



## HANDWRITING POLICY

### AIMS:

- To adopt a consistent approach towards handwriting by ALL adults when writing in children's books, on the whiteboard or on displays/resources.
- To unify our handwriting across the academy to communicate a consistent use of cursive handwriting with links to print across Nursery and KS1.
- To be consistent across the academy from Nursery to Y6.
- Children to achieve neat, legible style of cursive handwriting with legible, correctly formed letters.
- Develop flow and speed.

### Teaching and Learning:

- As recommended by the British Dyslexia Association, <http://www.bdadyslexia.org.uk/parent/help-with-handwriting> we adopt a continuous cursive style of writing from Nursery to Y6.
- Teachers, HLTA's and TA's model the agreed cursive style of writing in class, on displays and when marking.
- Encouraging pupils to take pride in handwriting and presentation of handwriting using gold star stickers in Nursery, Reception, Y1 and Y2. Using Pen Licences in Y3-Y6 (to be earned each year.)
- Using our agreed cursive style across the whole academy.
- Teach letters in the specific order - see attachment.
- Alternatively - in conjunction with Jolly Phonics for EYFS.

## Knowledge, Skills and Understanding

### EYFS

- Children to be introduced to pre-cursive and cursive script at earliest stages of writing.
- Taking part in activities to develop fine and gross motor skills (write dance and funky fingers?)
- Learning correct pencil grip.
- Displays to be in cursive script.
- Use of resources such as chunky chalk/pencils, pens. Practice skills on paper/boards/outside/sand/shaving foam etc.

### KS1

- Continue development of fine and gross motor skills - possible continuation of funky fingers exercises.
- Handwriting linked to phonic sessions - learn a new sound, use the sound in handwriting. Blends and phonemes used in handwriting.
- 2 x 15 minute handwriting sessions a week.
- Provision area set up for handwriting linked to phonics.
- All spellings/LACAWAC presented on handwriting paper and high expectations of similar modelled and explained.

### KS2

- Regular practice of handwriting, at least 2 sessions per week - possible continuation through guided reading sessions and/or intervention groups.
- Chairs and desks to match heights of children.
- Use of pencil grips if needed.
- Pen Licences.

### Capital Letters

- Not to be joined to the next letter.

### Parental Involvement

- Parents to be given a copy of our chosen cursive handwriting style.
- Parents Handwriting sessions.
- Pen Licence agreement/information letter to be sent home.

### Implements:

- Standard HB pencil, well sharpened. Pencils ONLY in maths - no pens.
- Handwriting pens.
- Handwriting books/LACAWAC/sentence homework books.
- Examples of agreed cursive style on each table and displayed in class.

### Left Handed Writers

- Paper/handwriting books should be positioned to the left for right handed pupils and to the right for left hander - to be modelled by the teacher.
- Possibly supply right to left LACAWAC/spellings homework sheets so that the word can be seen and not covered up when writing.

### Pen Licences -from Y3

- To be given at the teachers discretion when handwriting reflects new cursive style consistently, across the curriculum.
- Pen Licences to be given out in special mentions assembly with a handwriting pen to be used in the class. Note - pencil only in maths at all times.

### Special Pencils - KSI and FS

- To be given as above, replacing the pen licence idea.
- Pupils must show consistently appropriate use of cursive handwriting across the curriculum.

## APPENDIX 1

### TEACHING LETTER ORDER

#### EYES

In accordance with Letters and Sounds learning. Learn a new sound and also the correct letter formation.

Learning single letters with lead-ins and joining flicks.

abcdefghijklmnopqrstuvwxyz |

1. s, a, t, i, p, n
2. c k, e, h, r, m, d
3. g, o, u, l, f, b
4. ai, j, oa, ie, ee, or
5. z, w, ng, v, oo, oo
6. y, x, ch, sh, th, th
7. qu, ou, oi, ue, er, ar

#### VI

Consolidation of single letters with lead INS and joining flicks.

Progressing on to joins if appropriate.

abcdefghijklmnopqrstuvwxyz |

Single letters

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

## Supporting activities

- tracing patterns
- tracing
- copying over (letters, numbers and words)
- copying under (letters, numbers and words)

## Y2

### Joins Y2 (going into Y3)

abcdefghijklmnopqrstuvwxyz

### Introduction of the four handwriting joins

- First join; un um ig id ed eg an or ing ung
- Second join; ch sh th tl ll ill sli slu ck ack st sti ink unk
- Third join; od pg re ve oon oom
- Fourth join; wl vl of ff fl flo
- Practise capital letters
- Practise with break letters and move on to joining when ready

## Supporting activities

- Match and copy captions
- Trace and copy patterns
- Copy words
- Copy sentences
- Write out menu
- Copy poem
- Alphabetical ordering

## Y3

### Revision

- Practise capital letters

### Further practise of the four handwriting joins

- in ine
- ut ute
- ve vi
- ok oh

- sh as es (practising two ways of joining the letter s)
- ri ru ry (practising joining from the letter r)
- oa ad as (practising joining to and from the letter a)
- ee ea ed (practising joining from the letter e)
- ow or ox (practising joining from the letter o)
- ky hy ly (practising joining to the letter y)
- ha ta fa (practising joining to the letter a)
- od oo og (practising joining from the letter o)
- er ir ur (practising joining to the letter r)
- ai al ay
- o you oi
- re oe fe (practising the horizontal join to the letter e)
- fu wu vu (practising the horizontal join to the letter u)
- ot ol ok (practising joining to ascenders)
- ai al ow ol (practising all the joins)

### Supporting activities

- copy words
- copy sentences
- copy poems
- match questions to answers
- copy jokes
- make and copy compound words

### Y4

- ning ping ting
- oc od oo
- ake ome are
- fla flo fle
- who wha whe
- ie in il
- inly ky ny
- ap ar an
- ick uck ack
- practise writing with a slope
- he
- we
- re
- fte fir fin
- wra wri kni (silent letters)
- ii ll tt rr nn mm cc oo dd ss ff ee
- ew er ex (spacing)
- th ht fl (proportions)
- ac ag af
- Capital letters

- Decorated capital letters
- Practising with punctuation ! ? - " " , ' ,

### **Supporting activities**

- Copy words, sentences, poems
- Trace and copy
- Copy tongue twisters
- Copy instructions

### **Y5 and Y6**

- Practise consistency and size of letters
  - Practising using a diagonal joining line
  - Practising leaving an equal space between letters
  - Practising joining to the letter y
  - Practising using a horizontal joining line
  - Practising the size and height of letters
  - Practising joining from the letter i
  - Practising joining to and from the letter v
  - Practising consistency in forming and joining letters
  - Practise speedwriting
  - Practising crossing double tt on completing the word
  - Practising joining to and from the letter e
  - Practising joining to and from the letter w
  - Practising printing
  - Practising drafting and editing
  - Practising joining to the letter t
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- Ensuring letters are consistent in height and size
  - Practising with punctuation
  - Practising joining from the letter m
  - Ensuring the ascender on the letter t is the correct height
  - Practising spacing within words
  - Developing fluency
  - Practising printing
  - Practising forming and joining the letter f
  - Practising presentation
  - Practising printing
  - Practising speed writing
  - Revision
  - Looking at different handwriting styles
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- Revision of all skills

Agreed September 2015

Next Review September 2017