

Palace Wood Primary School

Handwriting Policy



Written by	Serpin Childs
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This policy has been impact assessed by Serpin Childs in order to ensure that it does not have an adverse effect on race, gender or disability equality.

Palace Wood Handwriting and Presentation Policy

Teaching Handwriting

The teaching of handwriting is essentially a non-creative activity which involves training, tracing, copying and practicing. It is essential that children watch the teacher demonstrating how to write and subsequently try it for themselves. As handwriting is a movement skill, demonstration by a competent teacher is essential.

At Palace Wood Primary School, we follow the principles set out below;

- An orthodox pencil grip taught in Reception. Children should be encouraged to hold the pencil between the thumb and forefinger with the pencil resting on the third finger. The thumb and forefinger should also be able to move slightly so that very fine movements required for writing are possible.
- Pencils should be sharpened and not blunt before writing.
- Tiny pencils, less than 8 cm. long should be discarded.
- Correct posture for writing. Children should not slouch, be sitting up, with a straight back. The chair should be pushed in a comfortable amount and both legs under the table. The children's thighs should be parallel and their feet flat on the floor.
- All four chair legs must be on the ground – children should not be rocking!
- The non-writing hand (left for right handers; right for left handers) should be on the table in front of the child in a supportive position.
- When writing, books should be fully open, not folded over. Children should be sitting in such a way that their books are not overlapping when they are writing.
- Right handers can tilt their book to the left. Left handers can tilt their book to the right. In each case the amount of tilt should be no more than 45 degrees. Children should not be encouraged to write at a 90 degree angle.
- To assist a child who has a problem with the amount of 'tilt', a right angled corner of tape can be stuck onto the desk where he sits so that he can see where to put the corner of his book.
- A clutter free table is required with adequate space for a number of children to write.

- Handwriting is to be carried out in a separate handwriting book. This is not to be traditional handwriting book. Books are to be lined. Children in Reception/KS1 may use half lined/half blank books.
- Similarly as soon as children are ready to revert from lines that are broader to ones that are narrower, the change should take place.
- Children are **not** to practice handwriting on mini whiteboards or use a whiteboard pen. The grip needed to hold the whiteboard pen differs to holding a pen or pencil. Similarly, the posture and positioning when writing on a white board or the carpet differs too.
- Children are taught the term '*join*' for the lead in and lead out.

Left- handers

- Left handed children should always sit on the left hand side of the desk. This makes writing infinitely easier for them. Children must be taught this and continually reminded of it.
- Left-handers should be given more attention in the classroom.
- The pencil should sit in the 'V' between thumb and forefinger, sitting parallel to the thumb.
- Left handers tend to write lower down, so they should tilt their page to the right. To stop them tilting too far, masking tape can be used to provide an outline for their book position. Left handers will often kneel at the desk: this is because they need to write lower down. Often a left hander may be too low down. To correct this use a cushion, a lower table or a higher chair.
- Left handers tend to need a slightly longer stem to write with.

Scope and sequence of teaching

We teach lowercase letters first to help children learn cursive skills in the easiest, most efficient way. **All lowercase letters begin on the line.**

Order	Pattern
c	ooooo

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

Capital letters are taught after lowercase letters because of their infrequent use and complex formations. Capital letters do not start on the line. The most economically efficient starting point should be found: for most people this is at the top. Capital letters should not be huge. They should be no higher than ascenders. Numbers are taught in numerical order.

Capitals Order
C
O
Q
G
S
V
U
W
D
L

J
I
T
E
F
H
P
B
R
K
N
M
A
X
Y
Z

Numbers Order
0
1
2
3
4
5
6
7
8
9

EYFS

In EYFS, children need to develop:

- good gross and fine motor control
- a recognition of pattern
- a language to talk about shapes and movements

Handwriting should take place every day.

Reception:

Autumn	Spring	Summer
<u>DEVELOPING GROSS MOTOR SKILLS</u> The vocabulary of movement Large movements Responding to music <u>DEVELOPING FINE MOTOR SKILLS</u>	Introducing letters: c, a, d, o,s,g, Practising: c a Practising letters: o d Practising curly caterpillar letters:g,s Practising all the above letters Introducing letters:r,b,n, h,m,k,p	Introducing letters:z,v,w,x Practising letters:v,w,x Introducing capitals for letters:C,A,D,O, S,G,Q, E, F Introducing capitals for R, B,N,H,M, K, P

<p>Hand and finger play Making and modelling Links to art Using one-handed tools and equipment</p> <p><u>DEVELOPING PATTERNS AND BASIC LETTER MOVEMENTS</u></p> <p>Pattern making Responding to music Investigating straight line patterns Investigating loops Investigating circles Investigating angled patterns Investigating eights and spirals</p> <p>Assessment</p>	<p>Practising letters:b,n Practising letters:h,m Practising letters:k,p Practising all the above letters</p> <p>Introducing l,i,t,u,j,y Practising letters: l,i Practising letters: t,u Practising letters: j,y Practising all the long letters</p>	<p>Introducing capitals for letters: L,I, T,U,J, Y</p> <p>Introducing capitals for letters: Z,V,W, X</p> <p>Exploring ch, th and sh</p> <p>Number formation</p> <p>Assessment</p>
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KS1

In KS1, 15minutes sessions are needed every day. Each Monday is a taught session for children to practise for the rest of the week. There is a focus of letters, joins or words. Spend 5 minutes giving the lesson, and then allow for 5-10 minutes of practise.

Year 1:

Autumn	Spring	Summer
<p>Assessment</p> <p>Letter formation practise in order as above for YR. Quicker pace.</p>	<p>Practising the vowels: a Practising the vowels: o Practising the vowels: i Practising the vowels: u Practising the vowels: e</p> <p>Letter formation practice: capital letters in order as above.</p> <p>Number formation practise.</p>	<p>Introducing diagonal joins, no ascender, one at a time: cr, in, im, mp, ee, tr, dr, lp, ai, ay Practise diagonal joins, no ascender – one join at a time.</p> <p>Introduce diagonal joins to an ascender: at, all, ch, th, cl, Practise diagonal join to an ascender.</p> <p>Introduce diagonal join, no ascender, to an anti-clockwise letter: id, ig, nd, ld, ng.</p>

Year 2:

Autumn	Spring	Summer
<p>Introducing diagonal joins, no ascender, one at a time: cr, in, im, mp, ee, tr, dr, lp, ai, ay Practise diagonal joins, no ascender – one join at a time.</p> <p>Introduce diagonal joins to an ascender: at, all, ch, th, cl, Practise diagonal join to an ascender.</p> <p>Introduce diagonal join, no ascender, to an anti-clockwise letter: id, ig, nd, ld, ng.</p>	<p>Introduce horizontal joins: on, om, one, ome, or, op, oy Practise horizontal joins.</p> <p>Introduce horizontal join to an ascender: wh, oh, ol, ot Practise horizontal join to an ascender.</p> <p>Introduce horizontal join to an anti-clockwise letter, no ascender: oa, wa, og, wo, wg</p> <p>Introduce horizontal and diagonal join to ascender, to an anti-clockwise letter: If, of</p>	<p>Joining in words</p> <p>Diagonal join, no ascender, in words: a-e</p> <p>Diagonal join to ascender, in words: Eel, eet,</p> <p>Practising diagonal join, no ascender, to an anticlockwise letter in words: ice, ide</p> <p>Practising horizontal join, no ascender, in words: ow, ou, oy, oi</p> <p>Practising horizontal join, no ascender, to an anticlockwise letter in words: oa, ode</p> <p>Practising horizontal join to ascender in words: ole, obe, ook, ool</p> <p>Capital letter practice: height of ascenders and capitals</p>

KS2

In Years 3 to 6, there is one timetabled session for handwriting each week. It may also be useful to create other opportunities for the children if and when appropriate. One specific issue should be concentrated on in each session.

Year 3:

Autumn	Spring	Summer
<p>Revising joins in a word: long vowel Phonemes</p> <p>Revising joins in a word: ly</p> <p>Revising joins in a word: ing</p>	<p><i>(pens introduced for all writing)</i></p> <p>Introducing joining b and p: diagonal join, no ascender, bi, bu, pi, pu</p> <p>Practising joining b and p: diagonal join,</p>	<p>Consistency in spacing: mis, anti, ex</p> <p>Consistency in spacing: non, co</p> <p>Consistency in spacing: apostrophes</p>

Revising joins in a word: un, de	no ascender, to an anticlockwise letter,	Layout, speed and fluency practice: address
Revising joins to and from s: dis	ba,bo,pa,po	Layout, speed and fluency practice: dialogue
Revising joins to and from r: re, pre	Practising joining b and p: diagonal join to ascender,bl,ph	Layout, speed and fluency practice: poem
Revising joins to and from f: ff	Parallel ascenders: adding y to words	Layout speed and fluency practice: letter
Revising joins: qu	Relative size and consistency: ly, less, ful	Handwriting style: calligrams
Revising joins in a word: new vocabulary	Relative size and consistency: capitals	Handwriting style: acrostics
	Speed and fluency practice: er, est	

Year 4:

Autumn	Spring	Summer
Revising joins in a word: ness, ship	Introducing sloped writing	Consistency in spacing: mis, anti, ex
Revising joins in a word: ing, ed	Parallel ascenders: al, ad, af	Consistency in spacing: non, co
Revising joins in a word: s	Size, proportion and spacing: ious	Consistency in spacing: apostrophes
Revising joins in a word: ify	Size, proportion and spacing: able, ful	Layout, speed and fluency practice: address
Revising joins in a word: nn, mm, ss	Size, proportion and spacing: fs, ves	Layout, speed and fluency practice: dialogue
Revising parallel ascenders: tl, tt, ll, bb	Speed and fluency: abbreviations for notes	Layout, speed and fluency practice: poem
Revising parallel ascenders and descenders: Pp, ff	Speed and fluency: notemaking	Layout speed and fluency practice: letter
Revising joins to an anticlockwise letter: Cc, dd	Speed and fluency: drafting	Handwriting style: calligrams
dictionary work and alphabetical order	Speed and fluency: lists	Handwriting style: acrostics

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Years 5:

Throughout the year
Revision: practising the joins
Developing style for speed: joining from t
Developing style for speed: looping from: g,j and y
Developing style for speed: joining from f
Developing style for speed: joining from s
Developing style for speed: writing v,w,x and z at speed
Developing style for speed: pen breaks in longer words
Different styles for different purposes
Making notes

Years 6:

Throughout the year
General coverage and reviewing of:
<ul style="list-style-type: none"> - evaluating handwriting - checking the joins - consistency of size - letters resting on baseline - ascenders and descenders - consistency of size of - capitals and ascenders
Writing at speed: spacing within words
Writing at speed: spacing between words

Learning Environments

All notices, displays, titles and signs in the classroom and around the school should be in joined script, where possible. More examples of cursive script around the school environment assist pupils to appreciate this writing convention.

Marking

Comments in a children's book should be written in a cursive hand that the children can read. It is crucially important that they can read your handwriting.

Assessment

Choose a small group of children to focus on during handwriting sessions. Look at their efforts, provide feedback and model where necessary. Assist the children to pay attention to detail. They should be aiming to produce an exact copy of what you have done on the board/flipchart. Highlight any common misconceptions or inaccuracies, whilst of course remaining positive and encouraging.

Technical terms

- ❖ The word **cursive** means joined.
- ❖ The correct name for the joining bits between letters is *ligatures*. The technical name for a tail is a *flourish*. At Palace Wood Primary we shall refer to the lead-in and lead-out as **join**.
- ❖ The letters b, d, h, k, and l are called **ascenders**. The top of the letter should reach very close to the top of the line (it shouldn't touch!). The letter **t** is **not an ascender** - it is a three-quarters letter.
- ❖ The letters g, j, p, q and y are called **descenders**. The flourish/join these letters have goes below the line.

Other vocabulary children should be taught:

- ❖ clockwise
- ❖ anticlockwise
- ❖ vertical
- ❖ horizontal
- ❖ diagonal
- ❖ parallel
- ❖ consonant
- ❖ vowel
- ❖ join / joining / joined
- ❖ sloped
- ❖ loop

Presentation

- When working in books, pupils will write the date on the top left hand side of a page (NOT in the margin), underlined once with a ruler.
- Write numerical date for maths and the word date for all other subjects.

- Write the Learning Objective (LO) beginning on the top left hand side of the page, underlined once with a ruler.
- The LO is written on the line immediately after the date.
- Cross out mistakes with one horizontal line.
- In maths books, pages may be split into two (ruled with a pencil) to aid pupils in their layout for calculations. 'Working out' margins are not to be used. Pupils should be encouraged to show their working out with the calculation/problem.
- In Year 3, term 3, pupils should be using a pen for all writing. They should be using a nexus triangular pen in blue ink. Diagrams in maths and science should be drawn in pencil.
- Children in Year 6 may bring an appropriate handwriting pen, in blue ink.

Jackie Nolan
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