

Fiddlers Lane

Community Primary School

Handwriting Policy

Signed by the Chair of Governors	
Name: Jayne Tighe	
Signature:	Date:14/03/2018
Review Date:	

Introduction

At Fiddlers Lane we recognise that handwriting is an important life skills. We believe that a flexible, fluent and legible handwriting style empowers children to write with confidence and creativity. Children's ability to write fluently depends upon a good foundation of taught writing in the early years of their education.

As a school we adopt the continuous cursive style of handwriting from Year 1 (see appendix one). This is based on the following principles:

- Takes away the difficult decision as to where to start the letters as they all begin from the bottom line.
- Letters are produced in a flowing movement which helps develop a 'physical memory' of how each letter is written, making it easier to produce the correct letter shape.
- The continuous flow of writing ultimately improves speed and spelling

Aims

- To raise standards in writing across the school
- To have a consistent approach to handwriting across EYFS, Key Stage 1 and Key Stage 2
- To adopt a common approach towards modelling handwriting by all adults

Curriculum Provision

EYFS

Preparation for handwriting involves developing four key areas:

- Gross motor control: the ability to control the body
- Fine motor control: the ability to fine-tune the movements of the arm, hand and fingers
- Visual control: the ability to co-ordinate hand-eye movement
- Spatial control; the awareness of oneself in space, an awareness of direction (left/right) and plane (horizontal/vertical) and how to transfer that on to paper

We develop these key areas through a range of activities in both child led and adult directed sessions incorporating the following;

- Playing with balls – kick, throw, catch, bounce

- Outdoor provision – playing on large play equipment e.g. climbing equipment, using large paint brushes to paint water on fences etc.
- Finger rhymes
- ‘Dough Gym’
- Daily ‘Funky Finger’ opportunities such as threading, use of tweezers, hammering etc.
- Dough table and use of equipment with varying degrees of strength of media, play-dough, plasticine, clay.
- ‘Squiggle Whilst You Wiggle’
- Writing Area and use of mark making equipment
- Craft Area with opportunities for children to experiment with a range of tools including scissors and materials (such as sprinkling glitter) on different sized paper and surfaces.
- Tracing
- Jigsaws, peg boards and other board games
- Varying sizes of construction kits available to the children.

As part of getting ready for handwriting in these key areas, the children will begin to explore patterns and basic letter shapes in as many different mediums as possible (water, sand, flour, paint, in the air, markers, pencils etc.). Pattern practice and ‘play’ writing are an important part of handwriting development.

- Straight lines
- Upward loops
- Downward loops
- Circles
- Zig-zags
- Eights
- spirals

Pencil grip is regularly assessed and choice of hand. The above activities support the children to adopt the desired tripod grip. Correct posture is also introduced when the child is ready and bad habits addressed immediately.

Frequency

From Nursery (Term 2) to end of year one – daily

Y2/3/4 – 3x a week through short focused sessions and will be linked as soon as possible with spelling and grammar.

Y5/6 – handwriting practice and interventions will take place where necessary

Teaching will generally occur outside of English lessons, although shared and guided writing will provide opportunities for the modelling and monitoring of handwriting.

Resources

Paper - Reception will begin to use lined paper as soon as the children can begin to form letters correctly. Lined paper appropriate for the age and level of development will be used by the rest of the school.

Pencils/pens - Teachers will choose the correct writing implement that is best suited for the task and the individual child.

TEACHING & LEARNING

Handwriting needs to be modelled through **explicit teaching**. Children will be taught entry and exit strokes from Year 1 and will begin to use **fully cursive handwriting** when this is **secure**.

All children will be taught the correct posture (*BBC bottom, back in chair, TNT tummy near table, two hands to write, 6 legs on the floor*, pencil grip and book/paper positioning).

Throughout the school, children will be taught technical terms and vocabulary in order to support the development of handwriting (see appendix two). In EYFS children will learn a 'patter' to help them to acquire the correct orientation of the letter (see appendix three). In EYFS and Key Stage 1 hand writing will be taught in handwriting families (see appendix four).

Teaching Order – (see appendix five)

Appendix 1- Agreed Font

EYFS - SASSOON PRIMARY

abcdefghijklmnopqrstuvwxyz

ABCDEFGHIJKLMNOPQRSTUVWXYZ

PRE-CURSIVE

abcdefghijklmnopqrstuvwxyz

ABCDEFGHIJKLMNOPQRSTUVWXYZ

CURSIVE

abcdefghijklmnopqrstuvwxyz

ABCDEFGHIJKLMNOPQRSTUVWXYZ

Appendix 2 – Technical Terms to teach to children

- Clockwise
- Anticlockwise
- Horizontal join
- Diagonal join
- Ascender
- Descender
- Cursive
- Consonant
- Vowel
- Capital
- Lower case

BBC – bottom back in chair

TNT – tummy near table

6 Legs

2 hands

Appendix 3. -'Patter' for letter formation based on RWInc Phonics programme

letter	Character	Formation Rhyme
a	apple	Round the apple, down the leaf and flick
b	boot	Down the laces to the heel, round the toe and flick
c	caterpillar	Curl around the caterpillar and flick
d	dinosaur	Round his bottom, up his tall neck, down to his feet and flick
e	egg	Lift the top and scoop out the egg
f	flower	Down the stem and draw the leaves
g	girl	Round her face, down her hair and give her a curl and flick
h	horse	Down to his head, to the hooves and over his back and flick
i	insect	Down the body and flick, dot for the head
j	Jack in a box	Down his body, curl, flick and dot
k	kangaroo	Down the kangaroo's body, back up tie the shoe lace and flick
l	leg	Down the leg and flick
m	mountain	Maisie, mountain, mountain and flick
n	net	Down Nobby, over his net and flick
o	orange	All the way around the orange and flick
p	pirate	Down the plait and over the pirate's face and flick
q	queen	Round her head, up past her earrings, down her hair and flick
r	robot	Down his back, then curl over his arm and flick
s	snake	Slither down the snake and flick

t	tower	Down the tower, flick and cross
u	umbrella	Down and under, to the top and back and flick
v	vulture	Down a wing, up a wing and flick
w	worm	Down up , down up and flick
x	exercise	Down the arm and leg and repeat the other side
y	yak	Down a horn, up a horn and under his head and flick
z	zip	zig zag zig and flick

Appendix 4 -Letter Families

Individual letters should be taught in “letter families” i.e. letters that are formed with the same movements.

Downward

i j l t f

i j l t f

Anticlockwise

c a o d g q s f e

c a o d g q s f

Reverse

r n m h b k p

r n m h b k p

Zig-zag

v w x z

v w x z

Joins

- Diagonal join, where no ascender
- Diagonal join to anti clockwise letter
- Diagonal join to ascender
- Diagonal join to descender
- Horizontal join, where no ascender
- Horizontal join to anti clockwise letter
- Horizontal join to ascender
- Horizontal join to descender

Appendix 5 – Teaching Order

EYFS	<p>Range of activities (indoor/outdoor) to support development of gross/fine motor control, visual/spatial control.</p> <p>Pattern practice: - straight lines, upward loops, downward loops, circles, zig-zags, eights, spirals</p> <p>Use the Teodorescu Perceptuo-Motor Programme (<i>suitable from 3.6yrs</i>) (from N T2 – R-T1 daily)</p>	
REC T2	<p>Teach correct letter formation in HW families (Primary Sassoon font)</p> <ul style="list-style-type: none"> • l i t u j y • r n m h b k p • L I T T U J Y • R N M H B K P 	
REC T3	<p>Teach correct letter formation in HW families (Primary Sassoon font)</p> <ul style="list-style-type: none"> • c a o d s g q e f • z v w x • C A D O S G Q E F • Z V W X 	
YEAR 1 T1	<p>Begin to use entry strokes</p> <ul style="list-style-type: none"> • i l t u j y • r n m h b p k • I L T U J Y • R N M H B P K 	
YEAR 1 T2	<p>Begin to use entry strokes</p> <ul style="list-style-type: none"> • c a o d s g e f • z v w x • C A D O S G Q E F • Z V W X 	
YEAR 1 T3	<p>2 letter joins - diagonal <i>joining to</i></p> <ul style="list-style-type: none"> • no ascenders/descenders • ascenders/descenders • anticlockwise letters 	<p>in im ai an am ei ew ur un ire aw au ar air zi ex xi mm nn tr dr cr at al th ch cl ck kn gn ph mb ll el il al xt gl pl bl br dr gr qu lp mp pp ay ed de za zo ze xz ue ee ea ear eer ie ge dge gg tch nd ld ng ig id igh ing</p>

YEAR 2 T1	<p>2 letter joins - horizontal <i>joining to</i></p> <ul style="list-style-type: none"> • no ascenders/descenders • ascenders/descenders • anticlockwise letters 	<p>on om oi ou or our wi vu vi ru ri ot wh oh oa oo oe wa wo wi we wu va og ra re ra ro ru ve va vo wa we wo</p>
YEAR 2 T2	<ul style="list-style-type: none"> • clear ascenders/descenders • tricky letters s r p f • contractions • sizing of letters relative to one another • sizing of capital letters 	<p>si su sw st sp sk sl str spr sc ss se sa squ dis mis es est ess ness less mis rr er ir or ar are ure ere pre fi fu fe fa fr fo fl ff if of off</p>
YEAR 2 T3	<p>Link to spelling patterns eg prefixes, suffixes etc Continue to focus on clear ascenders/descenders, relative sizing of smaller letters</p>	
YEAR 3/4	<p>NC STATUTORY increase the legibility, consistency of their HW (e.g. downward strokes of letters are parallel and equidistant NON -STATUTORY Use joined HW throughout their independent writing</p>	
YEAR 5/6	<p>NC STATUTORY Write legibly with increasing speed. Choose writing implement best suited for task. NON STATUTORY Be clear about what standard of writing is appropriate for a task (e.g. quick notes or final handwritten piece. When to use an unjoined style - labelled diagram, form filling etc.</p>	

Appendix 6 – Assessment

- Letters are all formed correctly
- Small letters are all the same size
- The letters are all rest on the line except for the descenders
- Ascenders and descenders are the same length
- Diagonal joins are all made correctly
- Horizontal joins are all made correctly
- Joins to and from r s and f are all made correctly

- Capital letters are not joined