



Lenham Primary School

Take Pride; Be Proud

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Handwriting Policy

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Document history:	
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At Lenham Primary School we believe that neat, well-formed handwriting and presentation of written work helps to raise standards as the pupils take pride in and have a sense of ownership of their work.

Rationale

Handwriting is a skill which, like reading and spelling, affects written communication across the curriculum. Through effective teaching, joined handwriting can be mastered by most pupils by the end of Year 2, enabling them, with practise, to go on to develop a faster and more mature hand.

Handwriting is a fine motor movement skill and children need to practise handwriting movements correctly and often.

The first handwriting lessons in Foundation Stage are vital and the most important issue is to ensure that the children we teach learn to form the letters of the alphabet with the correct sequence of strokes from the beginning and secure the correct pencil grip. We do not introduce cursive letters in YrR. We follow the sequence set out in Little Wandle Letters and Sounds Revised for teaching formation in YrR.

Aims

- To raise standards in writing across the school by ensuring a clearly structured, taught progression in handwriting and presentation skills.
- To raise expectations of children's and adult's handwriting and presentation skills.
- To adopt a common approach towards handwriting by all adults when writing in children's books, on the whiteboard or on displays / resources.

For pupils:

- Achieve a neat, legible style with correctly formed letters which are joined for the vast majority of children by the time they leave Yr2.
- Develop flow and speed, so that eventually they can produce the letters automatically in their independent writing.

Strategy for Implementation

Handwriting is taught regularly through short, focused sessions and may be linked with spelling, grammar or phonic objectives. The teaching of handwriting may be undertaken as a discrete session, although shared and guided writing also provides additional opportunities for the modelling and monitoring of handwriting. However, handwriting is a cross curricular task and will be taken into consideration during all lessons.

Teaching and Learning

Handwriting is a skill that needs to be taught explicitly. Since handwriting is essentially a fine motor movement skill, correct modelling of the agreed style by the teacher and learning assistant is very important.

Children will use a variety of mark making tools but when formal handwriting lessons take place handwriting pencils / pens will be used.

It is not sufficient to require pupils to just 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.

A mixture of whole class, small group and individual teaching is planned.

Role of the Teaching Assistant

- 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 correct letter / number formation as early as possible to prevent poor handwriting habits becoming embedded.

(All members of staff, including learning assistants, supply teachers and children are provided with appropriate handwriting models and are expected to promote the agreed handwriting style by their own example).

Continuity and Progression

Appendix 1 - For agreed letter formation

Appendix 2 - Correct posture and grip

Foundation Stage- Rainbow

- The emphasis at this stage is with movement rather than neatness. 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. Teachers are vigilant to ensure that bad habits do not become ingrained and that the specific needs of left-handed pupils and those with special educational needs are met.
- In the pre-communicative stage pupils play with writing and these experiments are recognised and praised as an important stage in the child's understanding that marks on paper convey meaning.
- Pupils are given the opportunity to experiment with a range of writing materials and implements. A multi-sensory approach is used.
- Tracing over /under patterns and shapes are an important stage of development.
- Children should also spend time making large marks and the sizes should decrease as

they become more accurate with their mark making.

- Letters are taught in families with rhymes as appropriate and are linked to the order in which graphemes are learnt in Little Wandle Letters and Sounds Revised. **(Appendix 1)**
- A focus will be on writing their own name.
- Letters should be formed correctly, and children should leave spaces between words, form capital letters and begin to use where appropriate. Children should also be taught to form numerals that are consistent in size and orientation.
- The focus throughout Term 1-4 is lowercase letter formation. We teach capital letters as and when they come up e.g. in names and titles of books. We teach the formation of all capital letters in the summer terms.

Key Stage One- Year 1 and 2

- Building on the Foundation Stage, pupils at Key Stage 1 develop a legible style and begin to join their letters in Year 1. This is dependent on the physical ability not age of the child. This is normally achieved in Year 1 by developing a comfortable and efficient pencil grip and by practising handwriting in conjunction with spelling and independent writing. If the child would benefit from making large marks, tracing over, copying under and pattern making then provision must be made for this.
- Correct letter orientation, formation and proportion are taught in line with the school's agreed handwriting style. This continues in Year 2 when children with legible, joined handwriting.
- Children will write legibly using upper and lower-case letters with correct orientation.
- Letters should sit on the baseline and be consistent in size with ascenders and descenders that are the correct length and formation.
- Children should continue to leave spaces between words, form capital letters and use them where appropriate. They should also be able to form numerals that are consistent in size and sit on the base line.
- Children will improve the speed of writing and begin to write automatically thus promoting creativity in their independent writing.

Formal teaching of handwriting is to be carried out regularly and systematically and a developmental approach is used to move children through the phases, being mindful of end of Key Stage expectations if additional support via interventions is needed.

Within the first term (Sept- Dec) in Year 4 all children will be given a pen regardless of handwriting. Pen licenses are no longer rewarded- all children are supported and encourage to write as legibly as possible.

Resources

To aid pupils' handwriting we have purchased a site licence for Letter Join and for the handwriting font. This is loaded on to all computers in the school. These resources can also be used on interactive whiteboards to model letter formation.

Inclusion

The vast majority of pupils are able to write legibly and fluently. However, some pupils need more support and a specific individual or group programme is drawn up in consultation with the SENCo e.g. Thicker triangular pencils, pencil grips and wider lines will be used by children experiencing problems with writing alongside other activities to develop their fine motor skills e.g. *Clever Fingers*.

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

(See Appendix 2)

The learning environment

- A dedicated writing area is established in Rainbow so that writing resources are centrally displayed.
- Writing areas/boxes are equipped with a range of writing implements and materials.
- Throughout both key stages teachers display both handwritten and word-processed work to give a high profile to developing a neat, legible cursive style.

The Role of Parents and Carers















The Foundation Stage teachers play an important role in communicating this at an early stage, for example, to ensure that parents are informed and encouraged to offer good models to their pupils by using only capital letters for the beginning of their names, practising drawing patterns together, playing joining up games which encourage left to right directionality. The Foundation Stage teachers, in partnership with the English subject leader, are expected to communicate with pre-school agencies to encourage good practice.

Monitoring and Evaluation















- This will be undertaken by the class teacher.
- When undertaking work scrutiny subject leaders will monitor all subjects for neat presentation and legible, accurately formed handwriting.
- The English Leader will monitor that handwriting is taught, practised and modelled throughout the school.
- This policy will be reviewed annually.













Phase 2 grapheme information sheet

Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
Appendix 1- Formation  s	 snake	Show your teeth and let the s hiss out ssssss ssssss	Under the snake's chin, slide down and round its tail.
 a	 astronaut	Open your mouth wide and make the a sound at the back of your mouth a a a	Around the astronaut's helmet and down into space.
 t	 tiger	Open your lips; put the tip of your tongue behind your teeth and press t t t	From the tiger's nose to its tail, then follow the stripe across the tiger.
 p	 penguin	Bring your lips together, push them open and say p p p	Down the penguin's back, up and around its head.
 i	 iguana	Pull your lips back and make the i sound at the back of your mouth i i i	Down the iguana's body, then draw a dot [on the leaf] at the top.
 n	 net	Open your lips a bit, put your tongue behind your teeth and make the n n n n n sound n n n n n	Down the stick, up and over the net.
 m	 mouse	Put your lips together and make the m m m m m sound m m m m m	Down, up and over the mouse's ears, then add a flick on the nose.



























Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 d	 duck	Put your tongue to the top and front of your mouth and make a quick d sound d d d	Round the duck's body, up to its head and down to its feet.
 g	 goat	Give me a big smile that shows your teeth; press the middle of your tongue to the top and back of your mouth; push your tongue down and forward to make the g sound g g g	Round the goat's face, up to his ear; down and curl under his chin.
 o	 octopus	Make your mouth into round shape and say o o o	All around the octopus.
 c	 cat	Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say c c c	Curl around the cat.
 k	 kite	Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say k k k	Down the kite, up and across, back and down to the corner.
 ck	 sock	Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say c c c	c Curl round the heel of the sock. k Down the sock, up and across, back and down and to the corner. Catchphrase: Rock that sock!
 e	 elephant	Open your mouth wide and say e e e	Around the elephant's eye and down its trunk.

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 u	 <p data-bbox="639 472 715 495">umbrella</p>	<p data-bbox="778 300 1050 349">Open your mouth wide and say u u u</p>	<p data-bbox="1102 300 1385 376">Down and around the umbrella, stop at the top and down to the bottom and flick</p>
 r	 <p data-bbox="639 685 715 707">rainbow</p>	<p data-bbox="778 528 1050 577">Show me your teeth to make a rrrrr sound rrrrr rrrrr</p>	<p data-bbox="1102 528 1385 582">From the cloud to the ground, up the arch and over the rainbow.</p>
 h	 <p data-bbox="639 931 715 954">helicopter</p>	<p data-bbox="778 757 1050 810">Open your mouth and breathe out sharply h h h</p>	<p data-bbox="1102 757 1385 788">Down, up and over the helicopter</p>
 b	 <p data-bbox="651 1155 692 1178">bear</p>	<p data-bbox="778 985 1050 1039">Put your lips together and say b as you open them b b b</p>	<p data-bbox="1102 985 1385 1039">Down bear's back, up and round his big tummy.</p>
 f	 <p data-bbox="639 1424 715 1447">flamingo</p>	<p data-bbox="778 1214 1050 1312">Open your lips a little; put your teeth on your bottom lip and push the air out to make the sound fffff fffff</p>	<p data-bbox="1102 1214 1385 1290">Down the flamingo's neck, all the way to its foot, then across its wings.</p>
 l	 <p data-bbox="639 1648 715 1671">lollipop</p>	<p data-bbox="778 1471 1050 1570">Open your mouth a little; put your tongue up to the top of your mouth, behind your teeth, and press lllll lllll</p>	<p data-bbox="1102 1471 1353 1503">All the way down the lollipop.</p>

Phase 2 grapheme information sheet

Autumn 2

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
	 jellyfish	Pucker your lips and show your teeth use your tongue as you say j j j	All the way down the jellyfish. Dot on its head.
	 volcano	Put your teeth against your bottom lip and make a buzzing v v v v v v v v v v	Down to the bottom of the volcano and back up to the top.
	 wave	Pucker your lips and keep them small as you say w w w	From the top of the wave to the bottom, up the wave, down the wave, then up again.
	 box	Mouth open, then push the cs/x sound through as you close your mouth cs cs cs (x x x)	Start at the top, then across to the bottom of the box. Start at the top, then across to the bottom of the box.
	 yo-yo	Smile, tongue to the top of your mouth, say y without opening your mouth yyy	Down and round the yo-yo, then follow the string round.
	 zebra	Show me your teeth and buzz the z sound zzzzz zzzzz	Zip across, zag down and across the zebra.

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase Catchphrase
	 queen	Pucker your mouth, then open it as you say qu qu qu	Round the queen's face, up to her crown, down her robe with a flick at the end. qu Quick, it's the queen!
	 cherries	Pucker your lips and show your teeth; use your tongue as you say ch ch ch	ch Chew the cherries, children.
	 shells	Show me your teeth and push the air out shshshshsh shshshshsh	sh Share the shells.
	 thumb	Voiced: Tongue on your teeth, teeth almost closed to make a 'buzzing' th th th Unvoiced: Tongue on your teeth; push the air out th th th	th Thumbs up, we're having fun.
	 ring	Open your mouth a bit and then use your tongue at the back of your mouth to say ng ng ng	ng Bling on a ring.
	 pink panda	Open your mouth a bit and then use your tongue at the back of your mouth to say ngk ngk ngk	nk I think I am pink.

Letter formation: Capital letters

Use this document to ensure correct letter formation when you are teaching children to form capital letters.

Letter	Capital letter formation phrase
A	From the top, diagonally down to the left, up to the top, diagonally down to the right. Lift up and across.
B	From the top, down, back to the top. Round to the middle, round to the bottom.
C	From the top, curl around to the left to sit on the line.
D	From the top, down, back to the top. Curve right, down to the bottom.
E	From the top, down, back to the top. Across, back. Lift up and across the middle. Lift up and across the bottom line.
F	From the top, down, back to the top. Across, back. Lift up and across the middle.
G	From the top, curl around to the line, carry on up, then straight down. Lift up and across.
H	From the top and down. Space. From the top and down. Lift up and join the lines across the middle.
I	From the top to the bottom and stop.
J	From the top, all the way down, then short curl to the left.
K	From the top, down, up to the middle. Diagonally up, back and diagonally down to the line.
L	From the top, down and across the line.
M	From the top, down, back to the top. Diagonally down, diagonally up. Straight down to the line.
N	From the top, down, back to the top. Diagonally down, then straight up to the top.
O	From the top – all around the o.
P	From the top, down then back up. Curve right to halfway down.
Q	From the top – all around the o. Lift off. Short line diagonally down.
R	From the top, down, then back up. Curve right to halfway down. Diagonally down to the line.
S	From the top, under the snake's chin, slide down and round its tail.
T	From the top, down and stop. Lift up and from the left, make a line across the top.
U	From the top, down and curve right, then straight up to the top.
V	From the top diagonally right to the bottom, then diagonally up to the top.
W	From the top diagonally right to the bottom, diagonally up to the top, diagonally down to the line, then diagonally up again.
X	From the top, diagonally right to the bottom. Space. Start at the top, then diagonally left to the bottom.
Y	From the top diagonally right to the middle. Space. From the top diagonally left to the middle. Straight down to the bottom.
Z	From the top go across, diagonally down to the left and across the bottom.

It is important that children have models which are appropriate in size. The size of the letters will decrease as they have more pencil control.

Once the children are consistently forming the letters above correctly, we will encourage them to start with a WOOSH. Woosh in from the line to the starting point and form the letter as normal. The children may be ready at the end of year R or in year 1.

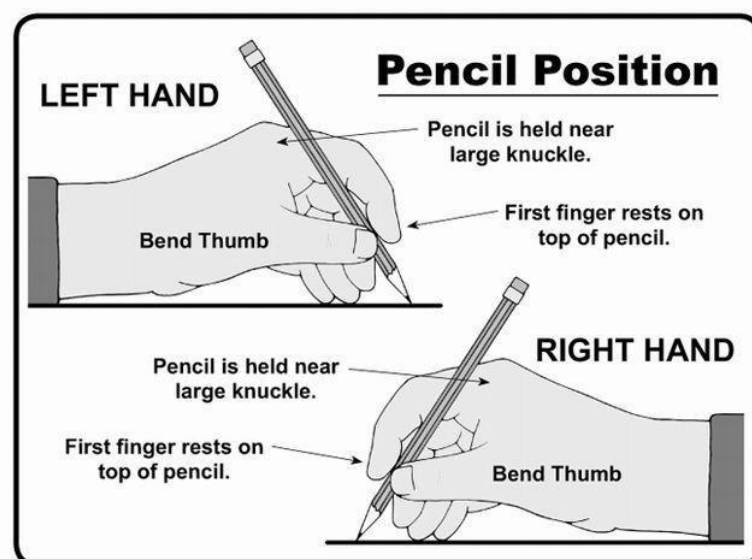
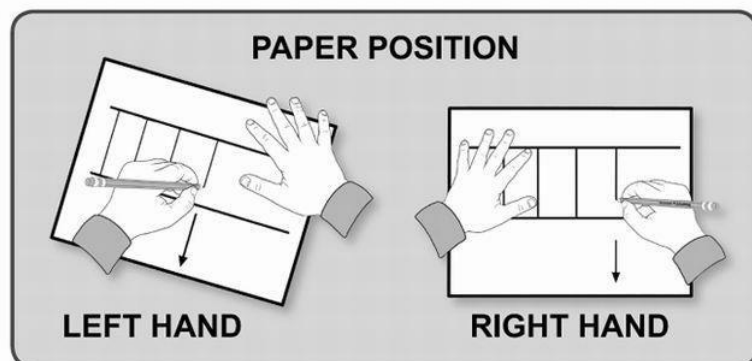
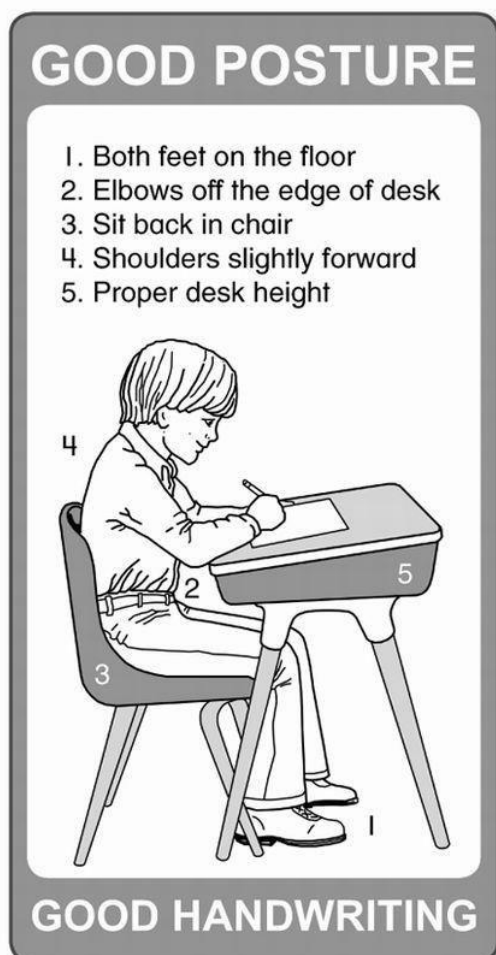
a b c d e f g h i j k l m n o p q r s t u v w x y z
a b c d e f g h i j k l m n o p q r s t u v w x y z

Once the children are forming cursive letters correctly, they will be encouraged to join.

abcdefghijklmnopqrstuvwxyz

	Year 1	Year 2	Year 3/4	Year 5/6 (Handwriting and Presentation)
Statutory Requirements	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 the ascenders and descenders of letters do not touch). 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> - 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.
Non-Statutory Notes and Guidance	<p>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.</p>	<p>Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.</p>	<p>Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.</p>	<p>Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.</p>

Appendix 2



Additional strategies for left handed children

- Check that a left-hander is not sitting too close to the right of a right-hander. This will avoid their arms colliding. Some, but not all, left handers will find writing easier if they can sit on a higher chair BUT that their feet are still firmly on the floor.
- When copying a word, numbers, letters, writing patterns etc a left-hander is helped if these are placed down the right-hand side of page.
- Extra practices with left to right exercises may be necessary before pupils write like this automatically