

North Curry C of E Primary School - Handwriting Guide

Aims

- To enable pupils to write clearly and fluently in order to communicate their ideas and meaning effectively
- To write legibly in a printed or joined style with increasing fluency and speed by:
 - developing a pencil grip that allows for comfortable and fluent movements
 - forming all letters, including capital letters, and digits correctly and confidently
 - knowing the relative size and orientation of letters and digits
 - using spacing between words that reflects the size of the letters
- To write with a joined style as soon as pupils can form letters securely with the correct orientation

Teaching time

Handwriting is a movement skill and one which is best taught directly by demonstration, explanation and practice. To establish good handwriting habits, pupils learn and practise handwriting regularly. In the early years and KS1 this will be part of the Read Write Inc daily sessions in addition to stand-alone handwriting lessons outside of English lessons. Specific handwriting books to practice in are used in Y1 and Y2. Handwriting sessions in KS2 will take place outside English lessons. For those children who need extra practice, interventions will be put in place and parental involvement encouraged.

Progression

During the EYFS the children are encouraged to:

- Develop gross motor control
- Develop fine motor control
- Use a range of equipment to make marks e.g. big chalks, large paint brushes, shaving foam, finger painting
- Use a range of mark making tools such as pencils, pens and crayons with confidence and enjoyment
- Develop language to talk about shapes and movements

As the children progress, they will be encouraged to:

- Learn letter formation alongside phonics using Read Write Inc letter phrases
- Use a comfortable pencil grip effectively to form recognisable letters
- Receive instant feedback when errors in pencil grip or formation are seen
- Formation practice will occur with and without lines, outside of Read Write Inc.

Rhymes for letter formation - taken from Read Write Inc.

a  Around the apple and down the leaf.	b  Down the laces to the heel and around the toe.	c  Curl around the caterpillar.	d  Around the dinosaurs bottom, up his tall neck & down to his toes.	e  Lift off the top and scoop out the egg.	f  Down the stem and draw the leaves.
g  Around the girls face, down her hair and give her a curl.	h  Down the head, to his hooves and over his back.	i  Down the body and dot for the head.	j  Down his body, curl, dot for his head.	k  Down the kangaroo's body tail and leg.	l  Down the long leg.
m  Down Maisie, mountain, mountain.	n  Down Nobby and over his net.	o  All around the orange.	p  Down the pirates plait and around his face.	qu  Round her head, up past her earring, down her hair, and flick.	r  Down the robots back and curl over his arm.
s  Slither down the snake.	t  Down the tower, across the tower.	u  Down and under, up to the top and draw the puddle.	v  Down a wing, up a wing.	w  Down, up, down, up.	x  Down the arm and leg, repeat the other side.
y  Down a horn, up a horn and under head.	z  Zig-zag-zig.				

From Year 1, pupils will be taught the letter formation of 'f' and 'k'

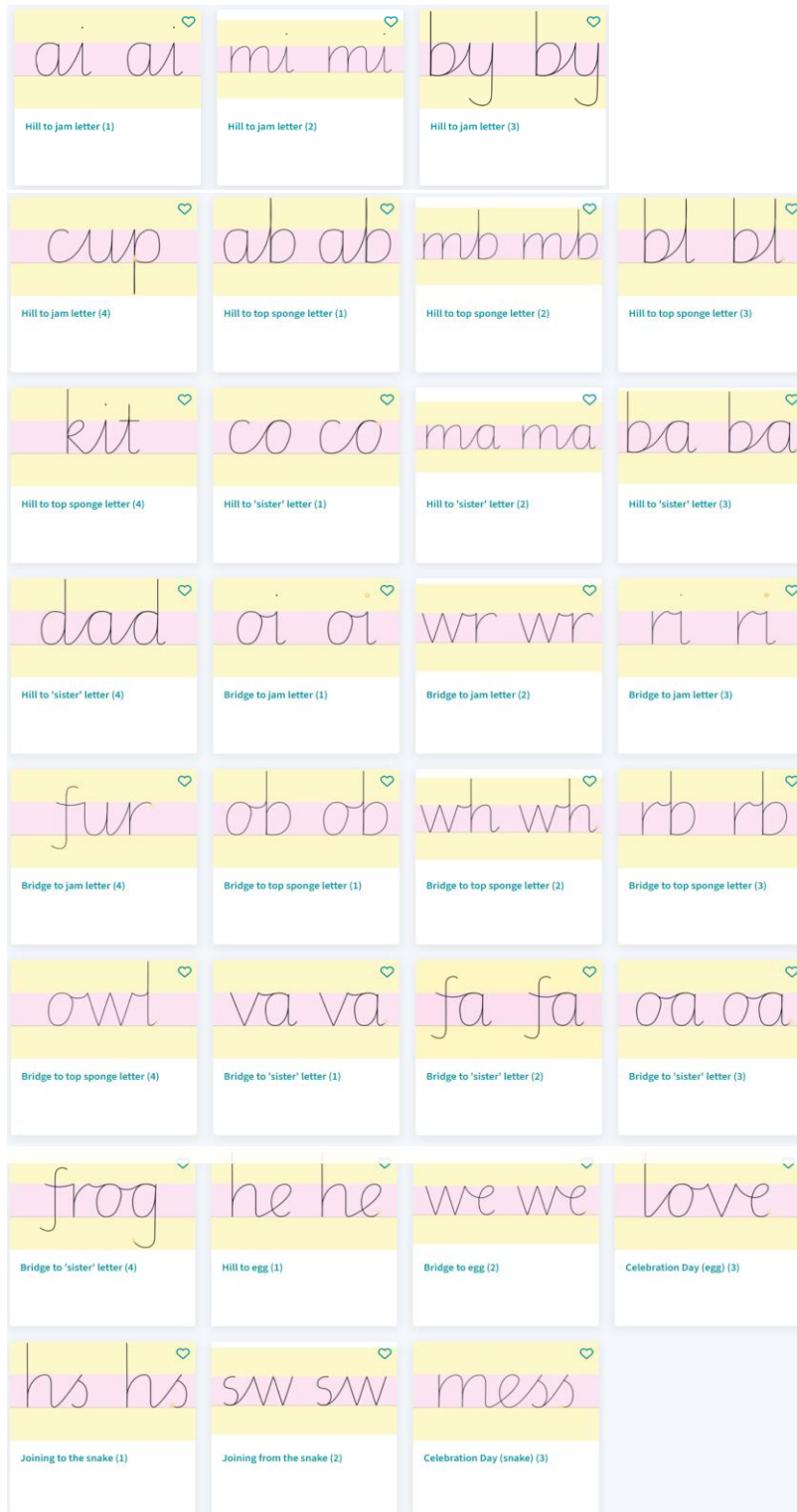
Teaching of letters will be in the order set out in the Read Write Inc scheme: m a s d t, i n p g o, c k u b, f e l h r j v y w z x sh qu th ng ch nk ck

Capital letters (appendix 1) will be taught when lowercase letters have been mastered. We do not join from a capital letter. Number formation (appendix 2) also needs to be taught.

In EYFS and KS1 individual letters will be displayed in the classroom for children to refer to.

Joining letters

When letter formation is accurate children will be taught to join. We teach joined writing by demonstrating, explaining and giving children time to practice. Progression in learning joins will follow the Read Write Inc 'letter village' lessons.



When children are joining their writing fluently, the class teacher will give the children the option of using a pen to write with.

Expectations

The national curriculum programmes of study outline the statutory handwriting outcomes for each year of the curriculum and also provides additional non-statutory guidance.

In addition, we have identified focus skills to establish at different stages throughout the school:

EYFS –	Y1 –	Y2 –
develop gross and fine motor skills, develop experience with a range of mark making tools, begin correct letter formation (this could be with or without a line)	establish correct letter formation on a line and digit formation in a box	begin to join

Y3 –	Y4 –	Y5 –	Y6 –
establish joining	ensure legibility	develop consistency	maintain speed
	Pupils will use the 'bubble handwriting' scaffold at this stage (appendix 3)		Pupils may use the 'bubble handwriting' scaffold at this stage

Handwriting lessons will be taught:

EYFS	KS1	LKS2	UKS2
Daily through RWI Additional lessons in the Summer term	Daily through RWI Additional lessons 2x per week	4 x per week through spelling Additional lessons 2x per week	3 x per week through spelling Additional lessons 2x per week

Inclusion

Teachers should be aware of the specific needs of left-handed pupils and make appropriate provision:

- Paper should be positioned to the left for right-handed pupils and to the right for left-handed pupils.
- Left-handed pupils should be positioned to the left of a right-handed pupil so that they are not competing for space.
- Extra practice with left-to-right exercises may be necessary before pupils write left-to right automatically.
- Letters which have a cross-stroke such as t and f, will be formed slightly differently by left-handed children.

- Teachers should be alert to the fact that it is difficult for left-handed children to follow handwriting movements when a right-handed teacher models them. Provision may be needed to demonstrate to left-handed pupils on a group or individual basis.

Some pupils may need more support with handwriting due to their individual needs. Strategies for handwriting support may include, but are not limited to, extra resources such as a pencil grip, a larger or different shaped pencil or pen, as well as posture, coloured paper and/or use of a writing slope being considered.

Consistency and standards

Teachers must ensure that high standards are maintained by modelling the correct formation and size of letters when doing any writing on the board, on teaching resources or when writing in children's books. In word processed resources, the use of 'Sassoon Infant' font will be used wherever possible. Teachers will ensure that quality of pupils' handwriting in all books is of a consistently high standard.