



# St Mary's CE Primary School Handwriting Policy

Nov 2016

## **Aims**

To know the importance of clear and neat presentation in order to communicate meaning effectively

To write legibly in both joined and printed styles with increasing fluency by;

- Having the correct pencil grip
- Knowing that all letters start from the top, except d and e which start in the middle
- Forming all letters correctly
- Knowing the correct size and orientation of letters

## **Teaching time**

There should be daily mark making activities in Reception, a minimum of 2 x 15 minute lessons a week in KS1. There should be 2 x 15 minute lessons a week in lower KS2 and 1 x 15 minute lesson a week in upper KS2. Some children who find handwriting difficult may need further intervention.

## **Model used**

St Marys Primary School has chosen to use the Andrew Brodie Handwriting style with the agreed letter formation for lower case letters, capital letters and numbers.

All members of staff will be encouraged to model the correct handwriting style for the year group they are working with all the time.

A handwriting assessment will be carried out for children who are new to the school.

Handwriting will be linked to spelling wherever possible and used as a tool to aide spelling memory.

## **The four joins we will teach are**

To letters without ascenders (set 1 to set 2)

To letters with ascenders (set 1 to set 3)

Horizontal joins (set 4 to set 2)

Horizontal joins to letters with ascenders (set 4 to set 3)

## **The break letters that are never joined**

x z

## Paper

As motor skills increase then the size of writing should decrease. Children should start writing in plain books then as their handwriting improves into lined exercise books.

## Reception

Plain books with pencil lines drawn on before the children write together with use of lined books (lines to be drawn approx. 2 cm apart).

Order of teaching for Reception and Year 1: single letters with a mantra to be agreed by KS1 team

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, copying under

## Year 1

Children start the year as above and then when they are ready to move onto wide lined exercise books. Handwriting books should be introduced at the appropriate time.

Order of teaching: single letters as above

Supporting activities: as above

## Year 2

The majority of children should be ready to start the year on narrow lined books. Some will need to continue on wide lined books until ready. Children should use plain paper from time to time so that they can practise to apply skills and consider issues of presentation and appearance.

Order of teaching for Year 2 and into Year 3: Introduction of the first 4 handwriting joins

k becomes *k*

f becomes *f*

First join; *un, um, ig, id, ed, eg, an, or, in, in, ng*

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; *wt, vt, of, ff, fl, flo*

Practise the break letters; g, j, q, x, y, z

Practise capital letters

Supporting activities: match and copy captions, trace and copy patterns, copy words, copy sentences, write out menu, copy poem, alphabetical ordering

### **Year 3**

All children should now be using narrow lined books (8mm lined paper), except in exceptional cases and aiming to form all letters accurately in the correct way.

Order of teaching in Year 3: continue to develop the joins introduced in Year 2

Practise the break letters x and z as all other letters now become joined

Practise capital letters

Further practise of the 4 handwriting joins. In order to gain a pen license by the end of Year 3 children should be using joined writing in all their written work (including topic, science, RE).

*in, ine*

*ut, ute*

*ve, vi*

*ok, oh*

*sh, as, es* (practise two joins for letter s)

*ri, ru, uy* (practising joining from r)

*oa, ad, as* (practising to and from a)

*ee, ea, ed* (practising joining from e)

*ow, ov, oy* (practising joining from o)

*ky, hy, ly* (practising joining to y)

*ha ta fa* (practising joining to a)

*od, oo, og* (practising joining to o)

*er, ir, ur* (practising joining to r)

*ai, al, ay*

*o, you, oi*

*re, oe, fe* (practising horizontal join to e)

*fu, wu, vu* (practising horizontal join to u)

*ot, ol, ok* (practising joining to ascenders)

*ai, al, ow, ol* (practising all the joins)

Supporting activities: copy words, sentences and poems, match questions to answers, copy jokes, make and copy compound words.

#### **Year 4**

Further practice of the joins

*ning, ping, ting*

*o, cod, oo*

ake, ome, are

fla, flo, fle

who, wha, whe,

ie, in il

inly, kn, ny

ap, ar, an

ick, uck, ack

he, we, re

fte, fir, fin

wra, wri, kni (silent letters)

ii, ll, tt, rr, nn, mm, cc, oo, dd, ss, ff, ee

ew, ev, ex (spacing)

th, ht, fl (proportions)

ac, ag, af

Capital letters, decorated letters, practising with punctuation

Supporting activities; copy words, copy tongue twisters, copy instructions

## **Year 5 and 6**

Practise consistency of letter size

Practise using the diagonal joining line

Practise leaving an equal space between letters

Practise joining to the letter y

Practise using a horizontal joining line

Practise the size and height of letters

Practise joining from the letter i

Practise joining to and from the letter v

Practise consistency in the forming and joining of letters

Practise speed writing

Practise crossing double tt on the completion of work

Practise joining to and from the letter e

Practise joining to and from the letter w

Practise joining to the letter t

Practise drafting and editing

### **Seating and posture**

- Chair and table to be set at a comfortable height
- The table should support the forearm so that it rests lightly on the surface and is parallel to the floor
- Children should sit up straight
- Feet should be flat on the floor
- Tables should be free of clutter
- Rooms should be well lit
- Left handed pupils should sit on the left of their partners

### **Pencil grip**

Children should write with a pencil (or a pen when appropriate) with a rounded nib. Pencils should be reasonably sharp. A tripod grip should be used.

#### For right handers

Hold the pencil lightly between thumb and forefinger 3cm away from the point. The paper should be placed to the right slightly tilted to the left. The left hand should hold the paper still.

### For left handers

Hold the pencil lightly between thumb and forefinger, resting on the first knuckle of the middle finger, holding the pencil about 3cm from the tip. The left hand should be kept below the writing line. The paper should be tilted to the right and the right hand should hold the paper still. It is very important that a right handed child is not seated on the left hand side of a left handed child as their elbows will collide.

### **Assessment**

Key Stage leaders should monitor children's presentation in their books regularly (termly) and consider the following:

- Is the writing generally legible?
- Are the letters correctly shaped and proportioned?
- Are the joins made correctly?
- Are the spaces between the letters, words and lines appropriate?
- Is the writing properly aligned?
- Are the standards achieved by the majority of pupils in line with the National Curriculum requirements? The Handwriting Assessment Record can be used to make these judgements.

### **Individual Assessment**

Children should be observed as they write in their handwriting lessons: the following is useful to consider:

- Is the posture correct?
- Does the child hold the pencil correctly?
- Does the child use the correct movement when forming and/or joining letters?
- Are any of the letters reversed or inverted?
- Does the child write fluently and rhythmically?
- Is the writing easily legible?
- Is the pupil's handwriting development in line with National Curriculum Statements?

### **Monitoring and Evaluation**

This policy will be reviewed every three years and monitored throughout each year.

Sarah Marfell-Cadman November 2016

Date of next review: November 2019