Wyburns Primary School HANDWRITING

Appendix to the Wyburns Teaching and Learning Policy

Introduction



At Wyburns Primary we are very proud of our pupils' handwriting and take particular care in our cursive/joined-up handwriting style.

Handwriting is a basic skill that influences the quality of work throughout the curriculum. At the end of Key Stage 2, all pupils should have the ability to produce fluent, legible and, eventually, speedy joined-up handwriting, and to understand the different forms of handwriting used for different purposes. We aim to make handwriting an automatic process that does not interfere with creative and mental thinking.

Aims

We aim for our pupils to develop a neat, legible, speedy handwriting style using continuous cursive letters that leads to producing letters and words automatically in independent writing.

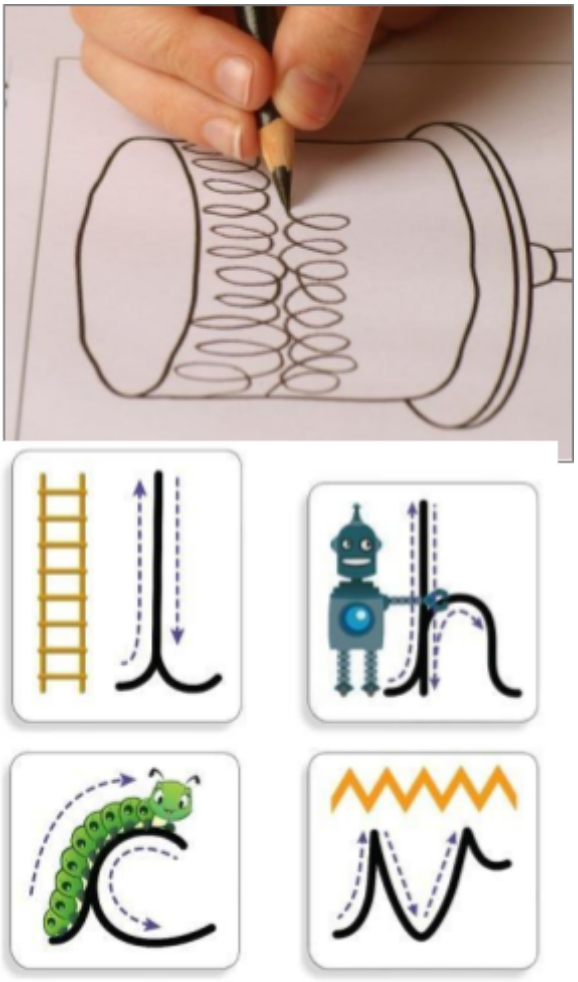
By the end of Year 6, pupils will understand the importance of neat presentation and the need for different letterforms (cursive, printed or capital letters) to help communicate meaning clearly.

Teaching of Handwriting

Our teachers are encouraged to use neat, joined-up cursive writing for all handwriting tasks, marking and comments.

Our pupils experience coherence and continuity in the learning and teaching of handwriting across all school years and are encouraged to take pride in the presentation of their work. We aim to help pupils enjoy learning and developing their handwriting with a sense of achievement and pride.

Key Stage Teaching



Key Stage 1

- Write legibly using upper and lower case letters with correct joins.
- Ensure that letters sit on the base line and are consistent in size with ascenders and descenders that are the correct length and formation.
- Leave the correct space between words.
- Form capital letters and use where appropriate.
- Form numerals that are consistent in size and sit on the base line.
- Begin to form printed letters and understand when they are to be used.
- Improve the speed of writing and begin to write automatically so promoting creativity in independent writing.

EYFS

- Hold a pencil in an effective manner for writing and be encouraged to correct any errors in grip or stature.
- Understand that letters are written on a base line and that all cursive letters start on the line and end with a hook.
- Begin to form some recognisable joined-up cursive letters, capital letters and numerals.
- Have an understanding of writing their own name.
- Understand different shaped letter families.
- Sit in the correct position and hold a pencil correctly to allow fluid movement of the nib.
- Improve fine and gross motor skills by enjoying drawing pre-cursive patterns in a variety of writing materials such as modelling clay, air writing, sand trays, felt pens, crayons, pencils, IWB, iPads/tablets.
- Understand the language need to describe pencil movements in preparation for letter formation.

Key Stage 2

Improve quality, speed and stamina of handwriting.

- *Quality*: Ensure letters are consistently sized with equal word spacing and that ascenders and descenders are parallel and do not touch words on the lines above and below.
- *Speed*: Improve speed of handwriting to allow creative writing to take precedence over the task of handwriting and be able to take „quick notes" at a faster pace.
- *Stamina*: Have the strength and mobility to be able to write for longer periods of time without fatigue.

Have full knowledge and ability of the different forms of handwriting for different purposes:

- Neat, joined, cursive letters for writing passages and large amounts of text, lists and letters.
- Printed or capital letters for posters, notices, headings, labelling, and form filling.
- Speedy handwriting for note-taking and dictation where neatness is not as important and shortcuts, such as + instead of „and", can be used.
- Choose the writing implement best suited to a task.

Inclusion

Children whose handwriting is limited by problems with fine motor skills, including left- handed children and children with special educational needs, will attend intervention sessions help achieve their optimum handwriting level.

Pens and Pencils

In Reception, a variety of suitable implements e.g. crayons, large felt pens, fingers in flour or sand, air writing may be used. Children are encouraged to start handwriting using a soft pencil. When fine motor skills have been established, the children can begin working towards gaining their pen licence. To achieve this, they need to demonstrate neat, fluent, cursive writing consistently to gain pen stamps. Once they have collected six pen stamps, they will be issued a pen licence and can write in pen. The expectation is that most children will have attained their pen licence by the end of Year 3 and that they maintain this standard of handwriting going forwards. A termly „Presentation Award" is also given to the child with the neatest presentation across all books and is chosen by School Council.

Letter formation used

The teachers' handwriting is the model for the children. All teachers and support staff should aim to produce quality writing at all times. As far as possible, the font used on worksheets and displays is Cursive 19 or JoinitC19. The style used is displayed below.

Lower Case Letters

Capitals

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

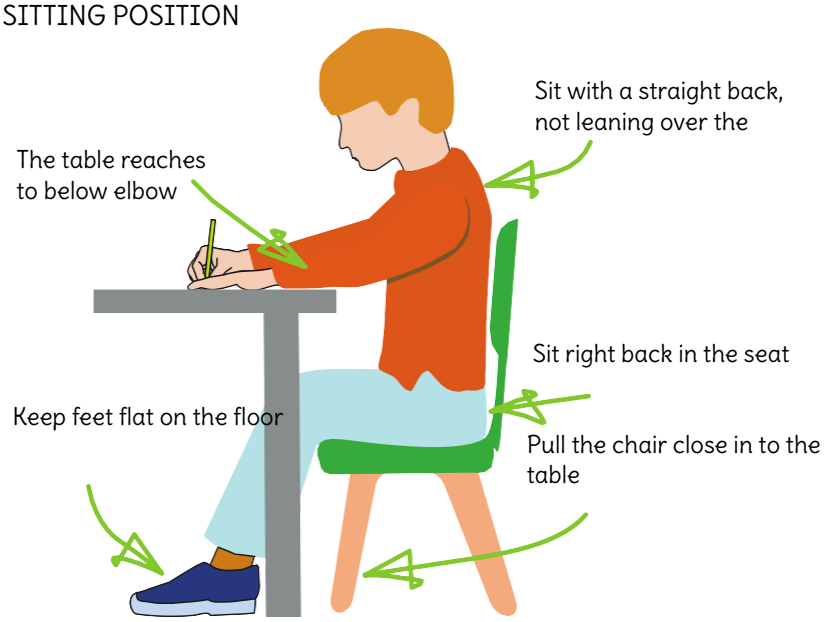
Numbers

0 1 2 3 4 5 6 7 8 9

Correct posture and pencil grip for handwriting

Children should be taught to sit correctly at a table, holding a pencil comfortably and correctly.

SITTING POSITION

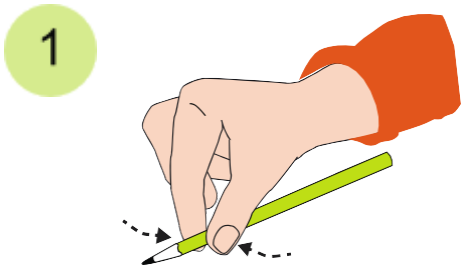




Paper position for right-handed children

The Tripod Pencil Grip

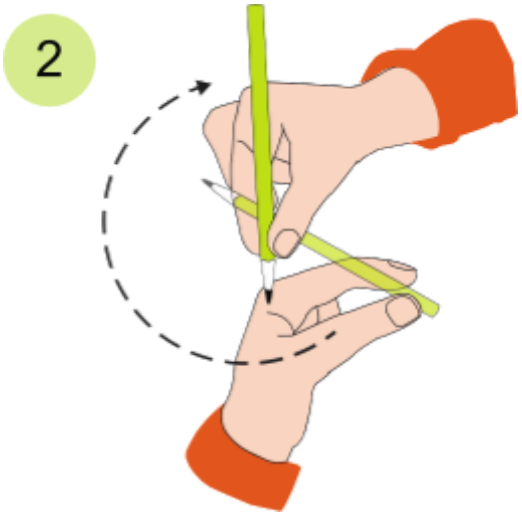
Both right and left handed children should be encouraged to use the tripod grip which allows the pen/pencil to be held securely whilst allowing controlled movements of the pen/pencil nib.

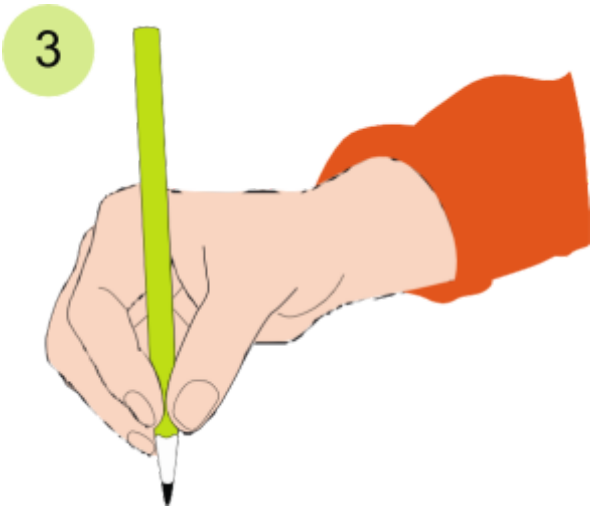


1) Grip the pencil with your index finger and thumb with the nib pointing away.

2) With your free hand, spin the pencil from underneath.

3) Use your middle finger to support the underside of the pencil.



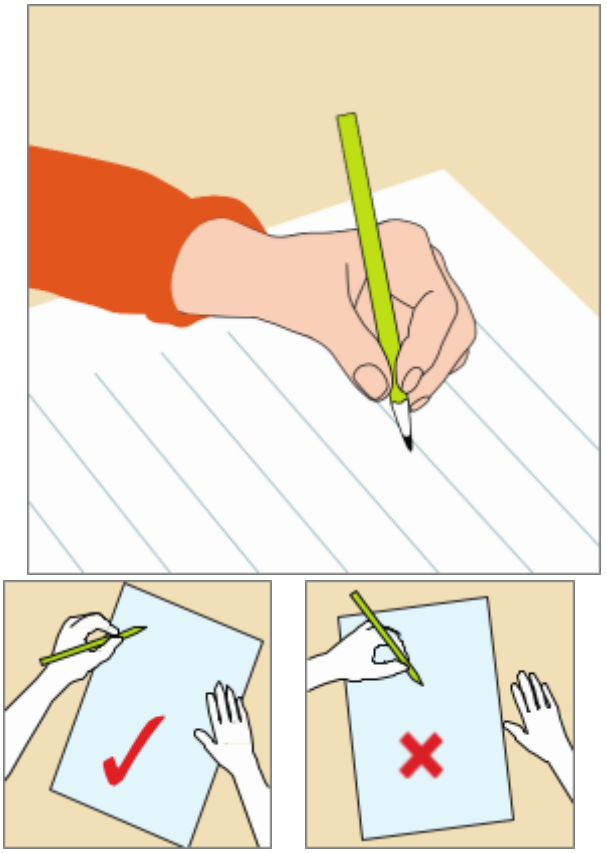


Left-Handed Children

Left-handed children may find it difficult to follow right-handed teachers as they demonstrate letter formation (and vice versa). Teachers should demonstrate to left-handers on an individual or group basis.



- Left-handed pupils should sit to the left of a right-handed child so that they are not competing for space.
- Pupils should position the paper/book to their left side and slanted, as shown.
- Pencils should not be held too close to the point as this can interrupt pupils" line of vision.
- Extra practice with left-to-right exercises may be necessary before pupils write left-to-right automatically.



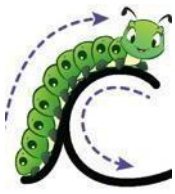
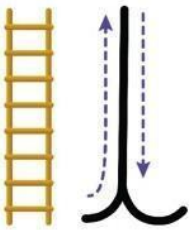
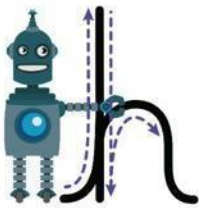
Paper position for left-handed children

Handwriting lessons

Reception

- Throughout the year, children carry out daily physical development child-initiated activities that include threading, chalks, pegs and writing activities, among others.
- In Autumn 1, children learn phonics using Monster phonics. These sounds support their written work
- From Autumn 2 onwards, Children carry out 5 discrete handwriting sessions per week.
- Children are grouped and carry out a daily handwriting exercise such as play-dough, threading and writing their name and letters correctly. These sessions may be led by an adult or the child may work independently.

- At this point, children are introduced to the letter families:

			
Curly caterpillar letters	Long ladder letters	One armed robot letters	Zig zag monsters
c o a d g q f s e	l t b k h	r n m i j u p	z v x w

- Capital letters are taught alongside lower case letters. Numbers 0-9 are also taught.
- In the Spring Term, children begin to write in books with lines which they take home once a week to carry out handwriting homework.
- From the Summer Term, children are taught to say, "lead in line…" before the phrase for each letter and write this down.

Years 1-6

- The curriculum content for years 1-6 is outlined on the following page.
- In the teaching of handwriting, all letters are taught in letter families
- Correct posture and pencil grip are taught across all year groups.
- Handwriting is linked to spelling and cross-curricular as far as possible.
- In Year 1, four discrete handwriting sessions take place weekly.
- In Years 2 - 4, 3-5 discrete handwriting sessions take place weekly.
- In Years 5 and 6, 3-5 discrete handwriting sessions are taught weekly and handwriting is revised through the English lesson, with small group interventions for those who have not achieved the required standard by this point.
- Children work towards earning a pen licence by collecting pen stamps and teachers comment on handwriting in their feedback marking.
- Once children have achieved their pen licence, the teacher closely monitors the handwriting of the child to ensure they maintain the required standard

Before is letter, " lead in line..." is read.
E.g. "Lead in line, round the apple, down the leaf."

a	Round the apple, down the leaf	*j*	Down his body, curl and dot	*s*	Slither down the snake
b	Down the laces to the heel, round the toe	*k*	Down the kangaroo"s body, tail and leg	*t*	Down the tower, across the tower
c	Curl around the caterpillar	*l*	Down the long leg	*u*	Down and under, up to the top and draw the puddle
d	Round his bottom, up his tall neck, down to his feet	*m*	Maisie, mountain, mountain	*v*	Down a wing, up a wing
e	Lift off the top and scoop out the egg	*n*	Down Nobby, over his net	*w*	Down, up, down, up
f	Down the stem and draw the leaves	*o*	All around the orange	*x*	Down the arm and leg and repeat the other side
g	Round her face, down her hair and give her a curl	*p*	Down the plait and over the pirate"s face	*y*	Down a horn, up a horn and under his head
h	Down the head to the hooves and over his back	*q*	Round her head, up past her earrings and down her hair	*z*	Zig - zag - zig
i	Down the body, dot for the head	*r*	Down his back, then curl over his arm		