the paper

NB It is very important that a right handed child is NOT seated on the left hand side of a left handed child as their elbows will collide!

Assessment across school

English subject leader and senior leaders should monitor children's writing and presentation in books regularly (at least termly). The following should be considered:

- Is the writing generally legible?
- Are the letters correctly shaped and proportioned?
- Are the joins made correctly?
- Are the spaces between the letters, words and lines appropriate?
- Is the size of the writing appropriate?
- Is the writing properly aligned?
- Are the writing standards achieved by the majority of pupils in line with the National Curriculum?

Individual assessment

Children should be observed as they write during handwriting lessons - the teacher must circulate, monitor and intervene. Teachers also need to monitor and mark whole pieces of writing. The following should be considered:

- Is the posture correct?
- Does the child hold the pencil correctly?
- Does the child use the correct movement when forming and/or joining letters?
- Are any letters reversed or inverted?
- Does the child write fluently and rhythmically?
- Is the writing easily legible?
- Is the pupil's handwriting development in line with the Level Descriptors in the National Curriculum.

Links to spelling

Linking handwriting with spelling is one of the most powerful ways of developing the visual memory. Where possible handwriting will be practised using letters, blends, strings or digraphs so that patterns are internalised.

Remember to use **Look - Say - Cover - Write - Check**

The child:

Looks at the word carefully

Says the word

Covers the word so that it can't be seen

Writes the whole word from memory
Checks the word is written correctly
If not, repeat.

Handwriting Pens

Once a child has shown that they can consistently produce joined handwriting at the required standard they will be awarded a handwriting pen and certificate. This will be reviewed at the beginning of each school year.

Monitoring and Evaluation

This policy will be evaluated annually.

APPENDIX I

Order of teaching

Single letters in the cursive style (YR and Y1)

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

Joins Y1 going into Y2

Introduction of the four handwriting joins

First join; un um ig id ed eg an or ing ung

Second join; ch sh th tl ll ill sli slu ck ack
st sti ink unk

Third join; od pg re ve oon oom

Fourth join; wl vl of ff fl flo

Practise capital letters

Supporting activities

- Match and copy captions
- Trace and copy patterns
- Copy words
- Copy sentences
- Write out menu
- Copy poem
- Alphabetical ordering

Joins Y3 (going into Y4)

Revision

- Practise capital letters

Further practise of the four handwriting joins

- in ine
- ut ute
- ve vi
- ok oh
- sh as es (practising two ways of joining the letter s)
- ri ru ry (practising joining from the letter r)
- oa ad as (practising joining to and from the letter a)
- ee ea ed (practising joining from the letter e)
- ow ov ox (practising joining from the letter o)
- ky hy ly (practising joining to the letter y)
- ha ta fa (practising joining to the letter a)
- od oo og (practising joining from the letter o)
- er ir ur (practising joining to the letter r)
- ai al ay
- o you oi
- re oe fe (practising the horizontal join to the letter e)
- fu ru ru (practising the horizontal join to the letter u)
- ot ol ok (practising joining to ascenders)
- ai al ow ol (practising all the joins)

Supporting activities

- copy words, sentences, poems
- match questions to answers
- copy jokes
- make and copy compound words

Year 4

- ning ping ting
- oc od oo
- ake ome are
- fla flo fle
- who wha whe
- ie in il
- inly ky ny
- ap ar an
- ick uck ack
- practise writing with a slope
- he
- we
- re
- fte fir fin
- wra wri kni (silent letters)
- ii ll tt rr nn mm cc oo dd ss ff ee
- ew ev ex (spacing)
- th ht fl (proportions)
- ac ag af
- Capital letters
- Decorated capital letters
- Practising with punctuation ! ? - " " , ' ,

Supporting activities

- Copy words, sentences, poems
- Trace and copy
- Copy tongue twisters
- Copy instructions

Years 5 and 6

- Practise consistency and size of letters
- Practising using a diagonal joining line
- Practising leaving an equal space between letters
- Practising joining to the letter y
- Practising using a horizontal joining line
- Practising the size and height of letters
- Practising joining from the letter i
- Practising joining to and from the letter v
- Practising consistency in forming and joining letters
- Practise speedwriting
- Practising crossing double tt on completing the word
- Practising joining to and from the letter e
- Practising joining to and from the letter w
- Practising printing
- Practising drafting and editing
- Practising joining to the letter t
- Ensuring letters are consistent in height and size
- Practising with punctuation
- Practising joining from the letter m
- Ensuring the ascender on the letter t is the correct height
- Practising spacing within words
- Developing fluency
- Practising forming and joining the letter f
- Practising presentation
- Looking at different handwriting styles
- Revision of all skills

Here's a warm up that's great for posture and a positive attitude. Use it before cursive handwriting lessons and during the refreshing and can be done even in a crowded class. If it's manageable, let your students jump in place first.

APPENDIX 1



Push palms



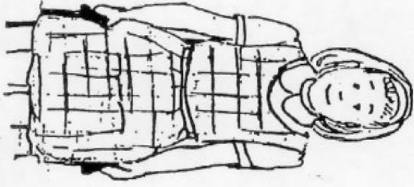
Pull hands



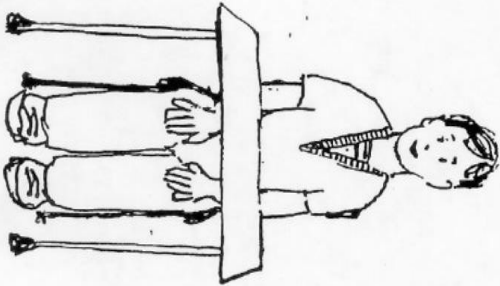
Hug yourself tightly



Reach high, one hand, then other
Reach - make circles in the air



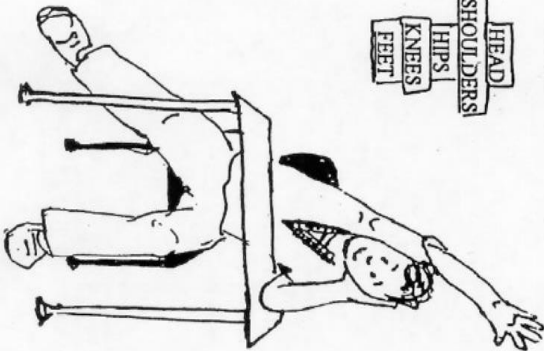
Pull up on chair



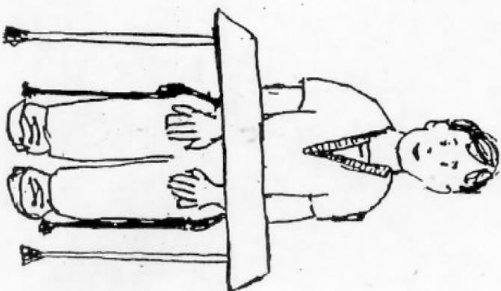
* Stack your blocks



* BLOCKS



Assume an outrageous posture



Stack your blocks again!

Approved by Lambley Primary School Governing Body

Signed: D Bathgate

Designation: Chair of Governors

Date: 15th November 2016

Review Date: May 2018