



North Lancing - Handwriting Policy

Overview

At North Lancing Primary School we believe handwriting is a skill which, like reading and spelling, affects written communication across the curriculum therefore handwriting skills should be taught regularly and systematically. We strongly believe cursive handwriting teaches pupils to join letters and words as a series of flowing movements and patterns and supports pupils to write with ease, speed and legibility.

Aims

- To encourage children to develop a sense of pride in their work, enabling them to present work neatly for an audience.
- To teach the pre-cursive script initially, forming letter shapes with 'leads in and out', leading to a cursive, joined script when ready.
- To teach cursive handwriting to our children.
- To support pupils to eventually develop the ability to produce letters without thinking in an automatic style response. This releases the brain to concentrate on other ideas i.e. spelling, syntax, grammar, style and content.
- Through purposeful, guided practice, pupils will foster a comfortable and legible handwriting style.
- To write legibly in both joined and printed styles with increasing fluency by;
 1. Having the correct pencil grip
 2. Sitting correctly in the seat
 3. Knowing that all lower-case letters start from the line
 4. Forming all letters correctly
 5. Knowing the size and orientation of letters

www.teachhandwriting.co.uk is used to support the teaching of handwriting through EYFS and KS1 and in support and intervention work through KS2.

We will be following **Route C/ Choice 3** although the joined x from Choice 4 should be introduced in Year 4. Letter formation in EYFS; pre-cursive in Year 1; joined writing in Year 2 and above.

EYFS

Teaching sequence for pre-writing

Hand and finger strength

Seating position

Pencil Grip

Tracing

Patterns

Over writing (e.g. highlighter)

Under writing (e.g. directly under words – write in large letters, leave large spaces between words)

Independence

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
- Write in sand with finger or stick
- Write with chalk on chalkboard

EYFS

During the autumn term, pupils will initially focus on mark making and developing fine motor skills, manipulative skills and hand-eye coordination through a range of activities, such as 'Dough Disco' and 'Flippy Flappy', before being introduced to letter formation through a series of letter families.

Pupils will have practised all letters and digits by the end of the school year. This will enhance their muscle memory and most pupils will be able to form the majority of the letters correctly by the end of the year. However, some pupils will require further consolidation within Year 1. Children will also learn how to form the letter shapes as they learn the letter sounds in phonic work.

The correct pencil grip will be taught; pupils will be offered a variety of tools such as large triangular pencils. Children are taught how to form lower case letters in the correct direction, starting and finishing in the right place, including position on the line. They will also be taught how to form the digits 0-9.

It is acknowledged that patterning, drawing and colouring helps establish the feeling of continuous flow and teaches the hands the most frequently used movements. Multisensory experiences ensure that the techniques are not only fun to learn, but that the skill is learnt effectively by pupils with a variety of learning styles.

Likely activities include:

- Create patterns using a variety of tools e.g. felt tips, paint, chalk, paintbrushes, sticks.
- Go outside and use playground chalks or water from squeeze bottles to create patterns on the ground.
- Develop fine motor control by embellishing the finished patterns with felt tip pens.
- Use a variety of surfaces e.g. white boards, black boards, different coloured paper on a horizontal or vertical surface.
- Use trays containing e.g. sand, salt, shaving foam to practise patterns.
- Encourage motor memory by tracing in the air or on other children's backs.
- Develop physical strength and co-ordination by teaching finger rhymes and games.
- Introduce play-dough activities involving pulling, shaping and squeezing
- Develop confident pencil control through fun activities such as dot to dot, tracing, driving through mazes, drawing and colouring.

40-60+ Months

- Begins to use anticlockwise movement and retrace vertical lines.
- Begins to form recognisable letters.
- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.

"ELG: Writing (page 13)

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others."

"ELG: Gross Motor Skills (page 12)

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

"ELG: Fine Motor Skills (page 13)

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing."

KS1 – Year 1

Building on the foundation stage, pupils at Key Stage 1 develop a legible style. This is achieved in Year 1 by continuing to develop a comfortable and efficient pencil grip and by practising handwriting in conjunction with spelling, phonic work and independent writing.

Correct letter orientation, formation and proportion are taught in line with the school's agreed pre-cursive handwriting style. The letters are practised in the same order and in the same family groups and alongside phonic work.

In phonics lessons, pupils will be taught to write the pre-cursive letters using leads in and out. Particular care is taken with *ascenders* and *descenders* using this vocabulary.

They will also be taught to form capital letters correctly and learn that capital letters never join lower case letters. In year 1, children will begin to join short words such as on and in, when appropriate, as well the graphemes such as ch.

Statutory Requirements

Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- form lower-case letters in the correct direction, starting and finishing in the right place (descenders and ascenders are clear)
- 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.

KS1 – Year 2

Children continue to be taught handwriting regularly and develop correct joins for letters using the cursive script. Language of descenders and ascenders will be reinforced. Handwriting will continue to be taught in discrete lessons, but will be reinforced in all written work, and with a focus in phonics lessons.

Pupils are taught to write with a clear and joined style as soon as they can securely form letters with the correct orientation. The year will consolidate this and will focus on refining joins and overall presentation of handwriting.

By the end of Key Stage 1 the majority of pupils will be able to write legibly, using upper and lower-case letters appropriately and correct spacing between words using a cursive style. The majority will be using basic joins.

Statutory Requirements – Handwriting

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 unjoined
- 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.

Key Stage 2 – Year 3 and 4

Children will have a regular handwriting lesson to continue with focusing on learning to join correctly, with a particular focus on more complex joins listed in the appendix, whilst developing an independent style of handwriting that is fluent and legible. They will continue to practice joined writing to aid presentation, legibility and the finer points of the joins. This will be demonstrated in handwriting lessons and linked to spellings.

By Year 4 we aim for all pupils to use joined handwriting at all times unless other specific forms are required, e.g. printing on a map, a fast script for notes. We aim for them to develop a clear and fluent style by the end of year 4.

Statutory Requirements

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 unjoined
- Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch].

Key Stage 2 – Year 5 and 6

Children will be encouraged to develop their own style, whilst still maintaining legibility. They will be taught to maintain this legibility when writing at speed. Children will need reminders about joins and any inconsistencies of style should be worked on. Discrete lessons will be taught as and when required to ensure children are joining accurately.

Statutory Requirements - Handwriting

Pupils should be taught to:

- Write legibly, fluently and with increasing speed by:
- Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- Choosing the writing implement that is best suited for a task.

The letters are grouped in the following families and taught in the following sequence throughout EYFS and KS1.

Curly Caterpillar Letters: c, a, o, d, g, q, e, s,

Ladder Letters: l, i, t, u

One-Armed Robot Letters: b, n, h, m, k, p, r

Zigzag Monster Letters: v, w, x, z

More complex letters from the 4 families: f, j, y

Digits 0-9

0 1 2 3 4 5 6 7 8 9

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

Joining letters

The main four joins:

- 1.to letters without ascenders (un, um, ig, id, ed, eg, an, or, ing, ung)
- 2.to letters with ascenders (ch, th, tl, ll, ill, ck, ack, ink, unk)
- 3.horizontal joins (od, re, ve, oon, oom)
- 4.horizontal joins to letters with ascenders. (wl, vl, of, ff, fl, flo)