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Hand Writing Policy

**Mission Statement**

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**At SS John & Monica’s, we learn through**

**the example of Jesus to**

**Love, Respect, Understand and Value each other.**

**Ss. John and Monica**

 **Handwriting Policy**

**MISSION STATEMENT**

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**Introduction**

 Handwriting is a skill which, like reading and spelling, affects written communication across the curriculum. Given effective teaching, handwriting can be mastered by most pupils by the time they are seven or eight years old enabling them, with practice, to go on to develop a faster and more mature hand ready for secondary school and adult life.

The surest way to ensure consistent teaching and the development of legible, fluent joined handwriting throughout the school is to have a written policy agreed and put into practice by all staff.

 The first handwriting lessons are vital and the most important issue is to ensure that the children we teach learn to form the letters of the alphabet with the correct sequence of strokes from the beginning. Children who have been allowed to invent their own ways of forming letters will find it harder to change the longer they are allowed to persist, but unless these habits are ‘unlearned’ (often at great effort since the movement memory is very retentive and will tend to revert to old habits) it will be impossible for them to learn a fluent, joined hand. The correct formation of all letters needs to become quite automatic and may require a lot of practice.

*Ref Suzanne Tiberius of the National Handwriting Association .Developing a handwriting policy for the primary school*

**The importance of Handwriting to the Curriculum**

Handwriting is a movement skill and one which is best taught directly by demonstration, explanation and practice. The principal aim is that handwriting becomes an automatic process, which frees pupils to focus on the content of the writing. The correct formation of all letters needs to become automatic and may require a lot of practice.

**Whole School Approach**

Please note the following important points:

1. Changing handwriting takes a lot of time and effort.

2. Encouragement is essential.

3. Short, regular, frequent periods of practice are much more effective than long sessions.

*Ref (National Handwriting Association)*

**Objectives**

1. To develop within all pupils a legible style of handwriting.

2. To ensure the size and shape of the letters is consistent.

3. To ensure flow and movement are fluent and smooth.

4. That a consistent personal style of writing can be established by Year 6.

5. To raise children’s self motivation and esteem through the establishment of best handwriting practice.

6. To establish and maintain a high profile of handwriting and presentation skills by displaying and rewarding work that meets the standard.

**The role of the Teacher**

1. To follow the school policy and help each child to develop legible and fluent handwriting
2. To provide direct teaching and accurate modelling of handwriting.
3. To develop an environment that promotes good handwriting.
4. To model appropriate handwriting to the children when using white boards, flip charts or when marking books.

**Starting Points**

* Ensure that the children have a good pencil grip.
* Ensure feet are flat on the floor.
* Children should be sitting up with their bottoms pushed into the back of their chairs.
* Children should have a direct view of the teacher/board.
* Children should use their non-writing hand to steady the paper.

**Left handed pupils**
● Make sure that left-handed children sit on the left of right-handed children, otherwise their writing arms will clash.
● Put a mark at the left side of the page to indicate where writing begins as some left-handed children mirror-write from the right. (Reception and Year 1)
● Left-handed children usually need to have the paper slightly to the left of centre of their body and should be encouraged to tilt their work clockwise so they can see what they have written.
 *(It is very difficult for left-handed pupils to follow handwriting movements when a right-handed teacher models it.)*

**Foundation Stage**

The emphasis at this stage is with movement and letter formation.
 Learning at this early stage becomes automatic and has a profound influence on later fluency and legibility. To aid movement close attention is given to pencil grip, correct posture, the positioning of the paper and the organisation of the writing space. At this stage the correct formation of letters is stressed.

 Gross motor skills are developed through sky writing letters, making patterns in the air and making different body shapes and actions. Fine motor skills are
developed through bead threading, play dough, modelling, finger painting etc. Pencil control is developed through tracing, pattern copying etc.

**Early Handwriting**

 The following activities help young children develop the precision, balance, and hand-eye coordination that are needed to perform the fine-motor skills used in handwriting:

1. Clay or [play-dough](http://school.familyeducation.com/childrens-art-activities/crafts/40261.html) to play with to strengthen the major muscles used in handwriting.

2. Playing with Lego, miniature cars, small blocks, action figures, and other small toys.

3. Doing puzzles.

4. Provide creative art projects that involve using crayons, marking pens, scissors, and finger paints, as well as tearing paper.

5. Sorting collections of loose coins, small objects etc.

7. Helping children learn to manage such everyday skills as tying and lacing his shoes and buttoning his clothes.

Remember, every child has a different timetable in acquiring the fine-motor skills needed for handwriting. The more your child uses her fingers in activities, the sooner she will acquire these skills.

Good writing is based on a pattern of ovals and parallel lines. Children must develop this movement and memorise the movement of down strokes and circles starting at the top.

**Suggested activities to develop gross and fine motor skills ( Rec and Year 1)**• Tracing in wet sand
• Painting using thick brushes (water on playground/wall)
• Pegboard patterns
• Sewing and weaving activities
• Cutting out
**•** Whiteboard work
• Draw letters on backs/ using different textures e.g. the carpet, sandpaper, felt etc.

**(Children need to consolidate the two main movements of curved circles and sticks.)**

**Initial teaching of letter formation**

The letters of the alphabet can be sorted into four main movement groups. This helps children remember the starting points and subsequent movements of these letters and particularly helps children discriminate between b and d.

Children should be taught the letter groups simultaneously to support the memorising of the movement. Children are taught to print letters in the cursive style with flicks.

**Down and off in another direction**

i, j, l, t, u

**Down and retrace upwards**

b, h, k, m, n, p, r

**Anti-clockwise round**

a, c, d, e, g, o, q, f, s

**Zig zag letters**

v, w, x, y, z

In Reception during daily Phonics lessons letter formation is practised and the link to the phonic sound is made.

**Key Stage One**

Building on the foundation stage, pupils at Key Stage 1 develop a legible style. This is achieved in Year 1 by developing a comfortable and efficient pencil grip and by practising handwriting in conjunction with spelling and independent writing. Children move on to thin pencils when appropriate.

**In Year One** children continue to print their letters in the cursive style using flicks. This ensures an easier transition to joined handwriting later. Children will also be taught how to form upper case letters correctly.

**In Year Two** children should continue to practise letter formation and be taught to hold the pencil correctly. Children in Y2 should be introduced to joined handwriting. Ideally this should be during the spring and/or the summer term when children are secure in the formation of their letters. The four basic handwriting joins are practised and consolidated.

Throughout Key Stage 1 children will write with a pencil.

**Key Stage Two**

During Key Stage Two, children should be taught to write legibly in a joined cursive style with increasing fluency and speed.

**Lower Key Stage Two**In Year 3 the children consolidate their use of the four basic
handwriting joins, ensuring consistency in size, proportion and
spacing of letters. By the end of Year 3 joined handwriting should be used at all times unless other specific forms are required, e.g. printing on a map, a fast script for notes. In Year 4 handwriting speed, fluency and legibility are built up through practice.

**Upper Key Stage Two**
Years 5 and 6 are used to consolidate learning for those children who have not yet achieved a fluent and legible joined script. Those who have will develop an individual style based on the principles of good handwriting taught in previous years. Writing pens to be introduced for upper key stage children when they have developed a fluent and legible script.

 **Inclusion**

The vast majority of children are able to write legibly and fluently in a cursive style. However, some pupils need more support and provision will be made
for this in Individual Education Plans. Teachers of children whose
handwriting is limited by problems with fine motor skills should liaise with the Literacy Coordinator and SENDCo to develop a programme designed for the individual child. This may involve extra handwriting sessions and access to extra resources.

**Handwriting Overview of Teaching Progression**

**Single letters (YR and Y1)**

• c a d g q o

• e s f

• i l t

• u y j k

• r n m

• h b p

• v w x z

**The Four Joins**

1. to letters without ascenders

2. to letters with ascenders

3. horizontal joins

4. horizontal joins to letters with ascenders

**Reception /Year One**

Order of teaching

**Single letters (YR and Y1)**

• c a d g q o

• e s f

• i l t

• u y j k

• r n m

• h b p

• v w x z

Supporting activities

• tracing patterns

• tracing

• copying over (letters, numbers and words)

• copying under (letters, numbers and words)

**Joins Y2 (going into Y3)**

**Teaching order of the four handwriting joins:**

• First joins - un, um, ig, id, ed, eg, an, or, ing and ung

• Second join - ch, sh, th, tl, ll, ill, sli, slu, ck, ack, st, sti, ink and unk

• Third join – od, pg, re, ve, oon and oom

• Fourth join – wl, vl, of, ff, fl and flo

• Practise the break letters – b, p, g, q, y, j and z

• Practise capital letters

**Supporting activities**

• Match and copy captions

• Trace and copy patterns

• Copy words

• Copy sentences / dictation

• Write out menu

• Copy poem

• Alphabetical ordering

**Joins Y3 (going into Y4)**

Revision

• Practise the break letters b, p, g, q, y, j and z

• Practise capital letters

Cosolidate the joins

**•** in and ine

• ut and ute

• ve and vi

• ok and oh

• sh, as and es (practising two ways of joining the letter s)

• ri, ru and ry (practising joining from the letter r)

• oa, ad and as (practising joining to and from the letter a)

• ee, ea and ed (practising joining from the letter)

• ow, ov and ox (practising joining from the letter o)

• ky, hy and ly (practising joining to the letter y)

• ha, ta and fa (practising joining to the letter a)

• od, oo and og( practising joining from the letter o)

• er, ir and ur (practising joining to the letter r)

• ai, al and ay

• o, you and oi

• re , oe and fe (practising the horizontal join to the letter e)

• fu, wu and vu (practising the horizontal join to the letter u)

• ot, ol and ok (practising joining to ascenders)

• ai al and ow ol (practising all the joins)

**Supporting activities**

• copy words

• copy sentences /dictation

• copy poems

• match questions to answers

• copy jokes

• make and copy compound words

**Year 4**

**Revise and Practise**

• ning, ping and ting

• oc, od and oo

• ake, ome and are

• fla, flo and fle

• who , wha and whe

• ie, in and il

• inly, ky and ny

• ap, ar and an

• ick, uck and ack

• practise writing with a slope

• he

• we

• re

• fir and fin

• wra, wri and kni (silent letters)

• ii, ll, tt, rr, nn, mm, cc, oo, dd, ss, ff and ee

• ew, ev and ex (spacing)

• th, ht and fl (proportions)

• ac, ag and af

• Capital letters

• Decorated capital letters

• Practising with punctuation

**Supporting activities**

• Copy words, sentences, poems

• Trace and copy

• Copy tongue twisters

• Copy instructions /dictation

**Years 5 and 6**

• Practise consistency and size of letters

• Practising using a diagonal joining line

• Practising leaving an equal space between letters

• Practising joining to the letter y

• Practising using a horizontal joining line

• Practising the size and height of letters

• Practising joining from the letter i

• Practising joining to and from the letter v

• Practising consistency in forming and joining letters

• Practise speedwriting

• Practising crossing double tt on completing the work

• Practising joining to and from the letter e

• Practising joining to and from the letter w

• Practising printing

• Practising drafting and editing

• Practising joining to the letter t

• Ensuring letters are consistent in height and size

• Practising with punctuation

• Practising break letters

• Practising joining from the letter m

• Ensuring the ascender on the letter t is the correct height

• Practising spacing within words

• Developing fluency

• Practising printing

• Practising forming and joining the letter f

• Practising presentation

• Practising printing

• Practising speed writing

• Revision: Looking at different handwriting styles

**whole School Statutory Requirements**

**English National Curriculum 2014**

 **Handwriting and Presentation Overview**

**Year 1 Programme of study**

**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’ (ie letters that are formed in similar ways) and to practise these

**Year 2 Programme of study**

**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

**Year 3 Programme of study**

**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 down strokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]

**Year 4 Programme of study**

**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 down strokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]

**Year 5 Programme of study**

**Pupils should be taught to:**

* write legibly, fluently and with increasing speed by:
* choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
* choosing the writing implement that is best suited for a task

**Year 6 Programme of study**

**Pupils should be taught to:**

* write legibly, fluently and with increasing speed by:
* choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
* choosing the writing implement that is best suited for a task

**English Handwriting Sept 2019**