Frith Manor Primary School

Handwriting Policy

Last updated: September 2023

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The Context of Our School

Frith Manor Primary School is an inclusive school which includes a diversity of learners including those with EAL and SEND; who come from a range of socio-economic backgrounds; who join and leave at various points during their nursery and primary education; and for who attendance can at times fall below the ideal. It is essential that our approach to teaching handwriting is accessible to all learners, regardless of background.

Objective

Handwriting is a basic skill that influences the quality of work throughout the curriculum. When communicating ideas in writing it is important that children use a handwriting style which is neat and legible. The importance of handwriting should not be under-estimated. It is vital that children can write quickly, comfortably and legibly as it is a skill needed in many curriculum areas. Children's self-esteem is also heightened when they are able to take pride in their handwriting.

At Frith Manor we are very proud of our pupil's handwriting and take particular care in our handwriting style. We use Little Wandle in EYFS to teach letter formation. We use Letter-join's on-line handwriting resource and Lesson Planners from Reception to Y6 (once initial letter formation has been taught through Little Wandle) as it covers all the requirements of the National Curriculum.

By 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.

Aims:

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

Expectations

All teaching staff are encouraged to model the printed or cursive style of handwriting chosen for each year group in our school in all their handwriting, whether on whiteboards, displays or in pupils' books.

All teachers have high expectations of children in regards to handwriting and presentation of work in books, and will encourage children to take pride in their work.

Intensive teaching is recommended at the start of each school year to clarify expectations, with further reinforcement in weekly lessons.

Consistency throughout the school
Pupils should experience coherence and continuity in the learning and teaching of handwriting across all school years and be encouraged to take pride in the presentation of their work. Our objective is to help pupils enjoy learning and developing their handwriting with a sense of achievement and pride.

Handwriting frequency
Handwriting is a cross-curricular task and will be taken into consideration during all lessons. Formal teaching of handwriting will be carried out regularly and systematically to ensure Key Stage targets are met.

What is needed for good handwriting?

- Whole body strength and dexterity (Gross and fine motor skills).
- An understanding of direction movement and position (Spatial Awareness and Motor Memory).
- Remembering and recalling how to form the different shapes of the letters (Visual and Motor Memory).
- Sitting correctly (Gross Motor Skills).
- Holding a pencil appropriately (Fine Motor Skills).
- Controlling the pencil (Fine Motor Skills).
- Tilting the paper (Spatial Awareness).
- Refining letter formation (Eye Tracking).
- Joining letters to form words.

Pens and pencils

Children will start handwriting using a soft pencil. When fine motor skills have been established a handwriting pen can be used. In KS2, more competent pupils will move on to

using a handwriting pen.

Key Stage Teaching

Letter-join sets out how many lessons should be taught each week in each year group. Lesson planners provide a detailed sequence of individual lessons for each year group.

In line with the Letter Join Scheme, the lesson structures include:

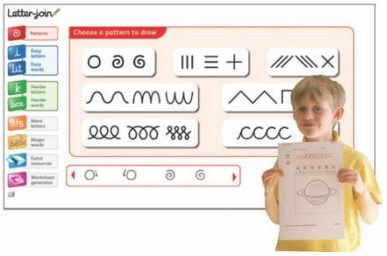
- Teacher models letter formation of letters in isolation, joins or words. Explain which group the letter belongs to and explain the directional pneumonic that matches individual letters.
- Show children the animation or live demonstration on IWB of the letter(s) or words that are going to be practised.
- Carry out the warm-up exercises.
- Make sure that children are sitting correctly.
- Remind children of pencil grip (as developmentally appropriate) and the correct paper tilt (tilt right if left-handed and right if left-handed).
- Teacher circulates and intervenes to secure understanding and progress

Teachers should act as a model when writing on the board or marking work, using the appropriate style for their year group.

Children should be observed as they write during handwriting lessons – the teacher must circulate, monitor and intervene.

At Frith Manor children are first taught the printed formation of letters; next the single letter cursive font style; and finally joining the letters.

Early Years



For our youngest pupils we teach short handwriting lessons on a daily basis, which will include the following:

- enhancing gross motor skills such as air-writing, pattern-making and physical activities
- exercises to develop fine motor skills such as mark-making on paper, whiteboards, sensory trays, iPads, tablets, etc.
- becoming familiar with letter shapes, their sounds, formation and vocabulary
- correct sitting position and pencil grip for handwriting

Lesson Planners

Module 1 Print: Early Years teaches handwriting using the printed method. It starts with fine and gross motor skills warm-up exercises, correct sitting position and tripod pencil grip.

It is divided into three sections covering:

- pre-writing patterns
- easy letters and words
- harder letters and words

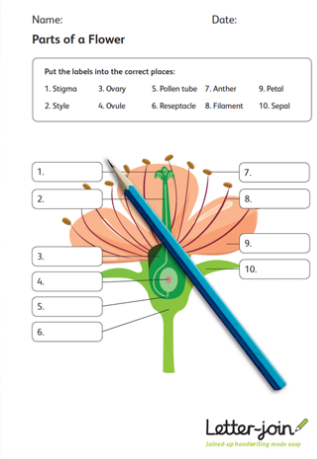
At the end of this module, children should be able to recognise and form all the printed, lowercase letters of the alphabet.

Key Stage 1: Years 1 and 2

Teaching progresses from five short, to three longer lessons per week:

- continuing with gross and fine motor skills exercises
- strengthening handwriting, learning and practice
- numerals, capitals and printed letters; where and when to use, learning and practice
- KS1 SATs SPaG exercises

Module 2 Lesson Planners – Year 1



Module 2 Print to Cursive teaches how to correctly write capital letters, uses of printed letters, numbers, punctuation, maths symbols and other symbols. Pre-cursive patterns and cursive letters are then introduced in preparation for Module 3 when children are required to start joining their handwriting.

It is divided into three sections covering:

- warm-ups, letter families and capital letters
- uses of printed letters
- numbers and symbols
- introducing pre-cursive patterns and cursive letters

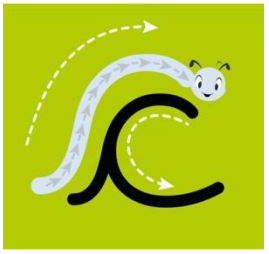
On finishing this module, children should be confident in writing all the capital and printed letters, numbers and symbols and start to become familiar with the orientation of cursive letters.

Module 3 Lesson Planners – Year 2

Module 3 – Starting Cursive introduces children to cursive letters and how to join them. They will have regular practice in letter formation and joining their handwriting.

The sections in this module cover:

- cursive letters and words
- letter families
- high frequency words
- joining techniques
- sequencing sentences
- dictation exercises
- times table facts



With the regular handwriting practice throughout this module, children should now be developing the fluency and speed of their writing.

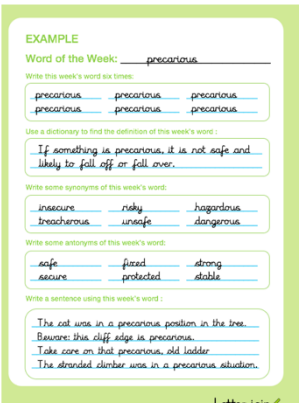
Lower Key Stage 2: Years 3 and 4

Handwriting lessons will continue twice a week in Lower Key Stage 2.

Lesson Planner Module 4 for Year 3 is targeted at children in lower KS2 where pupils should be using a cursive style throughout their independent writing in all subjects, helping to refine their handwriting in line with the requirements of each lesson. This module covers topics such as dictation, double letters, number vocabulary, palindromes, tongue twisters, MFL (French and Spanish), onomatopoeia, simile and statutory spellings.

Completion of Module 4 should ensure improvement in the legibility, consistency and quality of the children's handwriting through a variety of resources which link handwriting to other areas of the curriculum.

Lesson Planner Module 5 for Year 4 focuses on using handwriting practice to support other subjects in the curriculum and, at the same time, builds on fluency and consistency. This module aims to promote meaningful links with other subjects such as English, maths, science, geography

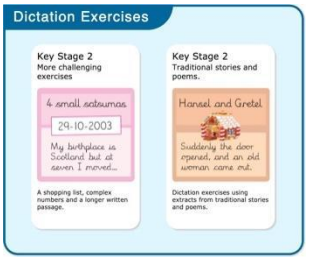


and French. Making such links enables children to apply the skills they are learning in context and also provides depth to the curriculum.

Learners will continue to build on producing fluent, consistent and legible handwriting through the regular practice offered in this module's lessons.

On concluding this module, children will have practised applying size-appropriate handwriting to all areas of the curriculum whilst maintaining fluency and legibility.

Upper Key Stage 2: Years 5 and 6



More advanced handwriting techniques will be taught during two weekly lessons:

- reinforcing cursive handwriting across the curriculum
- form-filling/labelling using printed and capital letters
- dictation exercises promoting quick note-taking and speedy handwriting writing skills
- KS2 SATs SPaG practice

Lesson Planner **Module 6 for Year 5** continues to build on combining fluent handwriting with other subjects across the curriculum.

In this module, learners will have plenty of opportunity to develop the stamina and skills to write at length, with accurate spelling and punctuation. With Letter-join's wide range of resources they will be able to work towards producing consistently neat and well-presented handwriting in all curriculum subjects.

On completing this module, children should be producing cursive writing automatically, enabling them to focus on the content of their work rather than the process of writing.

Lesson Planner **Module 7 Year 6** presents learners with a range of tasks where they have to decide on an appropriate style of handwriting. Promoting speedy, fluent writing continues to be a strong feature. Challenging dictation exercises will refine pupils' revising and checking skills as well as boosting their handwriting speed, stamina and fluency. A range of curriculum-based

worksheets will give pupils the opportunity to practise writing at length.

Module 7 also contains a series of worksheets to aid KS2 SATs SPaG revision. They are designed to support year 6 pupils in meeting expected standards for spelling, punctuation and grammar, with lots of SPaG preparation and plenty of handwriting practice.

Name: _____ Date: _____

Spelling 1

Words ending in ...cious and ...tious

Look	Trace	Copy	Cover and write
delicious	delicious	delicious	delicious
precious	precious	precious	precious
conscious	conscious	conscious	conscious
spacious	spacious	spacious	spacious
vicious	vicious	vicious	vicious
suspicious	suspicious	suspicious	suspicious
infectious	infectious	infectious	infectious
cautious	cautious	cautious	cautious
ambitious	ambitious	ambitious	ambitious
scrumptious	scrumptious	scrumptious	scrumptious
superstitious	superstitious	superstitious	superstitious
nutritious	nutritious	nutritious	nutritious

Challenge: Write a paragraph using as many of these words as possible.

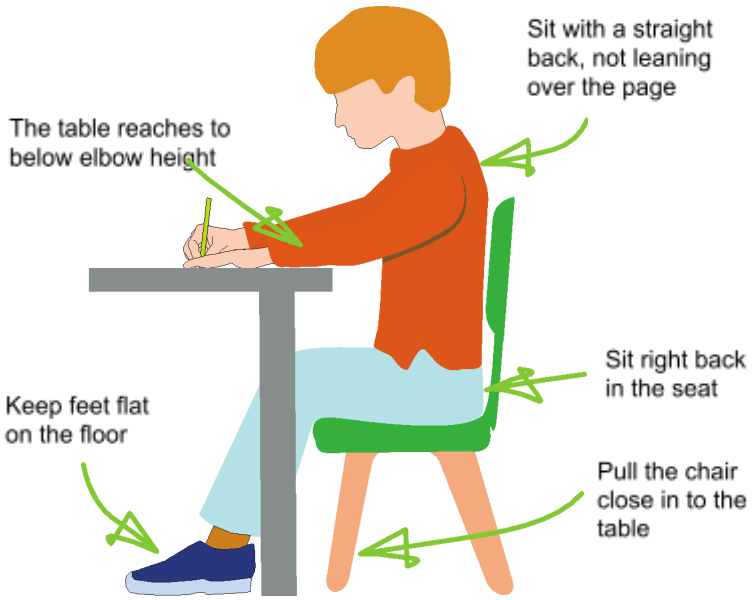
I was suspicious about the nutritious meal being healthy because it was really scrumptious. I was cautious because it was so delicious! The chef was very precious about the recipe and got quite vicious when I ask for the ingredients. The kitchen was really spacious & and I was conscious of the ambitious staff we were superstitious about their menu. They would burst into infectious laughter all the time.

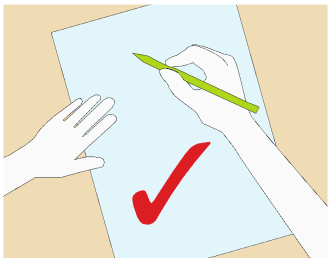
By the end of this module, children should be able to adapt their handwriting for a range of tasks and purposes and to create different effects. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes, a final handwritten version, an un-joined style or capital letters. All of these writing styles are covered in this module.

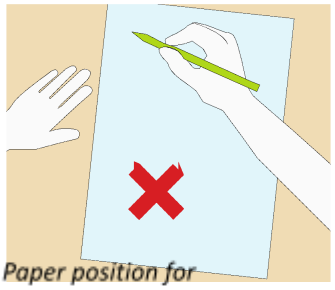
Correct posture and pencil grip for handwriting

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

SITTING POSITION







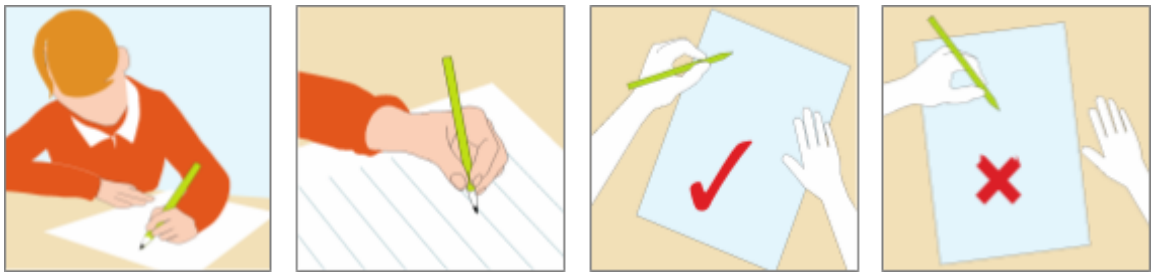
Paper position for right-handed children.

LEFT-HANDED CHILDREN

Left-handed children may find it difficult to follow the movements of right-handed teachers as they model 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.

The Tripod Pencil Grip

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. We use the Tripod Grip Rhyme:

Right-handed pencil grip

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

Left-handed pencil grip

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

Inclusion

For children who experience handwriting difficulties due to fine motor development, including those who are left-handed and those with special educational needs, the appropriate additional support will be put into place. Letter-join's Lesson Planners all include

differentiation activities for extra practice/challenge.

Specific difficulties will be addressed through such adaptations as slanted writing boards, rubber pencil grips, using alternative writing media etc. These children will also need to work at the appropriate level (as assessed by teacher) and may need to use pre-handwriting patterns, print refiners or cursive workbooks at an earlier level. This will be assessed individually.

Children in Upper Key Stage 2 who display specific difficulties will have targeted intervention through Letter-Join's Handwriting Recovery Programme.

Handwriting at Home

Pupils are encouraged to practise their handwriting at home by using the Pupil log-in for Letter-join. Teachers can set Home Learning Tasks which may include:

- Magic Patterns
- Magic Words
- SoundMatch
- PhonicsMatch
- LetterMatch
- LetterLotto
- Letter Families activity
- Word Search
- Word Bank
- Spelling lists
- Write it Right!

Children can also watch the word and letter animations and practice and explore other handwriting resources on Letter-join.

Assessment

Children's writing and presentation in books will be monitored by class teachers on a daily basis. Senior leaders monitor children's writing and presentation in books regularly (at least termly).

Summative assessment

Handwriting is assessed both during handwriting lessons and in children's independent written work. Areas of weakness for individuals/groups/whole class are identified and used to inform future teaching.

Formative assessment

Teachers will assess handwriting as part of termly teacher assessments of children's writing.

At the end of KS2, handwriting is assessed as part of the nationally reported teacher assessments of Writing.