

Handwriting Policy

November 2019

At the Baird Academy we place an emphasis on pupils' presentation of work. We have high expectations of our pupils and take particular care in our cursive / joined-up handwriting style.

Intent

We believe that handwriting is a basic life 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.

Our intention is to make handwriting an automatic process that does not interfere with creative and mental thinking.

We aim:

- To develop a neat, legible, fluent handwriting style using continuous cursive letters that leads to producing letters and words automatically in independent writing.
- To establish and maintain high expectations for the presentation of written work.
- That by the end of Year 6 pupils will understand the importance of neat presentation and the need for different letter forms (cursive, printed or capital letters) to help communicate meaning clearly.

Implementation

We use the Letter-join Program www.letterjoin.co.uk as the basis of our handwriting policy as it covers all the requirements of the 2014 National Curriculum. See Appendix A

In addition, we use the Join It font C1 to produce a cursive script with guidelines or dots to support children's learning. www.cursivewriting.org See Appendix B

A few children have significant SEN which means these handwriting styles are not suitable to meet their needs. Such children are identified by their teachers together with the SENCO and Inclusion team. Together a range of individual resources are produced that meet the needs of each unique child. In most cases the handwriting is based on pre-cursive letters without a lead in. This is usually Precursive 1 Unjoined Fonts www.cursivewriting.org See Appendix C

To encourage fluent handwriting, we encourage parents and carers to use the Letter-join resources at home.

Teaching, Learning and Assessment

Handwriting is taught and practised for 10 minutes every day, using the models, and following the progression, in the Letter Join Programme. Children practise in the back of their English book (Y1-Y6).

All lessons begin with a warm-up of gross and fine motor skills up to Y3, and fine motor skills only from Y4-6. See Appendix E

Children use books with printed guidelines in Y1-6. In Y6 pupils who have achieved all handwriting targets may present their writing across the whole curriculum to the Senior Leadership Team. They may then be extended to write in standard lined books.

Pupils are taught to use the tripod 'bird beak' pencil grip. They are taught the correct sitting and book position. See Appendix D

Children are taught which letters belong to which families. See Appendix A




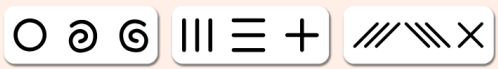


Progression follows the Letter Join program which teachers must follow. Assessments are made in the handwriting stand of Target Tracker.





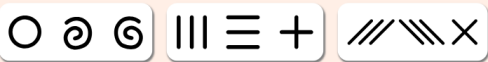



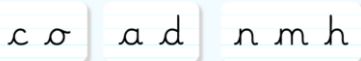
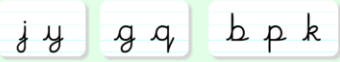
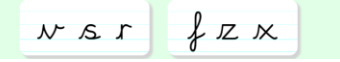
General Expectations

All teaching staff are expected to model the handwriting style in a neat, legible and joined script when writing on boards, flip charts or in pupils' books.








Display work should sometimes, when appropriate, use the printed or handwritten cursive script. Displays should include examples of pupils' handwriting that is at age related expectations.





Printed teaching materials should use the cursive script when handwriting is a learning objective. Teachers should use their professional expertise to determine if a cursive or printed script is most suitable for other materials.




| Year | Implementation - Progression <i>10 mins daily for all year groups. Handwriting in Y1-Y6 is practised in the back of English Books.</i> | Impact |
|---------|---|---|
| Nursery | <p>To hold a pencil correctly and form pre-cursive patterns. To write own name in cursive letters.</p> <ul style="list-style-type: none"> • 2 min warm-up - movements to enhance gross motor skills such Letter-Join activities below, or as air-writing, pattern making, dancing. See below • Exercises to develop fine motor skills such as making marks on paper, whiteboards, blackboards, sand trays and tablets. • Correct sitting position –see below • Tripod pencil grip – see below. • Letter Join Lesson Planner Module 1 Lessons 1-20 Pre-cursive patterns, taught in this order. <div style="display: flex; justify-content: space-around; align-items: center;">    </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;">    </div> <ul style="list-style-type: none"> • Cursive letters in the environment • Cursive letters in their name • DISPLAY letter families banner | <p>To hold a pencil / crayon and make marks with some control e.g. tracing their name, following a pattern.</p> |




| Year | Implementation - Progression <i>10 mins daily for all year groups. Handwriting in Y1-Y6 is practised in the back of English Books.</i> | Impact |
|-----------|--|---|
| Reception | <p>To sit correctly,, hold a pencil correctly and form cursive lowercase letters with lead-in and lead-out lines.</p> <ul style="list-style-type: none"> • 2 min warm-up movements to enhance gross motor skills such as Letter-Join activities below, or as air-writing, pattern making, dancing.  • AND 2 min warm-up - exercises to develop fine motor skills such as making marks on paper, whiteboards, blackboards, sand trays and tablets. See below  • Correct sitting position –see below  • BIRD BEAK FINGERS Tripod pencil grip – see below.  • Letter learning to familiarise letter shapes, formation and vocabulary. • Phonics flashcards using the cursive font & agreed Baird pictures used when learning grapheme-phoneme correspondence. • Letter Join Lesson Planner Module 1 <ol style="list-style-type: none"> 1. Pre-cursive patterns taught in this order. Lessons 1-20 <div data-bbox="421 920 911 1115" style="border: 1px solid black; padding: 5px; margin: 5px;">    </div> 2. Easy letters and words taught in this order. Lessons 21-45 <div data-bbox="421 1160 783 1294" style="border: 1px solid black; padding: 5px; margin: 5px;">   </div> 3. Harder letters and words taught in this order. Lessons 46-70 <div data-bbox="421 1361 762 1496" style="border: 1px solid black; padding: 5px; margin: 5px;">   </div> <ul style="list-style-type: none"> • DISPLAY letter families banner & numerals <i>Public:\Curriculum\Handwriting</i> | <p>To write each letter, usually correctly. (Phase 4 Letters and Sounds page 125)</p> |




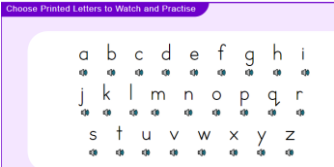
| Year | Implementation - Progression <i>10 mins daily for all year groups. Handwriting in Y1-Y6 is practised in the back of English Books.</i> | Impact | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Y1 | <p>To sit correctly, hold a pencil correctly and form cursive lowercase letters and words. To write capital letters, numerals and symbols correctly.</p> <ul style="list-style-type: none"> 1 min warm-up Movements to enhance gross motor skills such Letter-Join Activities below, or as air-writing, pattern making, dancing. AND 1 min warm-up Exercises to develop fine motor skills. Dough Disco. Letter-Join Fine Motor Skills. See below Correct sitting position –see below BIRD BEAK FINGERS Tripod pencil grip – see below. Letter Join Lesson Planner Module 1 Revise easy letters and words lessons 21-45 <table border="1" data-bbox="411 884 973 1003"> <tr><td>i</td><td>l</td><td>t</td><td>u</td><td>w</td><td>e</td><td>ill</td><td>we</td><td>cow</td><td>lad</td><td>ham</td></tr> <tr><td>c</td><td>o</td><td>a</td><td>d</td><td>n</td><td>m</td><td>h</td><td>it</td><td>wet</td><td>owe</td><td>add</td><td>mend</td></tr> <tr><td>lit</td><td>writ</td><td>ice</td><td>toad</td><td>hand</td><td>tilt</td><td>lute</td><td>coil</td><td>data</td><td>them</td><td></td></tr> </table> Revise harder letters and words lessons 46-70 <table border="1" data-bbox="411 1070 973 1182"> <tr><td>j</td><td>y</td><td>g</td><td>q</td><td>b</td><td>p</td><td>k</td><td>yell</td><td>gag</td><td>bap</td><td>vans</td><td>fox</td></tr> <tr><td>n</td><td>s</td><td>r</td><td>f</td><td>z</td><td>x</td><td></td><td>eye</td><td>going</td><td>kept</td><td>stars</td><td>zoo</td></tr> <tr><td>jaw</td><td>quay</td><td>apple</td><td>rest</td><td>oxen</td><td>jay</td><td>queen</td><td>back</td><td>eves</td><td>fuzzy</td><td></td></tr> </table> Letter Join Lesson Planner Module 2, taught in the order stated. Capitals lessons 71-95 <table border="1" data-bbox="411 1310 746 1460"> <tr><td>A</td><td>B</td><td>C</td><td>D</td><td>E</td><td>F</td><td>G</td><td>H</td><td>I</td></tr> <tr><td>J</td><td>K</td><td>L</td><td>M</td><td>N</td><td>O</td><td>P</td><td>Q</td><td>R</td></tr> <tr><td>S</td><td>T</td><td>U</td><td>V</td><td>W</td><td>X</td><td>Y</td><td>Z</td><td></td></tr> </table> Numbers lessons 121-125 <table border="1" data-bbox="411 1556 673 1646"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>6</td><td>7</td><td>8</td><td>9</td><td>0</td></tr> </table> Punctuation Marks, Maths Symbols, Other Symbols lessons 126-135 <table border="1" data-bbox="411 1713 673 1825"> <tr><td>,</td><td>.</td><td>:</td><td>;</td><td>?</td><td>!</td><td>'</td><td>"</td><td>~</td></tr> <tr><td>=</td><td>/</td><td>(</td><td>)</td><td>+</td><td>-</td><td>x</td><td>÷</td><td></td></tr> <tr><td>#</td><td>%</td><td>@</td><td>&</td><td>*</td><td>£</td><td>\$</td><td>€</td><td></td></tr> </table> Letter families, Word spacing, High frequency words, Joining techniques, Writing numbers, Extra letters practice, DISPLAY letter formation banner punctuation & numerals <i>Public:\Curriculum\Handwriting</i> | i | l | t | u | w | e | ill | we | cow | lad | ham | c | o | a | d | n | m | h | it | wet | owe | add | mend | lit | writ | ice | toad | hand | tilt | lute | coil | data | them | | j | y | g | q | b | p | k | yell | gag | bap | vans | fox | n | s | r | f | z | x | | eye | going | kept | stars | zoo | jaw | quay | apple | rest | oxen | jay | queen | back | eves | fuzzy | | 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 | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 0 | , | . | : | ; | ? | ! | ' | " | ~ | = | / | (|) | + | - | x | ÷ | | # | % | @ | & | * | £ | \$ | € | | <p>Sit correctly at a table, holding a pencil comfortably and correctly. Form lower-case letters in the correct direction, starting and finishing in the right place. Form capital letters. Form digits 0-9. Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these.</p> |
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| Year | Implementation - Progression <i>10 mins daily for all year groups. Handwriting in Y1-Y6 is practised in the back of English Books.</i> | Impact |
|------|---|--|
| Y2 | <p>To increase fluency and speed of children’s handwriting through regular practise.</p> <ul style="list-style-type: none"> • 1 min warm-up Movements to enhance gross motor skills such Letter-Join Activities below, or as air-writing, pattern making, dancing.  • AND 1 min warm-up Exercises to develop fine motor skills. Letter-Join Fine Motor Skills. See below. Etc.  • Correct sitting position –see below  • BIRD BEAK FINGERS Tripod pencil grip – see below.  • Revise as required: easy letters and words lessons 21-45 harder letters and words lessons 46-70 capitals, punctuation and symbols lessons 135 • Letter Join Lesson Planner Module 3, taught in the order stated. <i>Worksheets should not be printed but used as a model on the Interactive Whiteboard.</i> <i>Children must practise directly into the back of their English book.</i> <p>Letter families lessons 136 - 147</p>  <p>Diagonal joins, high frequency words and dictation exercises lessons 148 - 150 </p> <p>Diagonal joins, high frequency words and sequencing sentences lessons 151- 153 </p> <p>Letter f k b d w s z, high frequency words and dictation exercises lessons 154- 171</p> <p>Dictation exercises, high frequency words, numerals, maths symbols lessons 172 – 189</p> <p>KS1 SATS spelling, punctuation and grammar practise lessons 190 – 207</p> <p>Dictation lessons 208-225</p> <ul style="list-style-type: none"> • DISPLAY letter families banner, letter formation banner & numerals <i>Public:\Curriculum\Handwriting</i> | <p>Form lower-case letters of the correct size relative to one another in his/her writing Use the diagonal and horizontal strokes needed to join letters.. Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. Use spacing between words that reflects the size of the letters.</p> |

| Year | Implementation - Progression <i>10 mins daily for all year groups. Handwriting in Y1-Y6 is practised in the back of English Books.</i> | Impact |
|------|--|---|
| Y3 | <p>To improve legibility, consistency and quality of handwriting across the curriculum.</p> <ul style="list-style-type: none"> • 1 min warm-up Movements to enhance gross motor skills such Letter-Join Activities below, or as air-writing, pattern making, dancing.  • AND 1 min warm-up Exercises to develop fine motor skills. Letter-Join Fine Motor Skills. See below. Etc.  • Correct sitting position –see below  • BIRD BEAK FINGERS Tripod pencil grip – see below.  • Revise as required: easy letters and words lessons 21-45 harder letters and words lessons 46-70 capitals, punctuation and symbols lessons 135 Diagonal joins, high frequency words and dictation exercises lessons 148 - 150 Diagonal joins, high frequency words and sequencing sentences lessons 154- 153 • Letter Join Module 4, taught in the order stated. <i>Worksheets should not be printed but used as a model on the Interactive Whiteboard. Children must practise directly into the back of their English book.</i> Dictation regular verbs lesson 227 Double letters, dictation and verbs lessons 228 – 236 Double letters, numbers, operations, Roman numerals etc lessons 238 – 248 Double letters, onomatopoeia, lessons 250, 252 254, 256, 258, 260 262 Similes, dictation, comparative adjectives, word of the week lessons 264 - 285 • DISPLAY letter formation banner & numerals <i>Public:\Curriculum\Handwriting</i> | <p>Increasingly use the diagonal and horizontal strokes that are needed to join letters and understand capitals are not joined. Increase the legibility, consistency and quality of his/her handwriting e.g. by beginning to ensure that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch</p> |

| Year | Implementation - Progression <i>10 mins daily for all year groups. Handwriting in Y1-Y6 is practised in the back of English Books.</i> | Impact |
|------|--|---|
| Y4 | <p>To apply size-appropriate handwriting to all areas of the curriculum whilst maintaining fluency and legibility.</p> <ul style="list-style-type: none"> • 1 min warm-ups - Exercises to develop fine motor skills. Letter-Join Fine Motor Skills. See below. Etc. <div style="text-align: right;">  </div> • Correct sitting position –see below <div style="text-align: right;">  </div> • BIRD BEAK FINGERS Tripod pencil grip – see below. <div style="text-align: right;">  </div> • Revise as required: easy letters and words lessons 21-45 harder letters and words lessons 46-70 capitals, punctuation and symbols lessons 135 Diagonal joins, high frequency words and dictation exercises lessons 148 - 150 Diagonal joins, high frequency words and sequencing sentences lessons 154- 153 • Letter Join Module 5, taught in the order stated. <i>Worksheets should not be printed but used as a model on the Interactive Whiteboard. Children must practise directly into the back of their English book.</i> <ul style="list-style-type: none"> Drawing with words, tongue twisters lessons 287 – 288 Spelling, cloze lessons 289 – 310 Dictation, numbers lessons 311- 322 Poetry, shape lessons 323 325 327 329 331 333 Words of the week, vocabulary 335 – 340, 345 346 Words of the week, subject vocabulary 341 - 344 • DISPLAY letter formation banner & numerals <i>Public:\Curriculum\Handwriting</i> | <p>Use the diagonal and horizontal strokes that are needed to join letters. Increase the legibility, consistency and quality of his/her handwriting e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p> |

| Year | Implementation - Progression <i>10 mins daily for all year groups. Handwriting in Y1-Y6 is practised in the back of English Books.</i> | Impact |
|------|---|---|
| Y5 | <p>To produce quality handwriting automatically.</p> <ul style="list-style-type: none"> • 1 min warm-ups - Exercises to develop fine motor skills. Letter-Join Fine Motor Skills. See below. Etc.  • Correct sitting position –see below  • BIRD BEAK FINGERS Tripod pencil grip – see below.  • Revise as required: easy letters and words lessons 21-45 harder letters and words lessons 46-70 capitals, punctuation and symbols lessons 135 Diagonal joins, high frequency words and dictation exercises lessons 148 - 150 Diagonal joins, high frequency words and sequencing sentences lessons 154- 153 • Letter Join Module 5, taught in the order stated. <i>Worksheets should not be printed but used as a model on the Interactive Whiteboard.</i> <i>Children must practise directly into the back of their English book.</i> Cursive writing on a larger scale lessons 347-348 Spelling and cloze lessons 349 – 356, 359-365 Word of the week and vocabulary 357-358, 365-370, 383 385 387 389 Dictation, poetry lessons 371-382 Cross-curricular lessons 391 393 395-406 • DISPLAY letter formation banner & numerals <i>Public:\Curriculum\Handwriting</i> | <p>Write increasingly legibly, fluently and with increasing speed through improving choices of which shape of a letter to use when given choices and deciding whether or not to join specific letters Write increasingly legibly</p> |

| Year | Implementation - Progression <i>10 mins daily for all year groups. Handwriting in Y1-Y6 is practised in the back of English Books.</i> | Impact |
|------|---|--|
| Y6 | <p>To adapt handwriting for a range of tasks and purposes.</p> <ul style="list-style-type: none"> • 1 min warm-ups - Exercises to develop fine motor skills. Letter-Join Fine Motor Skills. See below. Etc. <div style="text-align: right;">  </div> • Correct sitting position –see below <div style="text-align: right;">  </div> • BIRD BEAK FINGERS Tripod pencil grip – see below. <div style="text-align: right;">  </div> • Revise as required: easy letters and words lessons 21-45 harder letters and words lessons 46-70 capitals, punctuation and symbols lessons 135 Diagonal joins, high frequency words and dictation exercises lessons 148 - 150 Diagonal joins, high frequency words and sequencing sentences lessons 154- 153 • Printed letters for choice in text type, form-filling and labelling https://www.letterjoin.co.uk/desktop_edition/printed/chooseprinted.html <div style="text-align: center;">  </div> • Letter Join Module 6, taught in the order stated. <i>Worksheets should not be printed but used as a model on the Interactive Whiteboard. Children must practise directly into the back of their English book.</i> Dictation lesson 407 408 410 412 Spelling, sentences lessons 413-428 Grammar, punctuation lessons 429 - 454 English skills, maths 455 -460 English skills & cross-curricular lessons 461 - 466 • DISPLAY letter formation banner & numerals <i>Public:\Curriculum\Handwriting</i> | <p>Write legibly, fluently and with increasing speed, deciding how to join specific letters and when they are best left unjoined Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task</p> |

Handwriting Award Scheme

All children are given a handwriting target. When they have achieved it they are awarded a handwriting badge of the corresponding colour. They then move on to the next target.

Target stickers must be placed on the inside top left-hand corner of the English Book. See Appendix G.

Pupils Working at Greater Depth Pen Licences

Children who have secured a neat, fluent and legible script in writing across all subjects will be awarded a pen licence by the English Leader after a review of their work in their English and topic books. Pupils have to show they can join their letters consistently, correctly and without excessive crossing out. All letters must be correctly orientated to the line, with ascenders and descenders clear and spacing appropriate to the size of the writing. In

Y5 and Y6 they must also be able to write consistently well on standard lined paper. See Appendix F.

Pen licence stickers must be placed in the top right-hand corner of the English and topic books. See Appendix F.

Children who have almost achieved this standard may be awarded a provisional pen licence by the English Leader. They are then allowed to use a pen on a Friday to demonstrate their handwriting skills are good enough to be awarded a full pen licence. See Appendix F.

Children who have achieved greater depth for the assessments step in handwriting for their year group may use handwriting practise time to apply their handwriting skills to publishing their writing.

Impact

By the end of Key Stage One most pupils will be able to:

- form lower-case letters of the correct size relative to one another
- use diagonal and horizontal strokes needed to join letters and
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters.
-

Pupils with specific identified needs will be able to hold a pencil correctly to form un-joined letters.

By the end of Key Stage Two most pupils will be able to:

- write legibly, fluently and speedily
- choosing which shape of a letter to use when given choices e.g. cursive or printed
- choosing the writing implement that is best suited for a task e.g. marker for a poster

Pupils with specific identified needs will be able to hold a pencil correctly to neatly print un-joined words and leave appropriately sized spaces between them.

Appendix A - Letter Join




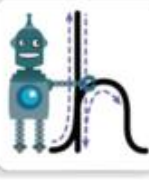
Log in at www.letterjoin.co.uk. In Microsoft Word choose Letter-Join Plus 40 in the font list and select contextual alternatives in advanced fonts.

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

abcdefghijklmnopqrstuvwxyz

ABCDEFGHIJKLMNOPQRSTUVWXYZ

0 1 2 3 4 5 6 7 8 9 . ? ! , " ' () -

| Letter families | | Easy | Harder |
|---|---------|-----------|--------|
| all letters start on the line | | | |
|  <p>Ladders Up down and hook</p> | l i t u | j y | |
|  <p>Zig-zags Up, straight lines and hook</p> | w | v z x | |
|  <p>Curles Clockwise up, anti-clockwise back, complete the letter and hook</p> | c o a d | g q e s f | |
|  <p>Robots Up down, retrace up, over and hook</p> | n m h | r b p k | |

Appendix B – Join It C1

Use the JoinIt program on the desktop of the computer and select the Add-Ins Tab.

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

abcdefghijklmnopqrstuvwxyz

ABCDEFGHIJKLMNOPQRSTUVWXYZ

0 1 2 3 4 5 6 7 8 9 . ? ! , “ ” ’ () -

abcdefghijklmnopqrstuvwxyz

abcdefghijklmnopqrstuvwxyz

ABCDEFGHIJKLMNOPQRSTUVWXYZ

0 1 2 3 4 5 6 7 8 9 . ? ! , “ ” ’ () -

abcdefghijklmnopqrstuvwxyz

abcdefghijklmnopqrstuvwxyz

ABCDEFGHIJKLMNOPQRSTUVWXYZ

0 1 2 3 4 5 6 7 8 9 . ? ! , “ ” ’ () -

Appendix C – Precursive Unjoined CCW1
Used by the Inclusion Team for key pupils

abcdefghijklmnopqrstuvwxyz

ABCDEFGHIJKLMNOPQRSTUVWXYZ

0 1 2 3 4 5 6 7 8 9 . ? ! , " " ' () -

abcdefghijklmnopqrstuvwxyz

ABCDEFGHIJKLMNOPQRSTUVWXYZ

0 1 2 3 4 5 6 7 8 9 . ? ! , " " ' () -

abcdefghijklmnopqrstuvwxyz

ABCDEFGHIJKLMNOPQRSTUVWXYZ

0 1 2 3 4 5 6 7 8 9 . ? ! , " " ' () -

abcdefghijklmnopqrstuvwxyz

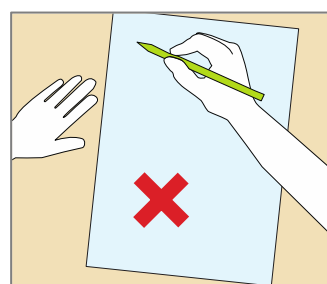
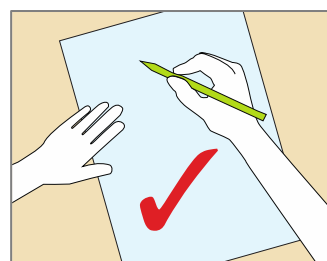
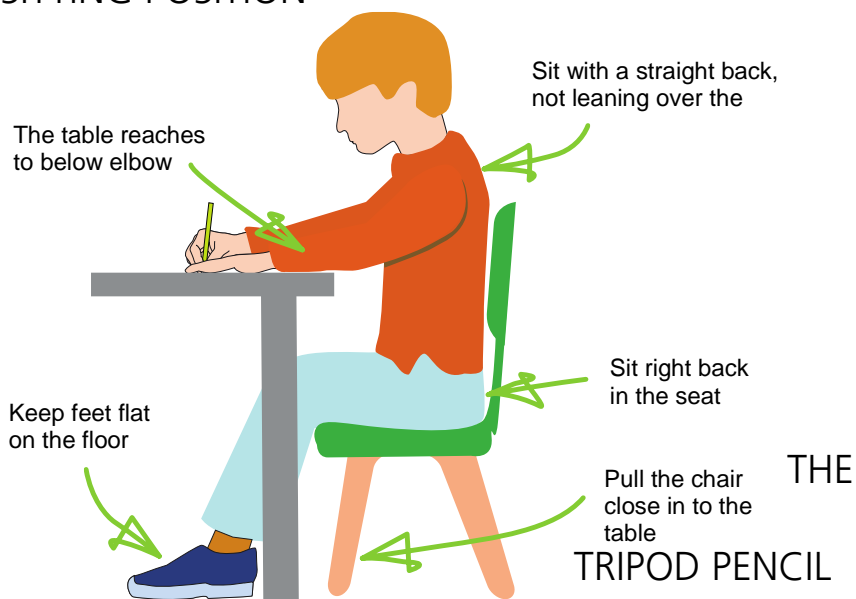
ABCDEFGHIJKLMNOPQRSTUVWXYZ

0 1 2 3 4 5 6 7 8 9 . ? ! , " " ' () -

Appendix D – Correct Posture and Pencil Grip for Handwriting

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

SITTING POSITION

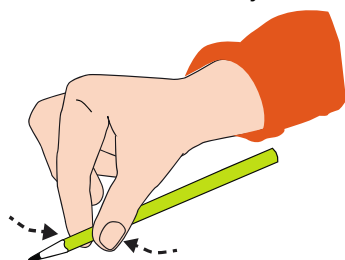


Paper position for right-handed children

GRIP "FINGERS"

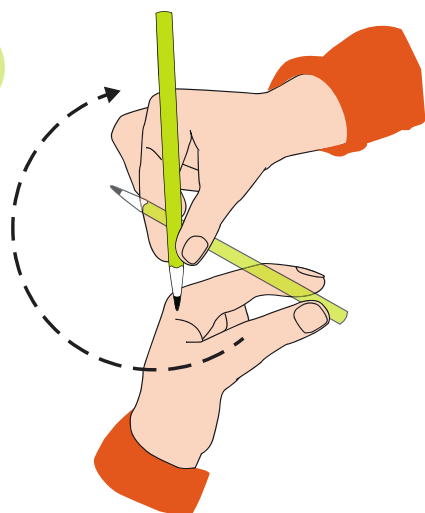
Both right and left-handed children should be encouraged to use the tripod grip which allows the pen/pencil to be held securely whilst allowing controlled movements of the pen/pencil nib.

1



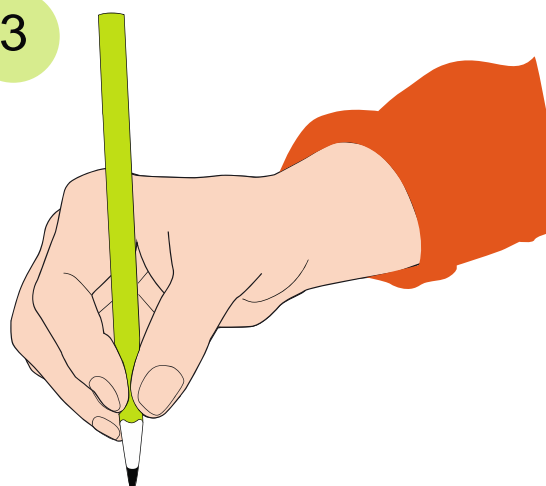
1) Grip the pencil with your index finger and thumb with the nib pointing away.

2



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

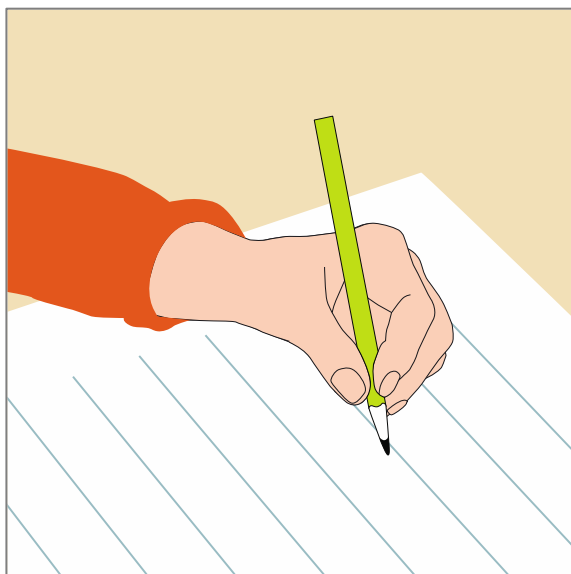
3



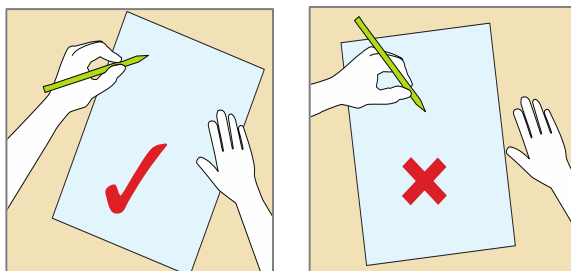
3) Use your middle finger to support the underside of the pencil.

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

Appendix E – Gross and Fine Motor Skills Warm Up Exercises

KEVIN THE KANGAROO SAYS:
"JUMP UP AND DOWN."



Two-footed jumps, with
hands in front.

COLIN THE CRAB SAYS:
"WALK SIDWAYS."



Take side steps one
way, then the other.

FRAN THE FLAMINGO SAYS:
"STAND ON ONE LEG AND
NOW THE OTHER LEG."



One leg to other leg.
Wave arms like a bird.

CHARLIE THE CAT SAYS:
"STRETCH UP AS FAR
AS YOU CAN."



Stretch up and try and
touch the ceiling.

CORA THE COW SAYS:
"MILK A COW."



Move arms up and
down in milking action.

SACHA THE SNAKE SAYS:
"SLITHER ALONG THE
FLOOR."



Lie down and wriggle
along the floor.

**BORIS THE BEAR SAYS:
"WALK ON ALL FOURS."**



*Move around on
hands and feet.*

**OLGA THE OSTRICH SAYS:
"TAKE GREAT BIG STEPS."**



*Take long strides
around the room.*

**ENOCH THE ELEPHANT SAYS:
"LIFT ME UP."**



*Pretend to lift up a
heavy object.*

**FATIMA THE FROG SAYS:
"HOP UP AS HIGH AS
YOU CAN."**



*Hop on one leg, then
on the other leg.*

**PEDRO THE PUPPY SAYS:
"CHASE YOUR TAIL ROUND
AND ROUND."**



*Spin around on
the spot.*

**PIPPA THE PENGUIN SAYS:
"WADDLE FROM SIDE
TO SIDE."**



*Stand straight and tilt
from left to right.*

BILLY THE BLACKBIRD SAYS:
"FLAP YOUR ARMS UP
AND DOWN."



Raise arms up and down,
palms facing down.



Finger Stretches Put the tips of your fingers together and straighten your fingers by pushing your fingerlips against each other.
Repeat 5 times.



Play the Piano Touch the table with one finger at a time from each hand like you are playing the piano.
Start slowly and get faster.



Fishing Hooks Put your elbows on the table, keep your hands apart, squeeze your fingers together and point them to the sky.
Keep your knuckles straight and make a hook with your fingers.
Hold, then straighten five times.



Fireworks Make a fist with both hands and hold them tight.
Then let your fingers go like exploding fireworks!
Repeat five times.



Take a bow Put your elbows on the table, keep your hands apart, squeeze your fingers together and point them to the sky.
Bend your knuckles but keep your fingers straight so your fingers bow to each other.
Repeat 5 times.



Quack, Quack, Fingers
 Start your warm up by making a beak with your thumb and first finger on both hands. Make them quack twice, then do the same with your other fingers.



Roly-poly Pencil
 Lay your pencil flat across your fingers. Use your thumb to roll it backwards and forwards. Now try it with your other hand.



Crawling Caterpillar
 Hold your pencil ready to write. Move the pencil through your three fingers to the top like a crawling caterpillar. When you get to the top, make your caterpillar crawl back down again!



Helicopter Twirls
 Hold your pencil in the middle with your three correct fingers. Make a twirling helicopter by moving your fingers one at a time from one side of the pencil to the other.

Bird beak fingers

tripod grip

Point away the pencil,
 Pinch it near the tip,
 Lift it off the table,
 Spin around and grip.



Tripod Pencil Grip

How to hold a pencil correctly for handwriting...

Right handed grip



1. Point away the pencil 2. Pinch it near the tip 3. Lift it off the table 4. Spin it round... 5. ...and grip.

Left handed grip



1. Point away the pencil 2. Pinch it near the tip 3. Lift it off the table 4. Spin it round... 5. ...and grip.



Pen Licence

To be awarded a pen licence, in all written work:

- ✍ All lower-case letters must be formed accurately and be correctly joined.
- ✍ All letters must sit correctly on the lines with ascenders and descenders clear.
- ✍ Spaces between words must be the right size.
- ✍ Excessive crossing out is not allowed.
- ✍ Capitals must be the correct size and left un-joined.
- ✍ In Y5 and Y6 handwriting must be fluent and legible on standard lined paper and show increasing speed.

ABCDEFGHIJKLMNOPQRSTUVWXYZ

., ? ! " " abcdefghijklmnopqrstuvwxyz ; : - () ...

The quick brown fox jumped over a lazy dog.

How quickly daft jumping zebras vex.

The five boxing wizards jump quickly.

Provisional Handwriting
Licence



Name: _____

Class: _____

Subject: _____



THE BAIRD
PRIMARY
ACADEMY

The Baird Primary Academy Handwriting Award Scheme

Red Badge:



- I can form most of my lower case letters and numbers correctly.
- I can write on the correct line.
- I remember to put spaces between my words.

Blue Badge:



- I can form all my upper and lower case letters correctly.
- My letters are the right size, with clear ascenders and descenders.

Green Badge:



- I am starting to join my letters with the correct joins.
- My writing remains consistently accurate and the correct size.

Bronze Badge:



- I can join most of my letters correctly.
- I know which letters should not be joined.

Silver Badge - Provisional Pen Licence



- I can join all of my letters correctly.
- My handwriting is neat, with few crossings out.

Gold Badge - Full Pen Licence



- I am developing speed and fluency whilst keeping my writing neat.
- I know how to use different styles of writing depending on the tasks.