

Lindfield Primary Academy Handwriting Policy

Rationale: The skill of handwriting needs to be taught. It is a motor activity; a movement stored in the body rather than in the conscious memory. An effective handwriting policy is based on a style that is quick and easy to learn. At Lindfield Primary Academy we believe that children should develop a clear and legible joined-up handwriting style that will eventually become automatic to use. An automatic style releases the brain to concentrate on the content of writing i.e. spelling, grammar, syntax, style and content. Handwriting should be taught alongside phonic and spelling knowledge at all stages.

Effective teaching of handwriting can only be achieved through modelling. All members of staff (including teaching assistants, supply teachers and students) are provided with appropriate handwriting models and are expected to promote the agreed handwriting style by their own example. Staff should model accurate handwriting regularly and children must practise by carefully copying and repeating. It is important to observe children writing to ensure they are forming letters correctly. We follow the Spectrum Handwriting Scheme which consists of a cursive, joined handwriting style and ensures consistency across the school.

For curriculum objectives see appendix 1.

To ensure progression we teach handwriting skills in all year groups as follows:

Early Years

In Early Years, children:

Are given opportunities to develop arm muscles

Take part in activities to develop gross motor skills such as air-writing, pattern making and dancing.

Complete exercises to develop fine motor skills such as mark making on paper, whiteboards, blackboards, sand trays and iPads.

Learn the letter shapes taught by Read, Write Inc.

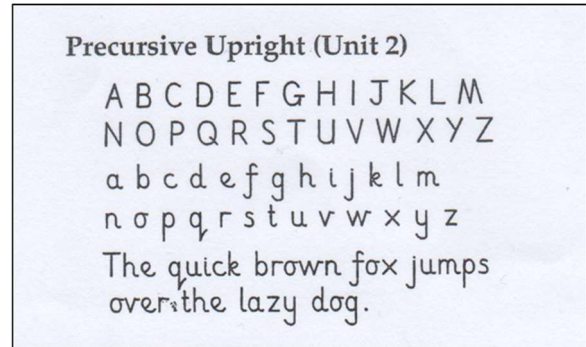
Are introduced to the fine motor skill movements and pencil control that is necessary for the formation of letters and patterns. This progresses to recognising and forming each lower case correctly, Upper case letters are introduced in the Summer term.

Letter formation is taught within daily Read Write Inc. sessions using rhymes and phrases (see appendix 2) and practised in name writing books throughout the week.

m	a	s	d	t
i	n	p	g	o
c	k	u	b	f
e	l	h	sh	r
j	v	y	w	th
z	ch	qu	x	ng
				nk

At this stage children are shown and encouraged to develop correct, comfortable and efficient pencil grip using the rhyme 'pick and flick'.

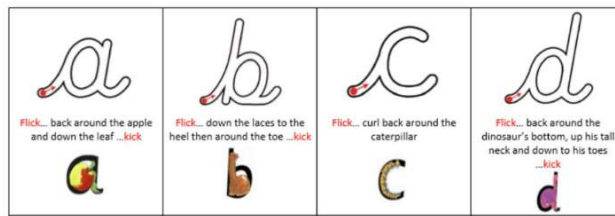
See Spectrum units 1 and 2



Year One

In Year One, teaching of the cursive script for lower case and capital letters begins.

In the Autumn Term, handwriting lessons begin with a focus on capital letters, digits and handwriting patterns as practise for pre-cursive formation. After the first half term, the correct formation of pre-cursive letters is introduced alongside the familiar Read Write Inc. patterns used in reception'. Children learn that letters now all start and finish on the line using 'flick' and 'kick' in addition to the patten e.g. 'Flick- round the apple and down the leaf....kick'.



Cursive letters are grouped into 'families' according to movement (see appendix 3). Each letter in a family begins at the same point on the line with a 'lead in' and finishes on the line with a 'lead out'. From the Spring Term, the children are taught how to join the letters with a focus on phonics and high frequency words.

Letter formation is taught through modelling and daily handwriting practise, using worksheets from the spectrum scheme/Year One packs, where appropriate, or in handwriting books.

At this stage great emphasis is still placed on developing a correct, comfortable and efficient pencil grip using the rhyme 'pick and flick'. Practise however still requires an adult to model first and then to observe and help children maintain accurate letter formation. The teacher, who walks around the class continuously correcting pencil grips, sitting position, letter formation, size or placement, will stop bad habits forming before they happen. It is better to have one good letter than a row of poorly formed ones.

Autumn term 1

Children will begin handwriting patterns to introduce starting on the line.

Autumn term 2

Individual letters Begin teaching pre-cursive letters- one per day, in letter family groups:

Climb and slide (i l t j u y)

Trampoline Letters (r n m h b k p)

Rocking Round (c a d g o q s)

Loopy letters (e f)

Zigzag letters (v w x z)

Each Capital letter - a letter a day, as we teach the capital we also recap the lower case

Numerals 0- 9 s written in fluency books

Spring Term

Recap individual letters

Teach joining of digraph and trigraphs in order from Read Write Inc.

Summer Term

Teach joining of Year One high frequency words.

See Spectrum unit 3

Cursive Upright (Units 3-4)

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

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

The quick brown fox jumps
over the lazy dog.

Year Two

In Year Two, the children continue to be taught the cursive script and progress to learning the four basic letter joins through common phonic and spelling patterns:

Diagonal joins two letters without ascenders e.g. ai, ar, un

Horizontal joins two letters without ascenders e.g. ou, vi, wi

Diagonal joins two letters with ascenders e.g. ab, ul, ti

Horizontal joins two letters with ascenders e.g. ol, wh, ot

At this stage emphasis is placed on the correct pencil grip and handwriting should still be taught through modelling and using scheme worksheets or handwriting books at least three times a week.

See Spectrum units 4 and 5

Year Three

In Year Three, children continue to be taught the cursive script, letter joins and printed style through spelling patterns and high frequency words. Children should be aiming for joined handwriting to be evident throughout their work.

At this stage, correct pencil grip continues to be taught, in addition to a focus on consistency in size, proportion of letters and the spacing between letters and words.

Handwriting continues to be taught through modelling and using scheme worksheets or handwriting books at least three times a week.

See Spectrum unit 6 and 'The Handwriting Rescue Scheme for Improved Consistent Handwriting'.

Year Four

In Year Four, children continue to be taught the cursive script and begin to develop a more personal style.

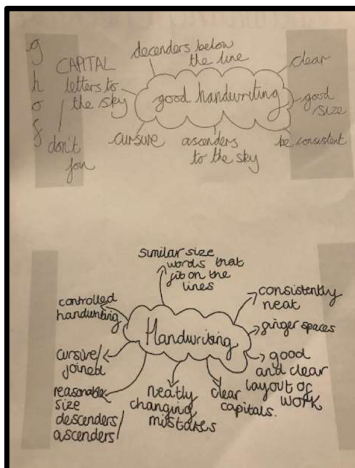
At this stage children begin to understand the different purposes and uses of handwriting and consider the layout of their own work more carefully.

See Spectrum unit 7 'The Handwriting Rescue Scheme for Improved Consistent Handwriting' for interventions.

Year Five

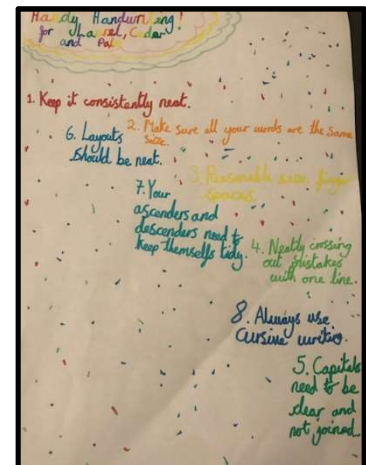
In Year Five, children continue to be taught the cursive script and develop their personal style which needs to be fast, fluent and legible.

At this stage children are considering presentation and layout. Children will also be given opportunities to choose their own media and ways of recording to suit a specific purpose/audience. Children who have shown they consistently write in a neat cursive script which is fast, fluent and legible may begin to write in pen.



When do we get to use pen?

Pupil voice 'Handy Handwriting Tips'.



See Spectrum unit 8 'The Handwriting Rescue Scheme for Improved Consistent Handwriting' for interventions.

Year Six

By Year Six, all children should have developed a more personal style which is fast, fluent and legible. All children will start year 6 using a pen.

See Spectrum unit 9 'The Handwriting Rescue Scheme for Improved Consistent Handwriting' for interventions.

Children in years 4, 5 and 6 who are not achieving a neat cursive script in their daily work, will receive interventions (see appendix 5).

As an academy, we have developed the following 'Handwriting Checklist' cards that are used in classrooms to remind children of good handwriting skills. These checklists are differentiated for lower and upper key stages.

Handwriting Checklist ✨

Are you...

- Sitting with your feet on the floor?
- Sitting with your bottom to the back of the chair?
- Sitting with your head up?
- Holding your pencil correctly?

Now remember to...

- Make sure your pencil is sharp.
- Start each lowercase letter on the line.
- Make sure the body of each letter is the same size.
- Sit all letters on the line.
- Make the ascenders and descenders clear.

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

Check...

- The letters are well spaced.
- The letters are all formed correctly.
- The shape of each letter is clear.

Handwriting Checklist ✨

Are you...

- Sitting properly?
- Holding your pencil correctly?

Now remember to...

- Make sure your pencil is sharp.
- Sit all letters on the line.
- Make the ascenders and descenders clear.

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

Check...

- The letters are all formed correctly.
- The shape of each letter is clear.

Left Handers

Left-handed children need extra attention.

If necessary, model movements and letter formation for left-handed children with own left hand so that children do not have to make mental reversals of the movements.

Encourage left handers to tilt their paper to the right so that they can see what they are writing.

Encourage children to 'jump' with their pencil to make a space between words when putting in a finger space is difficult.

Left-handers may need slightly more space because they find it more comfortable if the paper is placed to the left of their mid-line.

Encourage them to grip the pencil slightly higher up than a right-hander so as not to interrupt the pupil's line of vision.

Seat a left-hander so that the movement of his/her left arm does not clash with the right arm movements of a right-handed child.