

Handwriting at Oldfleet Primary School



Handwriting is closely linked to the Read Write Inc. phonics scheme. Handwriting is taught progressively and in-line with the requirements of the National Curriculum using the [Read Write Inc. Handwriting Scheme](#). When appropriate handwriting will be linked to the Oldfleet spelling long term plan.

Aims

We aim for our children to:

- understand the importance of presentation in order to communicate their ideas clearly
- take pride in the presentation of their work and gain a sense of achievement
- present work in a neat and orderly fashion appropriate to the task
- use the correct letter formation
- develop fluency and speed whilst writing, so that they are able to write in a neat cursive style by the end of KS2

Knowledge, skills and understanding

In the early stages children are taught:

- how to hold a pen/pencil correctly and form letters and digits of regular size and shape
- write from left to right and top to bottom of a page
- start and finish upper and lower case letters correctly
- put regular spaces between letters and words
- the importance of clear and neat presentation in order to communicate meaning effectively

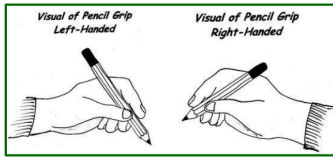
In the later stages children are taught to:

- write legibly in a joined style with increased fluency and speed
- use different forms of handwriting for different purposes, e.g. understand that making quick written notes in English or jottings in maths does not require the same level of neatness as other writing or maths work

Expectations of staff

All adults in the classroom are expected to:

- model the school handwriting style (Appendices 1, 2 and 3) in their own handwriting
- teach the correct grip (see below) and ensure support is in place for children not using the correct grip
- ensure that handwriting tasks are completed in books or on paper
- ensure that children have a suitable pencil and are sitting correctly at a desk table when completing handwriting tasks with tummy tucked near tables (TTNT) and bottoms back of chairs (BBC)
- ensure correct formation of letters and numbers
- ensure correct posture with children sitting comfortably and upright, with feet flat on the floor
- ensure each child has a suitable writing implement before they begin, pencils are adequately sharpened
- where possible link handwriting to spelling patterns

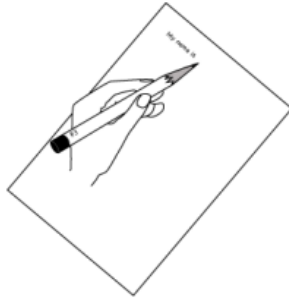


Considerations for left handed children

Seating: sit to the left of another child, at the edge of a table.

Grip: hold the pencil/pen at least 2cm from the point so the children can see what they are writing.

Position of paper: to left of the body at an angle, with right hand corner nearer to the body than the left (see illustration below)



Inclusion

The vast majority of children will be able to write fluently and legibly. However, some children may need additional support to develop a fluent, legible style of handwriting. Provision will be made through additional sessions that are focused on the child's identified specific difficulty with handwriting. Teachers who are concerned about a child's progress in handwriting should seek advice from the SENDco.

Presentation

It is important to ensure consistency towards presentation of work across the school so that the children are clear about what is expected of them as they move through the school. The SENDco can provide pencil grips and coloured workbooks or paper to aid presentation for identified children.

All staff should use the school presentation policy.

Assessment

Teachers assess handwriting and presentation as part of their routine marking in line with the feedback and marking policy. The quality of handwriting is assessed as part of the overall quality of writing as explained in the English section of the National Curriculum. Teachers will also assess if children are using the correct pencil grip and it is the teachers responsibility to notify the SENDco and to ensure that any child not using the correct pencil grip has the required intervention such as pencil grips, handwriting intervention, fine and gross motor skills etc.

Monitoring

The Headteacher, SENDco, subject leaders and class teachers will monitor handwriting and presentation through work scrutiny during the year to ensure the policy is being implemented consistently. Inconsistencies will be brought to the teacher's attention and any inaccuracies must be dealt within an agreed timeframe.

Foundation 1

We aim for the children to:

- use a comfortable and efficient pencil grip

Through specifically planned activities and experiences, children in our nursery develop the following skills to enable them to become fluent in handwriting:

- good gross motor control
- good fine motor control

- a language to talk about shapes and movements in line with the Read Write Inc programme

Handwriting Milestones:

Nursery (3-4 years old):

- use large-muscle movements to wave flags and streamers, paint and make marks
- use one-handed tools and equipment, for example, making snips in paper with scissors
- use a comfortable grip with good control when holding pens and pencils
- shows a preference for a dominant hand
- use some of their print and letter knowledge in their early writing (eg: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy)
- write some letters accurately

Foundation 2

- use a comfortable and efficient pencil grip
- write their first name correctly, beginning with a capital letter
- form lower case letters using the correct sequence of movements,
- form digits 0-9

Throughout the Early Years Foundation Stage the children will be provided with a range of activities to develop their fine and gross motor skills needed for handwriting.

Children in Foundation 2 will have the opportunity to practise letter formation in a range of contexts. They are taught how to form letters in line with the RWI phonics programme.

Strategies

- children progress best when provided with a variety of different strategies to practise their handwriting, e.g. tracing, copying under the teacher's writing, sky writing
- teachers will talk through the letter formation as it is being modelled
- practice on paper and in handwriting books

Handwriting Milestones:

Foundation 2 (4-5 years old)

- develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- develop the foundations of a handwriting style which is fast, accurate and efficient.
- form lower case and capital letters correctly.
- hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- write recognisable letters, most of which are correctly formed.

In Foundation 2, the children have daily handwriting practice. Sequences are outlined through the Read Write Inc phonics and [handwriting guidance](#).

Handwriting Milestones

Year 1, Age 5–6

Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to 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' and to practise these

In Year 1, the children have daily handwriting teaching and practice. Sequences are outlined through the Read Write Inc phonics and [handwriting guidance](#).

Autumn 1	Spring 1	Summer 1
<p>The children will be taught:</p> <ul style="list-style-type: none"> the 26 letters 	<p>The children will revisit:</p> <ul style="list-style-type: none"> c a o d g q (around letters) e f s (curly letters) v w x z (zigzag letters) 0 6 8 9 5 <p>(Note: letters and numbers with similar movements are grouped together.)</p>	<p>The children will revisit:</p> <ul style="list-style-type: none"> c a o d g q (around letters) e f s (curly letters) v w x z (zigzag letters) 0 6 8 9 5 <p>(Note: letters and numbers with similar movements are grouped together. The similarities should be discussed with the children.)</p>
Autumn 2	Spring 2	Summer 2
<p>The children will be taught:</p> <ul style="list-style-type: none"> the 26 letters numbers 0 – 9 <p>(Note: letters and numbers with similar movements are grouped together.)</p>	<p>The children will revisit:</p> <ul style="list-style-type: none"> l t b p k h l j m n r u k (down letters) 2 3 1 4 7 <p>(Note: letters and numbers with similar movements are grouped together.)</p>	<p>The children will revisit:</p> <ul style="list-style-type: none"> i j m n r u y (down letters) v w x z (zigzag letters) e f s (curly letters) 1 4 7 2 3 5 <p>(Note: letters and numbers with similar movements are grouped together.)</p>

Year 2

We aim for the children to:

- sit correctly at a table, holding a pencil comfortably and correctly
- form lower case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- 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.

Handwriting Milestones

Year 2, Age 6–7

Pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- 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

In Year 2, the children have daily handwriting practice. Sequences are outlined through the Read Write Inc phonics and [handwriting guidance](#).

Autumn 1	Spring 1	Summer 1
<p>The children will revisit:</p> <ul style="list-style-type: none"> ● c a o d g q (around letters) ● l t b p k h l j m n r u k (downletters) ● e f s (curly letters) ● v w x z (zigzag letters) ● capital letters ● 0 - 9 <p>Handwriting will also be linked to spelling patterns when appropriate.</p>	<p>The children will be taught horizontal joins (washing line joins)</p> <ul style="list-style-type: none"> ● washing line to boat ● washing line to sun ● washing line to sister ● break letters: q, x, z ● 0-9 ● capital letters <p>Handwriting will also be linked to spelling patterns when appropriate.</p>	<p>The children will revise horizontal joins (washing line joins):</p> <ul style="list-style-type: none"> ● washing line to boat ● washing line to sun ● washing line to sister ● break letters: q, x, z ● 0-9 ● capital letters <p>Handwriting will also be linked to spelling patterns when appropriate.</p>
Autumn 2	Spring 2	Summer 2
<p>The children will be taught to form diagonal joins (arm joins):</p> <ul style="list-style-type: none"> ● arm to boat ● arm to sun ● arm to sister <p>They will revisit the correct formation of numbers.</p> <p>Handwriting will also be linked to spelling patterns when appropriate.</p>	<p>The children will revise diagonal joins (arm joins):</p> <ul style="list-style-type: none"> ● arm to boat ● arm to sun ● arm to sister ● break letters: q, x, z ● 0-9 ● capital letters <p>Handwriting will also be linked to spelling patterns when appropriate.</p>	<p>The children will revise diagonal joins (arm joins):</p> <ul style="list-style-type: none"> ● arm to boat ● arm to sun ● arm to sister ● break letters: q, x, z ● 0-9 ● capital letters <p>Handwriting will also be linked to spelling patterns when appropriate.</p>

Years 3 and 4

We aim for the children to:

- sit correctly at a table, holding a pencil comfortably and correctly
- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting (for example, 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)
- increase the fluency with which they are able to write what they say

In Years 3 and 4, handwriting is taught in discrete sessions 3 x 15 mins weekly as a minimum. The teaching of handwriting follows the RWI teaching sequence and is linked to the spellings being taught when appropriate.

Handwriting Milestones

Years 3–4, Age 7–9

Pupils should be taught to:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting (for example, 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).

Years 3 and 4

Autumn 1	Spring 1	Summer 1
<p>The children will revisit:</p> <ul style="list-style-type: none"> ● washing line to boat ● washing line to sun ● washing line to sister ● 0-9 ● capital letters <p>Handwriting will also be linked to spelling patterns when appropriate.</p>	<p>The children will revisit:</p> <ul style="list-style-type: none"> ● washing line to boat ● washing line to sun ● washing line to sister ● 0-9 ● capital letters <p>Handwriting will also be linked to spelling patterns when appropriate.</p>	<p>The children will revisit:</p> <ul style="list-style-type: none"> ● washing line to boat ● washing line to sun ● washing line to sister ● 0-9 ● capital letters <p>Handwriting will also be linked to spelling patterns when appropriate.</p>
Autumn 2	Spring 2	Summer 2
<p>The children will revisit:</p> <ul style="list-style-type: none"> ● arm to boat ● arm to sun ● arm to sister ● break letters: q, x, z ● capital letters <p>Handwriting will also be linked to spelling patterns when appropriate.</p>	<p>The children will revisit:</p> <ul style="list-style-type: none"> ● arm to boat ● arm to sun ● arm to sister ● break letters: q, x, z ● capital letters <p>Handwriting will also be linked to spelling patterns when appropriate.</p>	<p>The children will revisit:</p> <ul style="list-style-type: none"> ● arm to boat ● arm to sun ● arm to sister ● break letters: q, x, z ● capital letters <p>Handwriting will also be linked to spelling patterns when appropriate.</p>

Years 5 and 6

We aim for the children to:

- write legibly, fluently and with increasing speed by: - using the basic joins confidently when writing - making choices about their own personal writing style -
- make decisions about when it is best to leave writing unjoined, e.g. when labelling a diagram or filling in a form
- choosing the writing implement that is best suited for a task
- be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version

In Year 5 & 6, handwriting is taught in discrete sessions 3 x 15 mins weekly as a minimum using the [RWI teaching sequences](#) for previous year groups according to the needs of the children in the class. The teaching of handwriting is also linked to the spellings being taught.

Handwriting Milestones

Years 5–6, Age 10–11

Pupils should be taught to write legibly, fluently and with increasing speed by:

- deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task