



Lanivet School Handwriting Policy September 2019

Aims & Approach

At Lanivet School, joined up handwriting is taught with a sequential and progressive approach. Children are introduced to this style from early years as it is considered to be the most natural development of children's earliest attempts at writing. Teachers, teaching assistants and supply teachers are expected to model the handwriting style.

Handwriting is a taught skill and it is important that teachers are seen to put a high value on teaching and sustaining neat handwriting. We believe that children's self-esteem and pride in their work can be raised by high quality presentation.

Our aim in this policy is to teach children correct letter formation, joining and good handwriting habits, so that they can write fluently and legibly and begin to develop a personal and distinctive style.

Pupils are actively encouraged to explore different styles of handwriting and develop their own style.

At Lanivet School our **aim** is:

- To **teach** correct letter formation.
- To **teach** children to write with a flowing hand which is legible and to the best of their ability
- To **support** the development of correct spelling and to aid in the elimination of letter reversals by the learning of word patterns and the correct joining of letters.
- To **ensure** that children of differing abilities are provided with appropriate and achievable goals.
- To **assist** children in taking pride with the presentation of their work.
- To **instil** in children the importance of clear and neat presentation in order to communicate meaning effectively.
- To **enable** children to develop their own style of handwriting as they progress through their later primary years.

It is the aim of this school that every child should be enabled to develop a fluent legible style of handwriting. Capital and lower case letters should be used appropriately and the letter size should be consistent. We will provide opportunities for children to develop, practise and perfect skills and provide targeted support to any child experiencing difficulty.

Handwriting will be a discrete lesson taught at least three times a week for sessions of 15 minutes. It is vital that teachers model the handwriting Teaching Sequence (Appendix 1), and explicitly teach letter formation and joins in each of these sessions. Children will practise their handwriting in specific handwriting books from Year 1 to year 6.

Posture

- Chairs and desks within classrooms are matched to children's age and height.
- Children's backs should be straight and feet resting on the floor.
- A right-handed child should have their book slanted to the left.
- For a left-handed child the book should be slanted to the right.
- Always make sure that the hand which is not holding the pencil or pen holds the paper.
- Children entering KS2 should all be able to hold/grip a pencil/pen correctly and appropriately.

Left handed pupils

- Teachers should be aware of the specific needs of left-handed pupils and make appropriate provision.
- 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.
- Pencils should not be held too close to the point as this can interrupt pupils' line of vision.
- Pupils should be positioned so that they can place their paper to their left side.
- 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 so a hooked, claw like style doesn't develop.
- Extra practise with left-to-right exercises may well be necessary before pupils write left-to-right automatically.
- Letters which have a cross-stroke such as T, t and f will be formed slightly differently.

Early Years Foundation Stage handwriting will be implemented as follows:

- Children will develop hand eye co-ordination, gross and fine motor skills to support handwriting.
- Children will use a range of tools to develop drawing lines and circles using gross motor skills e.g. swirling ribbons, batting balls, painting.
- Children will use a range of materials to develop fine motor skills e.g. wax crayons, markers, pencils, sponges, chunky brushes, cotton wool balls, shaving foam, finger paints, etc.
- Children will practice manipulative skills e.g. cooking, playing with constructions, threading and playing instruments.
- Children will use variety of tools and paper, indoors and outdoors for purposeful writing. e.g. role play, labelling, making cards.

- Children will physically develop the movements of letter shapes using gross motor skills (linked to music and sounds) to gain confidence with the basic movements and flow of writing.
- Children will be introduced to letters in line with their Letters and Sounds Phonics programme. Handwriting will be further embedded by teachers when they are carrying out the daily Phonics session.
- Children will be taught to form letters, using a variety of strategies and materials.
- Children will be taught how to join letters correctly.
- Parents will be given opportunities to support their child to practise their letter formation at home. Teachers will send home materials to enable parents to do this.
- Children will learn the formation pattern taught in Read Write Ink scheme that is followed by Lanivet School.
- Pre-cursive letter formation may begin in the Summer Term at the Reception teachers' discretion.

Across the Primary Age Range

Teachers and Teaching Assistants should:

- Have high expectations; valuing work that is the child's best effort and supporting when it clearly is not.
- Identify left handed children and make sure they have sufficient space in which to work.
- Provide specific handwriting books and pencils and/or pens (i.e. all pencils must be sharp and of a reasonable length).
- Model how to hold a pencil correctly.
- Reinforce how to form letters, using a variety of strategies and materials.
- Reinforce how to join letters correctly.
- Monitor children's progress through regular assessments and observations of how letters and numbers are formed.
- Implement intervention for those children not forming letters or numbers correctly.
- Encourage children to assume a correct sitting position in order to write - both feet on the floor etc.
- Where necessary, group children and provide differentiated tasks; engaging whole year teams in planning and support.
- Modelling good handwriting; on the board, in marking children's work, displays, use precursive and cursive font on teaching materials where possible / appropriate.
- Allow children with very poor fine motor skills to print and not make joins.

Children should:

- Take pride in their work (All children)
- Learn to write clearly recognisable letters and form them correctly (EYFS)
- Know which letters join to others and which do not (KS1)
- Be able to join letters appropriately (KS1)
- Enhance speed and fluency in order to develop a legible individual style (KS2)
- Demonstrate correct letter formation and joins learnt in all handwriting across the curriculum (KS1 and KS2)

Guidance on teaching and learning of handwriting

Handwriting should be taught for 15 minutes, at least three times a week and follow the Handwriting Teaching Sequence in Appendix 1. Each week will have a clear focus and the children will watch the teacher modelling letter formation and/or joins e.g. using writing repeater app on ICT games. It may be that it will be more appropriate to group the children in order to differentiate, but the children must see an adult modelling the writing! Work must be initialled, so over the course of the week every child will have had their letter formation observed by an adult.

Some general points

- Lanivet School uses specific handwriting books, but nothing is more effective than a teacher modelling letter formation and joins.
- All children's handwriting should be checked for the following:
 - Are all the letters the same size?
 - Are all the down strokes parallel?
 - Are the height and length of ascenders and descenders regular?
 - Is the space between letters even?
 - Is spacing between words even?
 - Is the writing a reasonable size?
 - Could presentation be improved?

Books will be regularly monitored by the class teacher and any children who are falling behind, extra support will be given.

For fluent writers extend skills by:

Encouraging children to evaluate their own and others' writing.

Attempt to write faster retaining fluency and legibility - setting time challenges for each other.

Additional Resources:

Writing Repeater – ICT games

Cripps have additional guidance for left handed pupils – letter formation

Pocket Phonics Lite on the iPads

Phonics Bug – Active Learn.

Teachhandwriting.com

Review: Next policy review planned for September 2020

Appendix 1

Handwriting Teaching Sequence

Reception

RWI formation - Children to be moved onto pre-cursive progression in Summer Term at the teacher's discretion.

Pre-Cursive Letters Year 1

Wk		Letter
1		i, l, t
2		x, z
3		l, l, t, x, z
4		c, a, d
5		g, q, o
October Half Term		
6		c, a, d, g, q, o
7		e, s
8		e, s
9		r, v, w
10		r, v, w
11		n, m, h
Christmas Holidays		
12		b, p, u
13		b, p, u
14		j, y, f, k
15		j, y, f, k
February Half term - Move on to handwriting progression of joins if single letters accurate		

Pre-Cursive Letters Year 1

Teaching Sequence	
Day	Activity
Monday	<p style="text-align: center;">TAUGHT SESSION (20 mins)</p> <p>Watch Teach Handwriting video Model the new letters – using writing repeater on ICT games Practice</p>
Tuesday	<p style="text-align: center;">PRACTICE SESSION (20mins)</p> <p>Model letters – cover any misconceptions Practice letters x3 lines of each</p>
Wednesday	<p style="text-align: center;">PRACTICE SESSION (20mins)</p> <p>Model and practice letters x3 lines of each</p>
Thursday	<p style="text-align: center;">PRACTICE SESSION (20mins)</p> <p>Model and practice letters x3 lines of each Model and practice words containing the letter. 1 word per letter.</p>
Friday	<p style="text-align: center;">PRACTICE SESSION (20mins)</p> <p>Model and practice letters x1 lines of each Model and practice letters in words i.e learning i...like, bit 2-3 words per letter. 2x lines of each</p>

Pre-cursive Joins Year 2 - Year 6

Wk		Join	Practice the join
1		Diagonal join to an ascender	ch th
2		Diagonal join no ascender	ai ay
3		Diagonal join no ascender	ir er
4		Horizontal join to ascender (washing line)	wh oh
5		Horizontal join no ascender	ow ou
October Half Term			
6		Diagonal join to e	ie ue
7		Horizontal join to e	oe ve
8		ee	ee
9		Diagonal join no ascender	le
10		Diagonal join to clockwise letter	ea
11		Diagonal join to anticlockwise letters	igh
Christmas Holidays			
12		Diagonal join to anticlockwise letters	dg ng
13		Horizontal join to anticlockwise letters	oo
14		Horizontal join to anticlockwise letters	wa
15		Mixed joins for three letters	air ear
16		Mixed joins for three letters	oor our
February Half term			
17		Mixed joins for three letters	ing
18		Horizontal join to an ascender	ok ot ob ol
19		Horizontal join no ascender	oi oy on op ov
20		Diagonal join to anticlockwise letters	ed cc eg ic ad ug dd ag
21		Horizontal join to anticlockwise letters	oc og ad va vo

Easter Holidays			
22		Joins to s	as es is os ws ns ds ls is ks
23		Parallel ascenders	ll tt
24		Joining s to an anticlockwise letter	sa sc sd sg so sq
25		Joining from r to an ascender	rb rh rk rl rt
26		Joining r to an ascender	ri ru rn rp
27		Joining r to an anticlockwise letter	ra rd rg ro
28		Joining r to e	are ere ure ore ire
May Half term			
29		Break letters	g j y f p q x z
30		Joining to an f	if ef ag of
31		Joining from f to an ascender	fl ft
32		Joining from f to no ascender	fe fi fu fr fy
33		Joining from f to an anticlockwise letter	fo fa
34		Double f	ff
35		Double r	rr
36		Double s	ss
37		Parallel ascenders and descenders	ly ily ally
38		Horizontal join from r to an anticlockwise letter	rs
39		Diagonal join from p & b to ascender	ph pl bl
40		Diagonal join from p & b no ascender	bu bi be pu pi pe
41		Diagonal join from p & b no ascender	pa po ps bo ba bs
42		Parallel ascenders and descenders	bb pp

Pre-cursive Joins Year 2 - Year 6

Teaching Sequence	
Day	Activity
Monday	TAUGHT SESSION (15-20 mins) Model the new letters – writing repeater on ICT games Practice pattern Practice the join Practice a word with the join in
Tuesday	PRACTICE SESSION (15mins) Model and practice join and words with join
Wednesday	PRACTICE SESSION (15mins) Model joins Pattern Model and practice more words with join in
Thursday	PRACTICE SESSION (15mins) Model and practice join and word
Friday	PRACTICE SESSION (1mins) Pattern Model and practice passage of text with join in