THE MEADOWS PRIMARY SCHOOL

Handwriting Policy – Appendix E

"Handwriting is a tool that has to work. It must be comfortable, fast and legible."
Angela Webb, Chair, National Handwriting Association

Aims

As a school, our aims in teaching handwriting are that the pupils will:

- Be able to write quickly to aid expressing themselves creatively and imaginatively across the curriculum and for a range of purposes,
- Experience coherence and continuity in learning and teaching across the school,
- Understand the importance of clear and neat presentation in order to communicate meaning clearly,
- Take pride in the presentation of their work,
- Use their skills with confidence in real life situations.

The importance of handwriting

Handwriting is a movement skill and one which is best taught directly by demonstration, explanation and practice. The principal aim is that handwriting becomes an automatic process, which frees pupils to focus on the content of the writing. The correct formation of all letters needs to become automatic and may require a lot of practise. In order for this to occur, handwriting is taught in ways that enhance fluency and legibility.

Entitlement and curriculum provision

Handwriting is taught regularly throughout the week. Explicit teaching and practise of handwriting skills generally occurs outside the English lesson. Shared and guided writing provide many other opportunities for the modelling and monitoring of handwriting.
The expectation is that handwriting will be explicitly taught and practised in at least one session throughout the key stages during the week.

The school follow the requirements outlined below in the Programme of study for the National Curriculum.

English – key stages 1 and 2

Statutory requirements

Handwriting

Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

Notes and guidance (non-statutory)

Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided.

Left-handed pupils should receive specific teaching to meet their needs.

The role of adults:

- To follow the school policy to help each child develop legible and fluent handwriting;
- To provide direct teaching and accurate modelling;
- To provide resources and an environment which promotes good handwriting;
- To observe pupils, monitor progress and determine targets for development;
- To model appropriate handwriting to the children when using white boards, flip charts or marking books.

The learning environment

In all classes, writing boxes with suitable materials are available for pupils to work at their own tables. Writing areas/boxes are equipped with a range of writing implements, line guides, word lists and dictionaries.

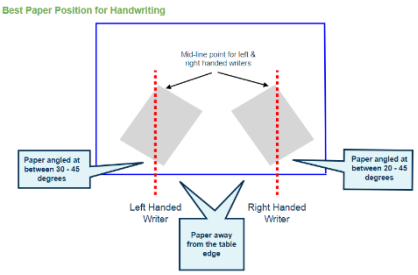
Continuity and Progression

Initially, children in reception develop their fine motor skills to strengthen their hand muscles. This is to prepare them to adopt the correct pencil grip and letter formation. The letter formation taught follows the Read Write Inc. programme (appendix 1). Once children are able to form letters and numbers correctly (appendix 1), lined paper should be provided to help develop uniformity of size and the correct position of the letters. Teaching includes presentational features such as margins, dates, underlined headings and how to cross out a mistake in pen with one straight line in pencil (using a ruler). If children are using pencils, then rubbers should be used to rub out carefully.

Posture

Developing a good posture is as important as developing a good pencil grip (appendix 2). Children will be able to sustain writing for longer if they become used to sitting comfortably. Correct posture is taught in line with the guidelines in the handwriting scheme.

- Ensure that they have a good pencil grip (appendix 2).
- Ensure feet are flat on the floor.
- Children should be sitting up with their bottoms pushed into the back of their chairs
- The lighting should be good, so that the children can see what they have written
- Children should have a direct view of the teacher/board when modelling.
- Children should use their non-writing hand to steady the paper and bear some body-weight
- The paper should be tilted slightly.



Teaching and Learning

Handwriting is a skill, which needs to be taught explicitly. Since handwriting is essentially a movement skill, correct modelling of the agreed style by the teacher is very important; it is not sufficient to require pupils to copy models from a published scheme or worksheet.

Consistency in the attitudes displayed, the methods employed and the models provided is the key to effective learning. Through all staff using and reinforcing the Read Write Inc programme (in Reception, Year 1 & Year 1/2) or the Cambridge 'PenPals' scheme (in Year 2 – Year 6), handwriting across the school will be consistent and developmental.

Reception, Year 1 & Year 1/2

The emphasis at this stage is with movement. Letter formation (starting at the right entry point and then moving in the right direction) learned at this early stage becomes automatic and has a profound influence on later fluency and legibility. To aid movement, close attention is given to pencil grip, correct posture, the positioning of the paper and the organisation of the writing space. At this stage the correct formation of letters is stressed. Children who have been allowed to invent their own ways of forming letters will find it

harder to change the longer they are allowed to persist and unless these habits are 'unlearned', it will be very difficult for them to learn a fluent, joined hand.

- To encourage correct letter formation a 'patter' is used to aid memory using Read Write Inc. rhymes. Pupils are given the opportunity to experiment with a range of writing materials and implements; a multi-sensory approach is used to help pupils feel the movement in the hand. Gross motor skills are developed through sky writing letters, making patterns in the air and making different body shapes and actions. Fine motor skills are developed through bead threading, play dough modelling, finger painting etc. Pencil control is developed through tracing, pattern copying etc.

- <u>Suggested activities to develop gross and fine motor skills</u>
  - Tracing in wet sand
  - Painting using thick brushes (water on playground/wall)
  - Pegboard patterns
  - Sewing and weaving activities
  - Cutting out
  - Whiteboard work
  - Draw letters on backs/different textures e.g. carpet, sandpaper
  - Jelly letters – Sparkly gel letters

Letter formation is practised and the link to the phonic sound and letter name is made during daily Read Write Inc.

From Year 2 onwards, the four groups are:
● Long ladder family -down and off in another direction, exemplified by the letter l :letters y, i, j, l, t, u;
● One armed robot family -down and retrace upwards, exemplified by the letter r:letters b, h, k, m, n, p, r; (numbers 2,3,5 follow a clockwise direction);
● Curly caterpillar family - anti-clockwise round, exemplified by the letter c (curly caterpillar): letters c, a, d, e, g, o, q, f, s; numbers: 0, 6, 8, 9;
● Zigzag family- v, w, x, z; numbers:1, 4, 7.

See appendix 3 for further clarification.

<u>Year 2</u>

In Year 2, the four basic handwriting joins (diagonal and horizontal joins to letters with and without ascenders) are practised and letters that do not join are identified.

<u>Years 3 and 4</u>
In Year 3 the children consolidate their use of the four basic handwriting joins, ensuring consistency in size, proportion and spacing of letters. By the end of Year 3, joined handwriting should be used at all times unless other specific forms are required, e.g. printing on a map, a fast script for notes. In Year 4 handwriting speed, fluency and legibility are built up through practice. It is anticipated that all children will be writing in pen by the end of Year 4, through obtaining their pen licence.

<u>Years 5 and 6</u>
Years 5 and 6 are used to consolidate learning for those children who have not yet achieved a fluent and legible joined script. Those who have, they will work on developing an individual style based on the principles of good handwriting taught in previous years.

<u>Inclusion</u>
The vast majority of children are able to write legibly and fluently. However, some pupils need more

support and provision will be made for this in Individual Learning Plans. Teachers of children whose handwriting is limited by problems with fine motor skills should liaise with the SENDCo to develop a programme designed for the individual child. This may involve extra handwriting sessions and access to extra resources. Outside agencies, such as 'Occupational therapists', can be contacted where appropriate.

Left handed pupils

All teachers are aware of the specific needs of left-handed pupils and make appropriate provision:

- They make sure that left-handed children sit on the left of right-handed children, otherwise their writing arms will clash.
- They put a mark at the left side of the page to indicate where writing begins as some left-handed children mirror-write from the right.
  Left-handed children usually need to have the paper slightly to the left of centre of their body and should be encouraged to tilt their work clockwise so they can see what they have written.
- Teachers are alert to the fact that it is very difficult for left-handed pupils to follow handwriting movements when a right-handed teacher models them.
- Teachers demonstrate letter formation to left-handers on an individual or group basis, through using the 'Penpal' video links or through individual support from a left handed adult.

Pen Licence

To promote and reward the accomplishment of a legible, fluent joined style, the school operates a pen licence system. Once a teacher feels a child is ready to be awarded their 'learner' pen licence, they are asked to see the head teacher for an assessment. If a child is awarded their learner licence, the pupil begins to use a pen for all writing work, then re-visits the head teacher after the fortnight to obtain the full licence.

The role of parents and carers

Parents and carers are introduced to the school's handwriting style through links with feeder nursery and with a supportive leaflet during induction. The Reception staff play an important role in communicating this at an early stage, to ensure that parents are informed and encouraged to offer good models to their children by using only capital letters for the beginning of their names.

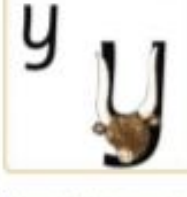
Assessment in Handwriting

All staff will carry out on-going informal assessments and monitoring throughout the year across all areas of the curriculum as part of termly writing assessments. Pupils are awarded a number 1-3 (with 3 representing fluent, joined up writing) based on teacher assessment.

Appendix 1


0
Around and around
And around we go...
When we get home we have a zero.
1
Number 1 is like a stick.
A straight line that is very quick.
2
Around and back on the railroad track.
Two, two,
Two, two!
3
Around a tree,
Around a tree.
That's the way to make a three!
4
Down and over,
Down once more.
That's the way to make a four!
5
Straight line down,
Then around.
Hat on top
And five's a clown!
6
Make a curve.
Then make a loop.
There are no tricks to make a six!
7
Across the sky
And down from heaven.
That's the way to make a seven!
8
Make an S
And do not wait.
Go back up
And that's an eight!
9
A loop and a line,
That makes a nine!
10
Straight line down,
Then around with a grin.
That's the way
To make a ten!

Reception, Year 1 & Year 1/2

a  Around the apple and down the leaf.	b  Down the laces to the heel and around the toe.	c  Curl around the caterpillar.	d  Around the dinosaurs bottom, up his tall neck & down to his toes.	e  Lift off the top and scoop out the egg.	f  Down the stem and draw the leaves.
g  Around the girls face, down her hair and give her a curl.	h  Down the head, to his hooves and over his back.	i  Down the body and dot for the head.	j  Down his body, curl, dot for his head.	k  Down the kangaroo's body tail and leg.	l  Down the long leg.
m  Down Maisie, mountain, mountain.	n  Down Nobby and over his net.	o  All around the orange.	p  Down the pirates plait and around his face.	qu  Round her head, up past her earring, down her hair,and flick.	r  Down the robots back and curl over his arm.
s  Slither down the snake.	t  Down the tower, across the tower.	u  Down and under, up to the top and draw the puddle.	v  Down a wing, up a wing.	w  Down, up, down, up.	x  Down the arm and leg, repeat the other side.
y  Down a horn, up a horn and under head.	z  Zig-zag-zig.				

Joining letter sets for Y2/P3

diagonal join to ascender (e.g. *at*)

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

a c d e h i k l m n 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

Penpals for Handwriting: Y2

Joining letter sets for Y3/P4

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 b c d e h i k l m n p 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

* anticlockwise letters

Joining letter sets for Y4/P5

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 b c d e h i k l m n p 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

Joins are not made from these letters.

g j y

Joins are not made to or from these letters.

x z

* anticlockwise letters

Penpals for Handwriting: Y4

Joining letter sets for Y5&6/P6&7

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 b c d e h i k l m n p 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

Joins are not made from these letters.

g j y

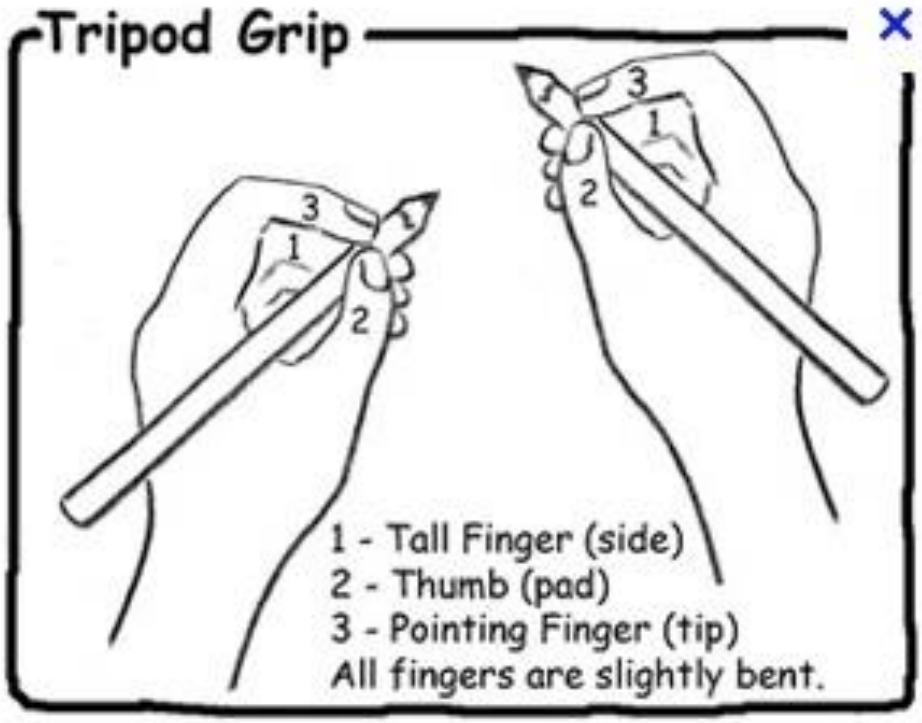
Joins are not made to or from these letters.

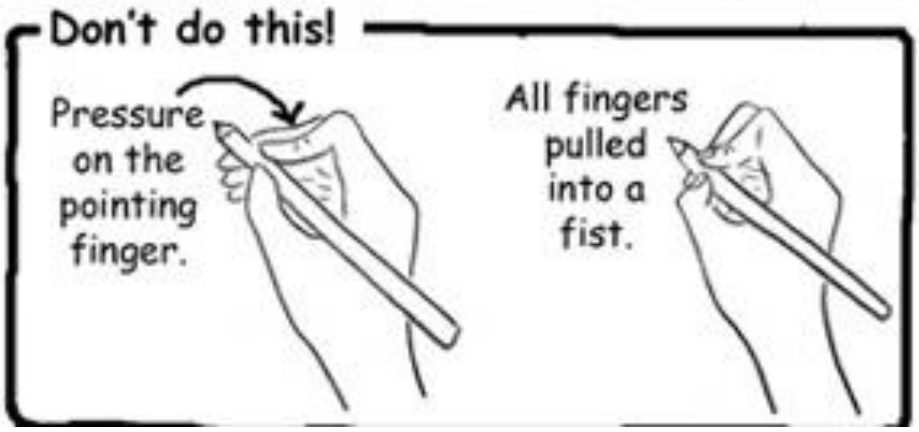
x z

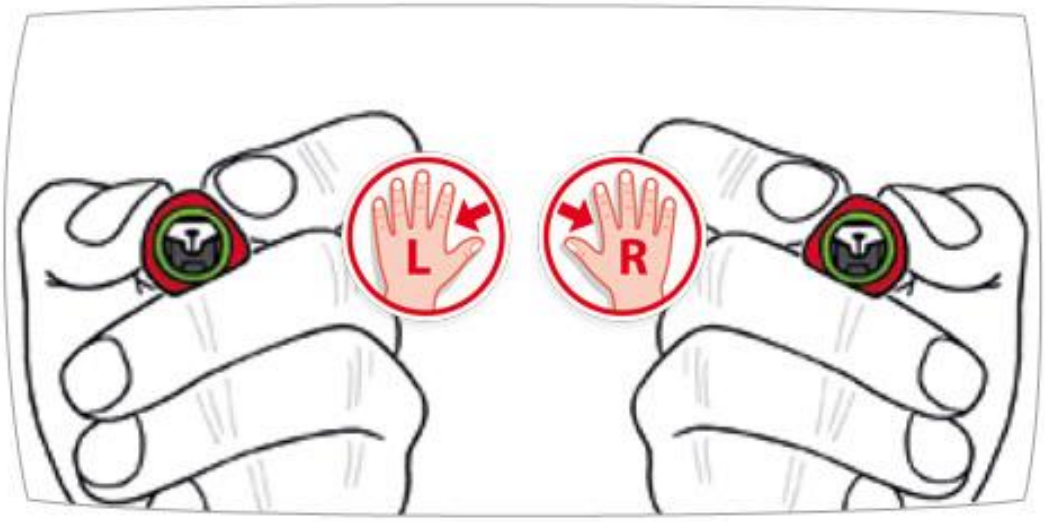
* anticlockwise letters

Penpals for Handwriting: Y5&6

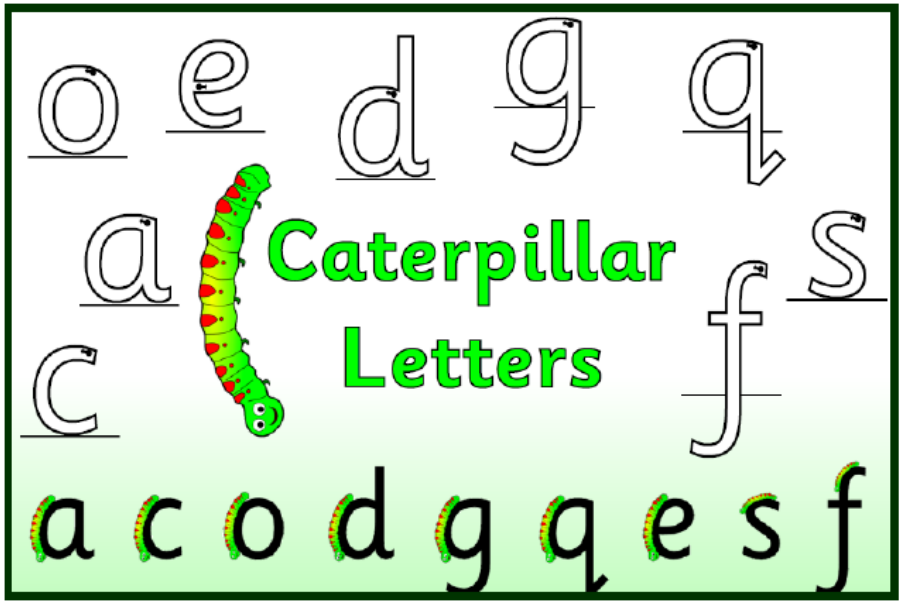
Appendix 2

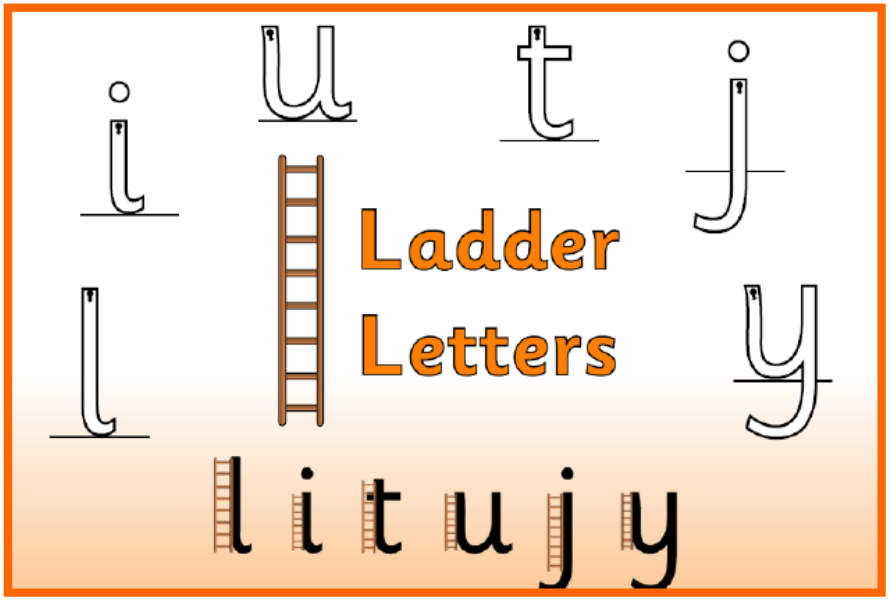

Tripod Grip
3
1
2
1 - Tall Finger (side)
2 - Thumb (pad)
3 - Pointing Finger (tip)
All fingers are slightly bent.

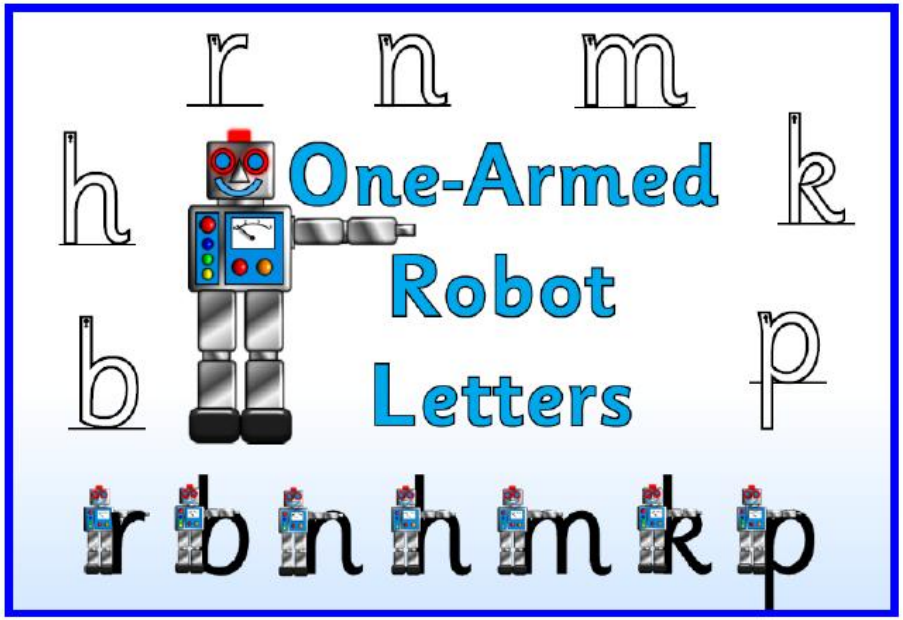

Don't do this!
Pressure on the pointing finger.
All fingers pulled into a fist.


L
R

Appendix 3









Autumn 2024
Autumn 2027

Long Ladder Family			
l	Start at the top, come all the way down and flick	L	Start at the top, come down and go across
i	Start at the top, come down and flick. Lift and dot	I	Start at the top, come down. Lift. Across at the top. Lift. Across at the bottom
t	Start at the top, come all the way down and curve. Lift and cross	T	Start at the top, come down. Lift. Across at the top
u	Start at the top, come down and curve. Go back up, comeback down and flick	U	Start at the top, come down. Curve back up
j	Start at the top, come all the way down and curve to the left. Lift an dot.	J	Start at the top, come down. Curve to the left. Across at the top
y	Start at the top, come all the way down and curve. Go back up, come all the way down and curve to the left.	Y	Slope down, slope back up. Lift. Come down from the point
One –armed Robot Family			
r	Start at the top, come down, bounce back up and over	R	Start at the top, come down. Lift. Back to the top. Go all the way round and slope
b	Start at the top, come all the way down, bounce half way back up and go all the way around	B	Start at the top, come down. Lift. Back tot the top. Go all the way round and all the way round again
n	Start at the top, come down, bounce back up, go over, down and flick	N	Start at the top, come down. Lift. Back to the top. Slope and straight up
h	Start at the top, come al the way down, bounce half way back up, go over, down and flick	H	Start a the top, come down. Lift. Back to the top. Slop and straight up.
m	Start at the top, come down, bounce back up and over. Down, bounce back up and over. Down and flick.	M	Start a the top, come down. Lift. Back to the top. Slope down, slope up and straight down.
k or k	Start at the top, come all the way down, bounce half way back up. Loop. Slope and flick. Or Start at the top, come all the way down. Lift. Slope. Slope and flick	K	Start at the top, come down. Lift. Slope in, slope out.
p	Start at the top, come all the way down, bounce back up and go all the way around	P	Start at the top, come down. Lift. Back to the top. Go all the way round
Curly Caterpillar Family			
c	Make a curve	C	Make a curve
a	Make a curve, go up to the top, come back down and flick	A	Slope to the left. Lift back to the top. Slope. Lift. Across in the middle
d	Make a curve, go all the way up, come back down and flick	D	Start at the top, come down. Lift. Back to the top. Go all the way round to the bottom
o	Make a curve, go all the way around	O	Make a curve, go all the way round
s	Make a curve, slope, make a curve back again	S	Make a curve, slope, make a curve back again
g	Male a curve, go up to the top, come all the way down and cure to the left	G	Make a curve. Lift and go across
q	Make a curve, go up to the top, come all the way down and flick	Q	Make a curve, go all the way round. Lift and slope across
e	Start with a loop then make a curve	E	Start at the top, come down. Lift. Back to the top. Across at the top. Lift. Across in the middle. Lift. Across at the bottom
f	Make a curve, come all the way down, curve to the left. Lift and cross	F	Start at the top, come down. Lift, back t the top. Across at the top. Lift. Across in the middle
Zig Zag Monster Family			
z	Go across, slope, go back across	Z	Go across, slope, go back across
v	Slope down, slope back up	V	Slope down, slope back up
w	Slope down, slope back up. Slope down again and slope back up	W	Slope down, slope back up. Slope down again and slope back up
x	Slope. Lift and slope across	X	Slope. Lift and slope across