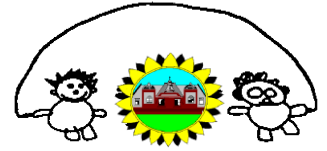


LCPS Policy for Handwriting 2018



Aim:

For all children to write with a legible, fluent style using correctly formed letters.

Organisation (Appendix D -Progression for handwriting lessons):

The style of handwriting has been agreed by staff and is exemplified by Appendix A. The expectation is that by the end of FS2 learners will form all letters and numbers accurately by the end of the year. FS2 learners will be taught to form all letters correctly, initially using the RWI 'patter'/Number 'patter' (Appendix A). As FS2 children become familiar with the grapheme, the 'patter' (Appendix E) is dropped so that just the letter sound/number is used. As each letter is taught, children are shown which handwriting family this belongs to. In Year 1 and 2, learners are taught handwriting in letter families (Appendix B). In Year 1, learners are taught to sit letters on the line, how to correctly size letters, ascenders and descenders, as well as how to form capital letters (Appendix F). In Year 2, learners are taught to add 'flicks' (including the cursive 'k') to letters in preparation for joining letters and then how to join letters (in the context of whole words). (Appendix C). Formation and sizing of capitals is also taught throughout Year 1 and 2. From Year 3 onwards, learners have regular handwriting lessons in order to maintain and develop a fluid, neat, joined style. Handwriting lessons are used to continue to practise and maintain speed and fluency.

Handwriting is taught in a variety of ways:

Whole class: FS2-Yr2 10mins per day.

Y3-6: Spelling session three times per week (20 minutes), one of which incorporates teaching handwriting. Additional sessions are planned in when the need arises.

Foundation Stage:

In Foundation Stage 1 children are encouraged to experience a range of activities which develop their gross and fine motor control through 'Continuous Provision'. Children are exposed to both printed and cursive styles of writing and their name cards are written in both styles. Emergent and developmental writing is encouraged and practised in a variety of contexts.

In Foundation Stage 2, letter formation is formally taught during structured phonic sessions and additional guided group work. In these sessions, children are taught correct posture and encouraged to use a comfortable pencil grip as they write in books or on whiteboards. Children hold a pencil when they practise letter formation in the air in order to refine the movement. Children who do not form letters correctly after initial teaching are identified and given extra support. In FSU, all children will write with 'chunky' pencils.

KS1/KS2:

In Key Stage one, children sometimes practise formation on whiteboards but will mostly practise using pencil in handwriting books. They practise handwriting in classes for 30-40 minutes per week, split into shorter sessions. Year 1 children will continue to use a 'chunky' pencil throughout year 1 until they are able to produce correctly formed and sized letters consistently. When they are producing this consistently, they will be given a 'handwriting hero' certificate and be presented with a standard 'thin' yellow and black pencil and be expected to use this for all work after this. All children should be using a standard pencil by the end of year 1 unless they have a special need in this area.

When a learner can use a pencil producing consistently neat and well-formed handwriting they will earn a pen licence. Children use school handwriting pens. Biro's and other coloured ink pens are **not** to be used. All KS2 learners use handwriting pens in purple writing books. Individual pupil style: No pupil will be discouraged from a particular style unless it impedes efficient joining.

Assessment:

FS/KS1: Ongoing assessment throughout the year is used to identify pupils needing additional support.

KS2: Teacher assessment of ability to write with a joined, fluent style.

Posture and pencil grip:

From beginning in EYFS, children will be taught the correct posture for sitting when writing. They will also be taught the tripod pencil grip. This will then be reinforced and taught regularly where needed throughout KS1 and 2. If learners struggle to use the tripod pencil grip, other grips may be shown to support learner's handwriting. This tripod grip will also be slightly adapted for left handed learner. A video showing these grips and with support on teaching them can be found on the link below:

<https://teachhandwriting.co.uk/handwriting-pen-grip.html>

'Are you ready to write?' Posters (Appendix G) will be displayed in classroom and English area with reminders of seating posture. BB = Make sure your bum is to the back of the chair. FF = Make sure your feet are on the floor. PP = Make sure you pinch your pencil.

Provision for left-handed pupils:

Teachers will ensure that left-handed pupils sit on the left of right-handed pupils.

Pupils are encouraged to tilt their work clockwise so that they can see what they have written.

They advise on pencil grip and wrist position of left-handers.

General:

When marking work or making comments in the children's books, teachers adopt the style in which children are taught. This also applies to teachers writing on the whiteboard.

Display writing throughout school includes print, the taught handwriting style and computer-generated writing.

'Twinkl' posters are displayed to show letter families and 'ground, grass, sky' for letter sizing and formation in all English areas and classrooms.

Home-school links:

This policy will be included on the school website so that parents are aware of how we approach handwriting. When starting Foundation Stage, parents receive information about how to begin teaching their child to write his or her name.

ALL RESOURCES ARE AVAILABLE ON THE SCHOOL SERVER UNDER ENGLISH – POLICY – HANDWRITING POLICY

S House & L Knibbs (reissued to every class)

Sept 2018

Alphabet showing starting point and direction of each letter



Appendix A- Graphemes

Appendix B -Letter Families

Curly caterpillar

letters: c o a d g q f s e numbers: 0 6 8 9

(anti-clockwise)

Down

letters: l t i j y u k numbers: 1

One-armed robot

letters: r p n m b h numbers: 2 3 5

(clockwise)

Zigzag

letters: v w x z numbers: 4 7

Appendix C- Joins

- CAPITAL LETTERS DO NOT JOIN.
- Joins are to all letters.
- Break letters are *s, j, g, y, z, x, q* (they do not join afterwards).

An A4 laminated poster is displayed in each registration room (Yr1-6) with examples of words joined in a cursive script.

Appendix D-Progression for Handwriting Lessons

- ❖ **Teach letter families**- uses RWI 'patter' to describe how to form each letter shape. (See letter formation sheet for strokes).

Numbers can be taught with each family set.

- ❖ **Relative size of letters**

Positioning the letters on lines, RWInc 'sky, grass, underground' to visualise the size and position of each.

Teach capitals here.

- ❖ **Words**

Samples of short words on RWI CD Rom (Handwriting Stage 1-relative size of letters-example words.)

- ❖ **Letters with flicks** remember the *k* needs re teaching here.

- ❖ **Joining letters** start with *at, am, it, up* or rimes containing *í*, such as *tin, bin, win, pin*

Two letters/one sound ('special friends') can be emphasised here.

(Handwriting Stage 3-joining letters)

- ❖ **Fluent cursive handwriting**- as soon as this is consistent and learners are applying their skills when writing- award a pen licence and allow them to write in pen.

Appendix E-Read, Write Inc Handwriting 'Patter'

a	Round the apple down the leaf (apple)
b	Down the laces to the heel, round the toe (Boot)
c	Curl around the caterpillar (caterpillar)
d	Round his bottom up his tall neck and down to his feet (dinosaur)
e	Lift off the top and scoop out the egg (egg)
f	Down the stem, and draw the leaves (flower)
g	Round her face down her hair and give her a curl (girl)
h	Down the head to the hooves and over his back (horse)
i	Down his body, and dot for his head (insect)
j	Down his body curl and dot (jack-in-the box)
k	Down the kangaroo's body, tail and leg (kangaroo)
l	Down the long leg (leg)
m	Down Maisie, over the mountain over the mountain (Maisie and mountains)
n	Down Nobby, over his net (football net)
o	All around the orange (orange)
p	Down his plait and around his head (pirate)
q	Round her head, up past her earrings and down her hair (queen)
r	Down his back, then curl over his arm (robot)
s	Slither down the snake (snake)
t	Down the tower across the tower (castle tower)
u	Down and under, up to the top and draw the puddle (umbrella)
v	Down a wing, up a wing (vulture)
w	Down up down up (worm)
x	Down the arm and leg and repeat the other side (Exercise)
y	Down a horn up a horn and under his head (yak)
z	Zig-zag-zig (zip)

Appendix F-Capital letter formation

Letter Formation

C D G Q S O

E F L I T J Y U

A R B N H M K P

V W X Z

Aa Bb Cc Dd Ee Ff Gg Hh
Ii Jj Kk Ll Mm Nn Oo Pp Qq
Rr Ss Tt Uu Vv Ww Xx Yy Zz

Appendix G - Posture poster

