

Handwriting Policy

Parish Primary School

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PARISH
CE Primary School

Building Learning, Friendships and Faith.

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Aims

There are four main aims to this policy:

- To have a consistent approach across the whole school to ensure high levels of presentation
- To adopt a common approach towards handwriting by all adults when writing in children's books, on the whiteboard or on displays / resources
- Children to achieve a neat, legible style with correctly formed letters in joined handwriting
- Children to develop fluency and speed whilst writing, so that eventually the children are able to write the letters with confidence and correct orientation

Statutory Requirements

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum (2014) and Literacy (Specific) Areas of the Statutory Framework for Early Years and Foundation Stage (2012).

National Curriculum Expectations for Handwriting

Year 1 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
- Make links with phonics and spelling

Year 2 pupils should be taught to:

- Form lower-case letters of the correct size relative to one another
- Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left not joined
- 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

Year 3-4 pupils should be taught to:

- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left not joined
- Increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch

Year 5-6 pupils should be taught to:

- Write legibly, fluently, with increasing speed and personal style by:
 - Choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters
 - Choosing the writing implement that is best suited for a task (e.g. quick notes, letters)

Principles of Joined Handwriting

In order to start learning the joins, children first need to be forming individual letters accurately so that each letter ends in the correct place. They need to see the joins being written, before practising themselves. When children are secure in the use of all four joins, short bursts of regular practice will help to build up speed and fluency. There are four different joins taught in this order:

1. Diagonal join to letters without ascenders
2. Horizontal join to letters without ascenders
3. Diagonal join to letters with ascenders
4. Horizontal join to letters with ascenders

Advantages of joining

- The motor memory of the child's hand and fingers helps them to spell as each word becomes one movement and not many
- Children are able to write at a faster pace
- Lessens the chance of reversing letters
- Spaces between words become more obvious
- Upper and lower case letters are clearer

Letters un-joined (Break letters)

It should be noted that breaks between adjacent letters which are left not joined are part of joined handwriting and this is indicated in the requirements for Years 2-6. The rule for children is that when a letter is made which finishes with the pen facing “the wrong way” then the pen is lifted and writing begun again. Letters not joined (e.g. ‘y’ followed by ‘a’) are placed as close to each other as possible. It is sensible to leave the following letters not joined:

b d g q y j z

Expectations for Handwriting at Parish

In order to achieve these aims, the following expectations should be followed:

- Handwriting should be taught explicitly, in short, frequent sessions.
- It should be modelled by the teacher then supervised
- Where possible, it should be linked to phonic and spelling patterns
- High expectations of writing are needed
- Teachers model good handwriting at all times, e.g. when writing on the whiteboard and when marking books

Inclusion

All pupils are provided with equal access to our English curriculum. We provide suitable learning opportunities regardless of gender, ethnicity or home background.

Through skilful teaching of handwriting, we expect the vast majority of our pupils to achieve age related expectations in handwriting. However, we recognise that occasionally, some pupils may find handwriting challenging for a variety of reasons. When this is the case, our approaches to the teaching and learning of handwriting will be adapted and differentiated to ensure that all pupils make progress. This may be through additional intervention handwriting sessions, use of multi-sensory approaches or revisiting age-related learning from a prior stage.

Multi-sensory approach

A multi-sensory approach to learning is beneficial for students experiencing difficulties in learning letter formations. This method incorporates the use of all the senses to facilitate learning. Activities include:

- Drawing large shapes and patterns on easels or large pieces of paper

- Constructing shapes and letters out of playdough, plasticine etc.
- Drawing in sand, shaving foam, on sand paper, with chalk, finger painting etc.

Pencil grip and posture

Children should be encouraged to use the correct pencil grip and sit with a good posture. The 'tripod' pencil hold is the recommended pencil hold and the pencil hold we endeavour to teach our pupils. The tripod grip allows the pen/pencil to be held securely whilst allowing controlled movements of the pen/pencil nib. However, there are other pencil holds, particularly for left-handers.

Left-handed children

Left-handed children should sit to the left of right-handed children to avoid their writing arms from bumping each other. The angle of the paper depends on the handedness of the pupil. Left-handers should sit with their body and paper at a slant to the right. This enables them to see their pencil tip, prevents them smudging their work with their writing hand and allows the pencil to move more freely. A left-hander may also benefit from holding the pencil higher up. Some children with specific difficulties may benefit from using a sloping surface and special equipment e.g. triangular pencil grip for a short period of time. (Please see SENCO/Literacy Team leader for support).

Stabilizing the paper

Children should be encouraged to stabilize the paper with their non-writing hand. Think of imaginative ways to do this. For example:

- Children can name their other hand and to then teach it/talk to it if it strays
- A sticker can be placed on their hand to remind them

Additional Notes

Handwriting Pens / Pen license

Once children are confident and consistent with letter formation and joining, they will be able to achieve their pen license. In order for children to be awarded their pen license, they need to have accomplished the following:

- Using a [correct pencil grip](#)
- Writing on the line
- Joining letters correctly

- Starting each letter in the correct place
- Forming letters with the correct shape and size
- Leaving appropriate gaps between words
- Writing clearly enough for other people to read their work

Handwriting Books

Children will be applying handwriting practice into books from Year 1-6. Children should be given immediate feedback through teacher modelling and verbal feedback (VF). The use of stickers and stamps is encouraged to acknowledge and praise children's efforts.

Assessment and Marking

Children should be observed as they write during handwriting lessons – with the teacher circulating, monitoring and intervening and modelling formations individually, where necessary. Children's efforts can be acknowledged informally within lessons with a tick, sticker or stamp.

Monitoring and Evaluation

The subject leader for literacy will monitor children's presentation and handwriting in books regularly. Standards and consistency will also be monitored at phase meetings and curriculum meetings.

Progression Framework for Y1-Y6

The following pages detail the expectations and teaching order for handwriting for Y1-Y6.

Year 1					
Expectations			What a Handwriting Lesson will look like		
<ul style="list-style-type: none"> ➤ Discrete handwriting lessons taught at least once a week for 15 – 20 mins ➤ Handwriting lessons start with a warm up and posture check ➤ Follow order in which letters are to be taught (unless children are below age related expectations) ➤ Use of modelling slides with tramlines ➤ Use of handwriting books with tramlines ➤ Multi-sensory approaches used to support 			<ul style="list-style-type: none"> ✓ Pencil control/pattern ✓ Warm up ✓ Posture check ✓ Teacher modelling ✓ Practice in books ✓ Apply in books – copy words with join / letters 		
Year 1 Teaching Order					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
'Stick letters' l Ll Tt Jj	Ee Ss Uu Ff Yy	Pp Kk Vv Ww Xx Zz	Year 1 High Frequency Words – 1 / 2 word focus per handwriting session, Focus on spacing between letters and words	Year 1 High Frequency Words – 1 / 2 word focus per handwriting session, Focus on spacing between letters and words	Year 1 High Frequency Words – 1 / 2 word focus per handwriting session, Focus on spacing between letters and words
'Anti-Clockwise Letters' Cc Oo Aa Dd Gg Qq	'Clockwise Letters' Mm Nn Rr Hh Bb	Numbers 1 2 3 4 5 6 7 8 9			

Year 2						
Expectations			What a Handwriting Lesson will look like			
<ul style="list-style-type: none"> ➤ Discrete handwriting lessons taught at least once a week for 15 – 20 mins ➤ Handwriting lessons start with a warm up and posture check ➤ Follow order in which letters are to be taught (unless children are below age related expectations) ➤ Use of modelling slides with tramlines ➤ Use of handwriting books with tramlines 			<ul style="list-style-type: none"> ✓ Warm up ✓ Posture check ✓ Teacher modelling ✓ Practice in books ✓ Apply in books – copy words with join / letters 			
Year 2 Teaching Order						
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Assessment of letter formation / Revision of single letters taught in Y1	Revision of single letters taught in Y1 including capital letters	<u>Diagonal join without ascenders</u> ai ar un in am aw ear ir	<u>Horizontal join without ascenders</u> ou vi wi op ow ov ri ru re we ve	<u>Diagonal join to ascenders</u> ab ub ul it ib if it th dk dh	<u>Horizontal join to ascenders</u> ol ot ob of fl ft rt rk wh	

Year 3					
Expectations			What a Handwriting Lesson will look like		
<ul style="list-style-type: none"> ➤ Discrete handwriting lessons taught once a week ➤ Handwriting lessons start with a warm up and posture check ➤ Follow order in which letters are to be taught (unless children are below age related expectations) ➤ Use of modelling slides with tramlines ➤ Use of handwriting books with tramlines 			<ul style="list-style-type: none"> ✓ Warm up ✓ Posture check ✓ Letter / Join modelling ✓ Practice in books ✓ Apply in books – copy words / sentences with join 		
Year 3 Teaching Order					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Revision of Year 2 four basic joins (as necessary) Introduce break letters –b d g q y j z	in ine ut ute ve vi ok oh sh as es (joining to and from s)	ri ru ry (joining from r) oa ad as (joining from and to s) ee ea ed (joining from e) ow ov ox (joining from o) ky hy ly (joining to y)	ha ta fa (joining to the letter a) od oo og (joining from the letter o) er ir ur (joining to the letter r) ai al ay o you oi	re oe fe (horizontal join to the letter e) fu wu vu (practising the horizontal join to the letter u) ot ol ok (practising joining to ascenders) ai al ow ol (practising all the joins)	Year 2 Statutory words / Spellings / Topic Words Focus on horizontal and diagonal joins, break letters

Year 4					
Expectations			What a Handwriting Lesson will look like		
<ul style="list-style-type: none"> ➤ Discrete handwriting lessons taught once a week ➤ Handwriting lessons start with a warm up and posture check ➤ Follow order in which letters are to be taught (unless children are below age related expectations) ➤ Use of modelling slides with tramlines ➤ Use of handwriting books with tramlines ➤ Develop opportunities for pupils to evaluate their own work and set themselves goals/targets 			<ul style="list-style-type: none"> ✓ Copy pattern / Pencil control ✓ Warm up ✓ Posture check ✓ Letter / Join modelling ✓ Practice in books ✓ Apply in books – copy sentences / silly rhymes etc. with join ✓ Pupils self-evaluate/set targets 		
Year 4 Teaching Order					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ring ping ting oc od oo ake orne are fla flo fle who wha whe	ie in il ly ky ry ap ar an ick uck ack	he we re fte fir fun	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)	Year 3 / 4 Statutory words / Spellings / Topic Words Focus on horizontal and diagonal joins, break letters	Year 3 / 4 Statutory words / Spellings / Topic Words Focus on horizontal and diagonal joins, break letters

Years 5 and 6

Expectations		What a Handwriting Lesson will look like			
<ul style="list-style-type: none"> ➤ Discrete handwriting lessons taught once a week ➤ Handwriting lessons start with a warm up and posture check ➤ Follow order in which letters are to be taught (unless children are below age related expectations) ➤ Use of modelling slides with tramlines ➤ Use of handwriting books with tramlines ➤ Develop opportunities for pupils to evaluate their own work and set themselves goals/targets ➤ Focus on speed of writing through challenge; focus on legibility 		<ul style="list-style-type: none"> ✓ Copy pattern / Pencil control ✓ Warm up ✓ Posture check ✓ Letter / Join modelling ✓ Practice in books ✓ Apply in books – copy sentences / silly rhymes etc. with join ✓ Pupils self-evaluate/set targets 			

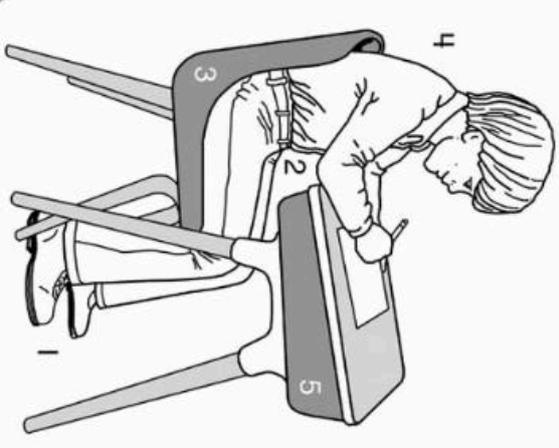
Year 5 and 6 Teaching Order

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5 / 6 Statutory words /Spellings / Topic Words. Focus on: Joining Speed writing Note taking Setting own goals Dictation	Year 5 / 6 Statutory words /Spellings / Topic Words. Focus on: Joining Speed writing Note taking Setting own goals Dictation	Year 5 / 6 Statutory words /Spellings / Topic Words. Focus on: Joining Speed writing Note taking Setting own goals Dictation	Year 5 / 6 Statutory words /Spellings / Topic Words. Focus on: Joining Speed writing Note taking Setting own goals Dictation	Year 5 / 6 Statutory words /Spellings / Topic Words. Focus on: Joining Speed writing Note taking Setting own goals Dictation	Year 5 / 6 Statutory words /Spellings / Topic Words. Focus on: Joining Speed writing Note taking Setting own goals Dictation

Appendix 1 Posture, Paper position and Pencil posture

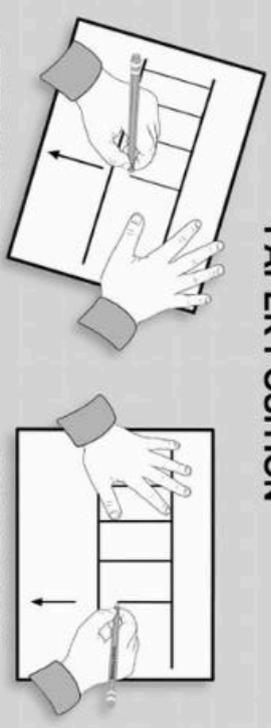
GOOD POSTURE

1. Both feet on the floor
2. Elbows off the edge of desk
3. Sit back in chair
4. Shoulders slightly forward
5. Proper desk height



GOOD HANDWRITING

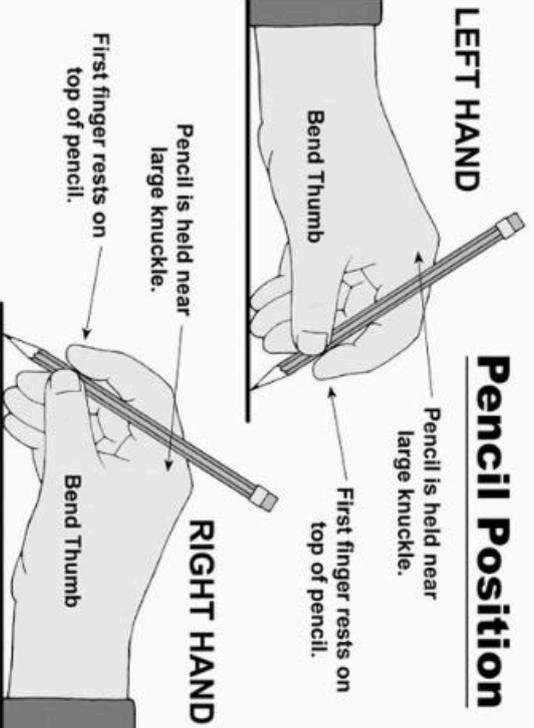
PAPER POSITION



LEFT HAND

RIGHT HAND

Pencil Position



LEFT HAND

RIGHT HAND

Bend Thumb

Pencil is held near large knuckle.

First finger rests on top of pencil.

Appendix 2 Patterns and corresponding patterns

Pattern	Value of Pattern
<i>mmmmmmmm</i>	<i>r n m h p b k</i>
<i>cccccscsc</i>	<i>c o a d g q e</i>
<i>uuuuuuuu</i>	<i>i u y l t</i>
<i>vvvvvvvv</i>	<i>v w x</i>
<i>llllllllll</i>	<i>i u y l t a d</i>
<i>pppppppppp</i>	<i>r n p m h</i>
<i>ooooooo</i>	<i>o o o o o a</i> <i>o g o d</i>
<i>llllllllllllllllll</i>	<i>i l u m h</i>
<i>No special pattern</i>	<i>f j s z</i>