



Trinity St. Peter's

Church of England Primary School

where children shine

Handwriting Policy

Introduction

At Trinity St. Peter's Primary School we are committed to enable pupils to achieve a high standard of handwriting and presentation of written work by teaching the skills using a progressive and sequential approach. From Reception, we follow the Read Write Inc Phonics letter formation approach (Appendix 1) before teaching the children pre-cursive handwriting from the Spring term of Year1. This then leads into the cursive handwriting style as per the ISHA handwriting programme (Appendix 2 and 3).

Teachers and teaching assistants are expected to consistently model this style of writing where appropriate, e.g. modelling writing and marking in books. The school handwriting is available as a font for staff to use through Microsoft also – Twinkl cursive unlooped.

Aims

- To understand that guidance on handwriting is subjective to each and every individual
- To use a well-formed, semi-cursive style of handwriting
- To raise attainment for all pupils in handwriting through a consistent approach to the teaching of handwriting throughout the school
- That we are consistent in the way in which we form individual letters by following the approaches as outlined in this policy
- That we are consistent in the way in which we teach the formation of individual letters by following the whole school handwriting approach; this in turn will lead to most pupils using semi-cursive writing spontaneously
- To have the correct pencil grip and posture when writing
- To know the correct size, joins and orientation of letters
- That teachers, support staff and pupils use all opportunities for writing as handwriting practice, regardless of subject

Teaching and Learning

The teaching of handwriting starts in the Foundation Stage. It is important the children learn the correct pencil grip from the start and how to sit correctly at the table, with their back against the back of the chair, bottom on chair and their feet on floor, this is in line with the school's mindfulness practice. Children must be taught they need two hands for writing; one to hold the pencil and the other to steady the paper. The size of the writing implement (pencil, pen) should be appropriate for the child's age and stage of writing development. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided from the start.

Handwriting Stages at TSP

By the end of Reception:

- Sit at a table and hold their pencil correctly when writing

- Know all the Read Write Inc sound rhymes to support letter formation for lowercase letters
- Know how to form numbers 0 - 9 correctly
- Know how to write all capital letters

Year 1

Autumn Term:

- Recap on Reception Goal using the letter families as outlined in the school's handwriting policy.
- Consolidate how to form all capital letters correctly

Year 1 Spring Term 2 or Summer Term 1 (dependent on cohort):
Introduce pre-cursive handwriting – the flicks on letters.

End of Year 1:

Can form lower case letters using pre-cursive style correctly
Can form all capital letters and numbers correctly

Year 2

Autumn Term:

Recap on Year 1 Goal or introduce cursive style (dependent on cohort)

Year 2 Spring Term:

Introduce cursive style following the ISHA handwriting programme

Key Stage 2

Children to write cursively in line with the ISHA handwriting programme

Organisation:

Reception

The teaching of letter formation is taught daily as part of the children's Phonic lessons through the Read Write Inc programme. In addition, it is encouraged throughout continuous provision and additional writing opportunities throughout the day.

Key Stage 1

Formal daily handwriting practice is recorded in the children's individual handwriting books.

Key Stage 2

- Pupils in Year 3 and Year 4 undertake daily formal handwriting practice with an emphasis on short, sharp and focused sessions that are taught
- Children also practice handwriting in conjunction with spellings

- The children practise their handwriting using a sharpened pencil or blue handwriting pen
 - The emphasis is on:
 - building upon the joins, increasing the fluency and ensuring consistency in size and proportion and using joined writing for all writing in all subjects
 - use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are to be left unjoined
 - increasing the legibility, consistency and quality of their handwriting

The intent is that by the end of Lower Key Stage 2, all pupils are able to write in the expected handwriting style. Handwriting expectations are embedded and practiced within Years 5 and 6.

Advice will be requested from Occupational Therapists or other relevant agencies to help with specific needs for individual pupils if necessary.

Pen Grip

It is important that all children are taught to grip their pencil correctly and comfortably between forefinger and thumb with the second finger below to steady it, using the dynamic tripod grip. This is taught from Nursery onwards.

Technique to teach correct pencil grip:

- Pen/pencil lies on table with nib towards the pupil
- Forming the three finger (thumb, index and middle finger) pinch grip with the child's writing hand, the child picks up the pen/pencil into the pinch grip with the nib pointing towards the palm of the hand
- Using the opposite hand, the child then moves the end of the pen/pencil towards their body so that the pencil lies in the soft skin area between the thumb and index finger to form the correct grip

Guidance for Left-handers

Specific rules apply for left-handers. They should sit on the left-hand side of double desks or tables. They must be able to rest their left forearms on the edge of the desk. The book or paper must slope in line with the left forearm. As writing is completed down the page, the paper must be moved away from the body in the same line. The aim is to keep the left arm in much the same position at all times to avoid the elbow being cramped by the chest. Moving the paper away from the body prevents writing becoming cramped at the foot of the page. The right hand must be used to control the movement of the page. The left hand should end up below the line of writing to avoid smudging and to give a clear view of what is being written. Children should be discouraged from hooking their left hand above the line of writing to avoid smudging.

Guidance for Right-handers

Right-handers may find it helpful to slope the paper to the right slightly and to move it away from the body as the page is completed.

The development of handwriting

When the child's handwriting is developing into a pleasing and consistent style, it is helpful to examine each piece of writing in the light of the following criteria:

1. Shape
Are all letters properly formed and clear?
2. Joining
Are as many letters as possible joined consistently?
3. Evenness
Are letters of a consistent and reasonable size? Capitals can be too big, tall letters too tall, small letters too small and mustn't join
4. Floating and Sinking
Do letters sit on the line? Words sometimes float above or sink below the writing line. This happens because the writing hand is not moving steadily across the page.
5. Particular Letters
Which letters are really well formed? Which ones need additional practice to support size/shape/joins?

Monitoring and Evaluation

The teaching and development of handwriting forms an important part of the English subject book scrutiny and is monitored by the English Subject Manager throughout the year.

The Handwriting Policy is reviewed and updated annually by the English Subject manager alongside staff before being presented to the Governors, for agreement.

Revised and adopted by the Governing Body

Appendix 1
Read Write Inc Letter Formation

Rhymes for letter formation - taken from Read Write Inc.

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

Appendix 2
ISHA programme handwriting

Family 1	Letters based on a singular vertical line	i l j t
Family 2	Letters based on a c shape	c o a d g q e
Family 3	Letters that have a vertical down stroke followed by a diagonal movement to the right	m n r h b k p
Family 4	These two letters are placed together as a pair. Both start at the top, have a downward stroke and have a joining mark that sits at the top of the final stroke.	v w
Family 5	These two letters are placed together as a pair. Both start at the top, begin with a downward stroke, curve back up to the top and then down to the bottom. The letter y is a tail letter that extends down and ends with a gentle curve.	u y
Family 6	Letters that are unique and individual and do not fit with any other letter groups. The s and f both begin with an 'up and over' movement in the same way as the letters based on the c shape. The f is crossed like the t. the f is both tall and a tail letter. The s x and z should be the same width at the top and bottom of the letter.	s f x z

Appendix 3
Pre-cursive flicks and cursive joins

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

abcdefghijklmnopqrstuvwxyz