

Lingham Primary School Handwriting Policy



Handwriting is a skill which, like reading and spelling, affects written communication across the curriculum. Children must be able to write with ease, speed and legibility. Cursive handwriting teaches pupils to join letters and words as a series of flowing movements and patterns. Handwriting skills should be taught regularly and systematically through the use of our agreed cursive script.

Aims

At Lingham Primary School our aims in teaching handwriting are that the pupils will:

- Achieve a neat, legible cursive style with correctly formed letters.
- Develop flow and speed.
- Eventually produce the letters automatically and in their independent writing.

In order to achieve these aims, the following principles are followed:

Teaching and Learning

- Children should experience coherence and continuity in learning and teaching.
- Develop a recognition and appreciation of pattern and line and be given support in finding a comfortable grip.
- Understand the importance of clear and neat presentation in order to communicate meaning clearly.
- Encouraged to take pride in the presentation of their work and therefore study handwriting with a sense of enjoyment and achievement.
- Be supported in developing correct spelling quickly through a multi-sensory approach to handwriting.
- Shown how to be able to write quickly to aid expressing themselves creatively and imaginatively across the curriculum and for a range of purposes.
- Encouraged use their skills with confidence and pride in real life situations.

Knowledge, Skills and Understanding

Foundation Stage

Children take part in activities to develop their fine and gross motor-skills and recognition of patterns, for example, to form letters using their index finger in sand or using paint. Children should begin to learn how to correctly hold a pencil. Then how to use a pencil, and hold it effectively to form recognisable letters most of which are correctly formed. They should be given the opportunities to develop their handwriting to their full potential at that age.

Key Stage 1

Children will continue to develop fine and gross motor-skills with a range of multi-sensory activities. Handwriting should be discussed within and linked to phonics sessions. Teachers and support staff continue to guide children on how to write letters correctly, using a comfortable and efficient pencil grip. Children should now be leaving spaces between

Lingham Primary School Handwriting Policy

words accurately. By the end of Year 1 children will be able to write legibly, using upper and lower-case letters appropriately and correct spacing between words and in Year 2 the children will be taught to join letters in a cursive style.

Key Stage 2

During this stage the children continue to have direct teaching and regular practice of handwriting following the Lingham progression document (appendix ii) . We aim for them to develop a clear, fluent style and by the end of Year 6 be able to adapt their handwriting for the for different purposes, such as: a neat, legible hand for finished, presented work, a faster script for note making and the ability to print for labelling diagrams etc.

Provision for left-handed children

At least 10% of the population are left-handed. All teachers are 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 and slanted to suit the individual in either case;
- pencils should not be held too close to the point as this can interrupt pupils' line of vision;
- pupils should be positioned so that they can place their paper to their left side;
- left-handed pupils should sit to the left of a right-handed child so that they are not competing for space;
- extra practice with left-to-right exercises may well be necessary before pupils write left-to-right automatically.

Capital letters

Capital letters stand alone and are not joined to the next letter. Children must practice starting sentences and writing names using a capital letter and not joining the subsequent letter. This should be modelled by the teacher during Literacy and Phonics sessions.

Inclusion

The vast majority of pupils are able to write legibly and fluently. However, some pupils need more support and provision will be made for this in Individual Education Plans [I.E.P.'s]. Teachers of children, whose handwriting is limited, by problems with fine motor skills, should liaise with the SENCO to develop a programme designed for the individual child.

Lingham Primary School Handwriting Policy

Appendix i: Statutory Requirements for Handwriting

Early Learning Goal – Writing

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Typical behaviours that relate to handwriting for this learning goal:

- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence
- Write own name and other things such as labels and captions
- Attempt to write short sentences in meaningful context

Core learning skills for handwriting:

- Use a pencil and hold it effectively to form recognisable letters, most of which are formed correctly.

Year 1: Statutory Requirements - Handwriting

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' (i.e. letters that are formed in similar ways) and to practise these.

Notes and guidance (non-statutory)

Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided.

Left-handed pupils should receive specific teaching to meet their needs.

Year 2: Statutory Requirements – Handwriting

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

Lingham Primary School Handwriting Policy

- use spacing between words that reflects the size of the letters.

Notes and guidance (non-statutory)

Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.

Lower KS2 (Year 3 & 4)

Statutory Requirements – Handwriting

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; that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch].

Notes and guidance (non-statutory)

Pupils should be joining handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write what they want to say. This, in turn, will support their composition and spelling.

Upper KS2 (Year 5 & 6)

Statutory Requirements – Handwriting and Presentation

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.

Notes and guidance (non-statutory)

Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.

Lingham Primary School Handwriting Policy

Appendix ii: Lingham Primary School Handwriting Progression

STEPS 1 – 5 MUST BE MODELLED FIRST.

1. Practice the correct formation of individual letters with lead in and lead out strokes.

the anticlockwise letters – a, c, d, g, o, q

the tall letters – b, f, h, k, l, t

the long letters – j, p, y

the lumpy letters – m, n, r

the vowels – e, i, u

the other letters – v, w, x, z

2. Practice the correct formation of individual letters in a join with another letter.

The anticlockwise letters

A: a, an, at, as, ar, al

C: c, co, ch, ce, ca, ck

D: d, dt, de, di, da, nd,

G: g, gh, ge, ga, go, ng

O: o, ou, on, or, of, ot

Q: q, qu, quiz, quit

The tall letters

B: b, be, bu, bo, bl, ba

F: f, fo, ft, fa, af, ef

H: h, ha, he, hi, ho, th

K: k, ke, ki, kn, ok, ck,

L: l, le, ll, li, lo, ld

T: t, th, to, ti, te, ta

The long letters

J: j, ju, je, ji, jo, ja

P: p, pe, pa, pr, pl, ph

Y: y, yo, yt, ys, ly, ay

The lumpy letters

M: m, ma, me, mi, mo

N: n, nd, ng, no, nt, ne

R: r, re, ro, ra, ri, rt

The vowels

E: e, er, ed, es, en, ea

I: I, in, is, it, im, il

U: u, ut, ur, un, us, ul

The other letters

V: v, ve, vi, va, ov, ev

W: w, wa, wh, wo, ew, ow

Lingham Primary School Handwriting Policy

X: x, axe, box, fix

Z: z, za, ze, zi, oz, iz

3. Practice the correct formation of individual letters within a word.

The anticlockwise letters

A: and, add, any, angry

C: cat, cake, can, can't

D: dog, dry, duck, don't

G: good, great, greater, greatest

O: only, out, onto, open

Q: quite, queue, queen, quick, quicker, quickest

The tall letters

B: but, back, blue, because

F: four, five, first, flying

H: help, high, higher, highest

K: key, knew, kick, kite

L: luck, lake, look, like

T: two, three, they, twenty

The long letters

J: jar, joke, joker, joking

P: page, pack, past, present

Y: yes, you, your, yellow

The lumpy letters

M: make, must, magic, mine

N: nasty, next, never, name

R: red, ring, right, run

The vowels

E: end, every, even, eating

I: ice, igloo, iron, ironing

U: under, use, using, undo

The other letters

V: verb, very, van, voice

W: wait, when, who, with

X: wax, fox, text, max, mix, taxi

Z: zoo, zero, zone, zip

4. To write sentences with all letters correctly joined.

Set 1: specific letters sentences

She has broken the table.

Lingham Primary School Handwriting Policy

They eat jam in their pyjamas.
Shelter under the umbrella.
She hums her tunes quite quietly.
We were weaving with paper.
Welcome every member of the class.
There was amazing excitement over the craziness of the zebra.
The fox left the zoo through the main gate.
Her dress was messy and her socks were soggy.
He got up to go but then sat down again.
My yoyo is yellow, yours is green.
The jolly girl wore a yellow jersey.
The big boy began biting the banana.
Put the poppies in the shopping basket.
The children came in quite quickly and quietly.

Set 2: Mixed letters

Girls and boys should eat jelly from boxes.
A penny saved is a penny earned.
It's fun to do the impossible.
The truth is the strongest argument.
Make each day your masterpiece.
Learning never exhausts the mind.
Honesty is the best policy.
A long trip begins with a single step.
To have a good friend, be a good friend.
Mistakes are proof that you are trying.
A voice is a very powerful thing.
The first to apologise is the bravest.
If you cannot be kind, be silent.
Welcome every morning with a smile.
No act of kindness is ever wasted.
Success is dependent on effort.

5. To write sentences with punctuation marks placed correctly.
EXT: To write own sentences with the punctuation marks correctly placed.

Commas and full stops

For example:
I like carrots, peas and potatoes.
We played tennis, football and hockey.
He wore a coat, a hat and a scarf.
We need vitamins, minerals and fibre.
One, two, three, four, five, once I caught a fish alive.

Speech marks

For example:

Lingham Primary School Handwriting Policy

"It is a very nice day," said Sam.
"Yes, but it is cold," replied Tariq.

Quotation marks

For example:

'The Tempest' is by William Shakespeare.

'Oliver Twist' is a book by Charles Dickens.

"I enjoyed watching 'The Tempest'," said Jasdeep.

Apostrophes

Sentences to show the contracted form

Sentences which include: it's, can't, I've, I'm, you're, they're

Sentences to show possession

For example:

Sally's pen is blue.

Jasdeep's book is good.

I like Dave's car.

This is Tariq's house.

'Jim's dog isn't fat,' said Sam.

Question marks and exclamation marks

Sentences which include the words:

Why? Where? What? When? Who? How?

Wow!

Other appropriate punctuation marks: semi colons, colons, hyphens, dashes

For example:

Hamlet: To be, or not to be, - that is the question.

6. To write short passages with all the letters correctly formed.

7. To write longer passages with all letters correctly formed.