

Sherwood Primary School

Policy for Handwriting



January 2021

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Mission Statement

We aim to create a happy, caring environment in which the children develop self-confidence and independence and are encouraged to be considerate and show respect for others, while reaching their true potential.

Rationale

The ability to write fluently and legibly gives children a means to communicate their thoughts and ideas efficiently. Cursive handwriting helps children to learn and remember spelling patterns. Handwriting skills should be taught regularly and systematically.

Aims

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

- Understand the importance of clear presentation in order to communicate meaning
- Take pride in the presentation of work, developing handwriting with a sense of enjoyment and achievement
- Be supported in developing correct spelling quickly through a multi-sensory approach to handwriting
- Be able to write quickly to aid expressing themselves creatively and imaginatively across the curriculum and for a range of purposes
- Develop a fluent, comfortable, legible, joined handwriting style
- Know when a joined or printed style is most appropriate

Teaching and Learning

As the children begin to first form letters during the Foundation Stage, they are taught in a cursive style of handwriting following the school's handwriting script. (See Appendix 1). This is further developed, where the children aim to form all letters in a cursive style with ascenders and descenders. As they progress, they are taught how to join letters, which is practised and developed further in Key Stage 2. By the end of Year 6, children should be able to maintain legibility in joined handwriting when writing at speed. Children are taught to sit comfortably at a table, holding a pencil comfortably and correctly. They form lower case letters, capital letters and numbers, of the correct size relative to one another. They use

spacing between words that reflect the size of the letters. They use diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. They write legibly, fluently and with increasing speed.

Writing displayed throughout the school includes block letters, cursive writing and computer generated writing. When marking or writing comments, members of staff use cursive handwriting as appropriate and model our School Handwriting Script. (Appendix 1) Children are given experience of a variety of writing tools. Handwriting pens are used from Year 5.

Early Years Foundation Stage and Key Stage 1

Children start practising, using the cursive style, in Early Years. The rhymes to support letter formation (the 'patter') are taken from Read, Write, Inc. materials (Appendix 2). Children are taught to begin joining their letters when they are developmentally ready. Handwriting is taught as a discrete subject weekly, practised within continuous provision and applied in phonics sessions.

The children are taught to:

- Develop their fine and gross motor skills with a range of multi-sensory activities
- Practise patterns and free flowing hand motions
- Write both lower case and upper case letters
- Write from left to right and from top to bottom
- Start and finish letters correctly
- Be consistent with the size and shape of letters and the spacing of letters and words
- Sit letters on the line, and ensure that ascenders reach the appropriate height, and that descenders sit below the line
- Have the correct pencil grip
- Find a convenient position for their page
- Have the correct posture and position

BY THE END OF KEY STAGE ONE expectations are that children:

- Form lower-case letters of the correct size relative to one another in most of their writing.
- Consistently form lower-case letters in the correct direction, starting and finishing in the right place
- Use diagonal and horizontal strokes needed to join letters in their writing.
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- Consistently use spaces between words

Key Stage 2

During this stage, the children continue to have direct teaching and regular practice of handwriting. Handwriting is practised in spelling sessions and taught discretely as appropriate.

We aim for children to develop a clear and fluent style by the end of Key Stage 2 and that they are able to adapt their handwriting for the following different purposes:

- a neat, legible hand for finished, presented work.
- a faster script for notes.
- print for labelling maps or diagrams

BY THE END OF KEY STAGE TWO expectations are that children:

- Produce legible joined handwriting
- Maintain legibility, fluency and speed in handwriting.
- Choose appropriate standard of handwriting as appropriate to the task.
- Select appropriate writing instruments for either a given task or an independent one. e.g. colour-coded pens for a key.

Progression in Letter Formation

The letters of the alphabet are sorted into four main movement groups. Some letters have some affinity with a group, but are often taught separately, eg. f, s.

The four groups are:

Long ladder letters – i, j, l, t, u (v, w with rounded bases). Down and off in another direction, exemplified by the letter l.

One-armed robot letters – b, h, k, m, n, p, r. Down and retrace upwards, exemplified by the letter r. Numbers 2, 3, 5.

Curly caterpillar letters – c, a, d, e, g, o, q, f, s. Numbers 0, 6, 8, 9. Anti-clockwise round, exemplified by the letter c.

Zig-zag letters – v, w, x, z. Numbers 1, 4, 7.

Progression in Joining Letters

There are two basic joins. The diagonal join, eg. when joining 'at' and the horizontal join, eg. when joining 'op.'

Letters that come before a diagonal join are: a, b, c, d, e, h, i, k, l, m, n, p, s, t, u.
Letters that come before a horizontal join are: f, o, r, v, w

The two basic joins are taught whilst considering the letter they are joining to:

1. Diagonal joins to letters without ascenders. Eg. ai, ar, un
2. Horizontal joins to letters without ascenders. Eg. ou, vi, wi.
3. Diagonal joins to letters with ascenders. Eg. ab, ul, it.
4. Horizontal joins to letters with ascenders. Eg. ol, wh, ot.

These joins are all taught by the end of Year 1. From Year 2 onwards, it is expected that children should be applying these joins to their handwriting.

Handwriting across the Curriculum

It is important to ensure that appropriate attention to handwriting and presentation takes place in other areas of the Curriculum. For example, during Science, pupils may be writing a report. In this sense other subjects can be used outside the explicit teaching of handwriting to give opportunities for reinforcing key knowledge, skills and understanding with regard to handwriting and presentation.

Equal Opportunities

All teaching and non-teaching staff at Sherwood Primary School are responsible for ensuring that all pupils, irrespective of gender, ability, ethnic origin and social circumstances have access to the whole curriculum and the opportunity to make the greatest progress possible in all areas of the curriculum while in our school. Attainment and achievement of all children will be regularly assessed, analysed and acted upon.

Left handed pupils

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

- o paper should be positioned to the left for right handed pupils and to the right for left handed pupils and slanted to suit the individual in either case
- o pencils should not be held too close to the point as this can interrupt pupils' line of vision
- o pupils should be positioned so that they can place their paper to their left side
- o left-handed pupils should sit to the left of a right-handed child so that they are not competing for space – avoiding elbows knocking

- left handed pupils should be encouraged to bring their hands down and round
- extra practise with left-to-right exercises may be necessary before pupils write left-to-right automatically.

Assessment

Assessment of Handwriting is carried out as part of the overall assessment of Writing. The assessment of children's handwriting is ongoing to ensure that progress is being made. All written work is an opportunity for assessment. Teachers assess children's handwriting progression during lessons as they write, as well as once they have completed their writing. Criteria for assessment includes:

- Does the child adapt the correct posture?
- Does the child hold the pencil correctly?
- Does the child use the correct movements when forming/joining?
- Does the child write fluently?
- Is the writing legible?
- Is the child's handwriting developing in-line with Key Stage expectations?

Special Educational Needs

Some pupils with Special Educational Needs and disabilities may need extra support, and alternative strategies for handwriting. This support will be assessed on an individual basis in order to help the child in the best way. Teachers liaise with the SENDCo to develop a programme designed for the individual child. This may involve extra handwriting sessions and access to extra resources. Such support might include the use of: pencil and pen grips, writing slopes, specialist pencils and pens; specialist papers, the use of whiteboards and pens.

Other areas considered are posture, lighting, angle of table etc. Outside agencies and our Specialist Support Teacher for SEND are utilised where appropriate. We believe it is important to prepare all children for adult life and that being able to write in a clear legible way is part of this. However, children may also need the use of technological devices for longer pieces of writing.

Roles and Priorities

The role of the Subject Leader for English is to coordinate the teaching of handwriting across all phases of the school. This is in order to secure a consistent approach across the school and to ensure progression in handwriting is outstanding.

Some key duties include:

- Monitoring of handwriting, and the application of handwriting, across the whole curriculum

- Helping identify and facilitate the professional development needs of staff
- Liaising with the school SENDCo to best support children with handwriting difficulties
- Organising, maintaining and cataloguing handwriting resources
- Keeping abreast of new initiatives in the teaching of handwriting

The Link English Governor will:

- Meet regularly with the English Lead to understand the strengths and areas for development, asking relevant questions and holding the school to account.
- Have a clear picture of how English, including handwriting, is delivered at Sherwood School and monitor how effective this system is.
- Ensure that CPD and resources are provided to staff for teaching Handwriting

Links with other Policies

These may be read in conjunction with this policy for further information.

- Curriculum Policies
- SEND
- Feedback and Marking
- Equal Opportunities

Approval

Approval date: January 2021

Review date: January 2025

Signed (Headteacher):

Signed (On behalf of the Governing Body):



Cursive Letter Formation

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

Letter Pattern Groups

















Long Ladder Letters - i j l t u y

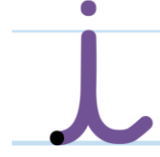















Curly Caterpillar Letters - a c d e f g o q s







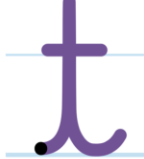









One Arm Robot Letters - b h k m n p r

Monster Zig Zag Letters - v w x z

Appendix 2

 <p>Up we go...around the apple and down the leaf ... and off we go</p> 	 <p>Up we go... down the laces to the heel then around the toe ... and off we go</p> 	 <p>Up we go... curl around the caterpillar</p> 	 <p>Up we go... around the dinosaur's bottom, up his tall neck and down to his toes ... and off we go</p> 
 <p>Up we go... lift off the top and scoop out the egg</p> 	 <p>Up we go... down the stem and draw the leaf</p> 	 <p>Up we go... around the girl's face, down her hair and give her a curl</p> 	 <p>Up we go... tall and down the head to the hooves then across his back... and off we go</p> 

 <p>Up we go...down the insect ... and off we go... dot for the head</p> 	 <p>Up we go... down his body, curl and dot for his head</p> 	 <p>Up we go... down the kangaroo's body, tail and leg... and off we go</p> 	 <p>Up we go... down the long leg... and off we go</p> 
 <p>Up we go... Maisie, mountain, mountain... and off we go</p> 	 <p>Up we go... down Nobby's net... and off we go</p> 	 <p>Up we go... around the orange... and off we go</p> 	 <p>Up we go... down the pirate's plait and around his face</p> 

 <p>Up we go...around her head, up past her earring, down her hair and flick</p> 	 <p>Up we go... down the robot's back and curl over his arm...</p> 	 <p>Up we go... slither down the snake... and off we go</p> 	 <p>Up we go... down the tower ... and off we go... across the tower</p> 
 <p>Up we go... down and under, up to the top... and off we go</p> 	 <p>Up we go... down the wing, up the wing... and off we go</p> 	 <p>Up we go... down, up, down, up... and off we go</p> 	 <p>Up we go... down the arm and leg, repeat the other side... and off we go</p> 

 <p>Up we go...down a horn, up a horn and under the head</p> 	 <p>Up we go... zig, zag, zig ... and off we go</p> 		
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