

*Promoting Ambition for Change*

# TEMPLE LEARNING ACADEMY



## Handwriting POLICY 2016 - 2017

Adopted by the Governing Body:  
To be Reviewed: September 2017

Handwriting is taught as a specific skill, little and often. Children in Phase 1 and Phase 2 have handwriting linked to daily phonics sessions or have at least 10 minutes dedicated each day to the development of pure handwriting skills.

### **Basic Structure of a Handwriting Session**

- Posture check and book positioning
- Teacher modelling on the board
- Children practising with teacher model, then from memory
- Handwriting lessons are short but frequent

In handwriting lessons, children begin with a pencil. At the appropriate point within Phase 2, children will usually start using a school handwriting pen. The decision to move to pen is made only by the class teacher, if they assess handwriting is consistently at the correct standard.

### **Inclusion**

The vast majority of pupils will be able to write fluently and legibly. However, some pupils may need additional support to develop handwriting skills. Provision will be made through additional sessions that are focused on the child's identified specific difficulty with handwriting.

Teachers should be 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.
- Left-handed pupils should be positioned to the left of a right-handed pupil so that they are not competing for space.
- Extra practice with left-to-right exercises may be necessary before pupils write left-to-right automatically.

### **Nursery and Reception**

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

- Good gross motor control e.g. dough disco, write dance
- Good fine motor control e.g. weekly finger gym provision
- A language to talk about shapes and movements
- The main handwriting movements involved in the three basic letter shapes as exemplified by **l, c, r**

As the children progress through EYFS, they will be encouraged to:

- Learn letter formation alongside phonics using Read Write Inc. letter formation speak (**see Appendix C**)
- Use a pencil and hold it effectively to form recognisable letters.

## Year 1

The National Curriculum states that in Year 1 children should be taught the following in handwriting:

### Statutory requirements – YEAR 1

#### 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.

To enable our children to achieve the handwriting skills identified in the National Curriculum, the children have a 10-15 minute handwriting lesson every day. Following on from their learning in Reception, in Year 1 children recap letter formation in pure handwriting lessons in the following order:

- **c o a d g q** - anti-clockwise round.
- **r n m h b p** - down and retrace upwards
- **i l u t y j** - down and off in another direction
- **v w x z** - zig zag letters
- **e f s k** - odd letters

The RWI mnemonics (**Appendix C**) that aid letter formation and introduced in Early Years continue to be used.

The children will also be taught to:

- Write with 'finger gaps' between words.
- Develop speed and accuracy.

## Year 2

The National Curriculum states that in Year 2 children should be taught the following in handwriting:

### Statutory requirements – Year 2

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

In Year 2, children begin to learn how to join handwriting. Children are taught to add a finishing kick to the individual letters and extend them into the following letter start point.

The majority of children will:

- Write legibly, using upper and lower case letters appropriately and correct spacing between words.
- Form ascenders and descenders consistently and correctly.
- Practise writing at speed.

For an example of the joins that children are taught sequentially in Year 2, see **Appendix D**.

### **Year 3 & 4**

The National Curriculum states that in Year 3 & 4 children should be taught the following in handwriting:

#### **Statutory requirements – Year 3 & 4**

##### **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 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].

And also states:

Pupils should be using joined 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 down what they want to say. This, in turn, will support their composition and spelling.

By the end of Year 3 the majority of children will:

- Form and use the four basic handwriting joins to develop joined handwriting.
- Further develop writing with speed and stamina.
- Produce writing which sits on the line for the majority of the time.

By the end of Year 4 the majority of children will:

- Use joined handwriting the majority of the time.
- Have ascenders and descenders in the correct place and on the lines.
- Write with increasing speed and stamina.
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For an example of the joins that children are taught sequentially in Year 3 & 4, see **Appendix D**.

## Year 5 & 6

The National Curriculum states that in Year 5 & 6 children should be taught the following in handwriting: **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.

The majority of children will:

- Write with consistent size and letter spacing.
- Have a cursive, legible, accurate style.
- Be able to write at steady dictation speed.

Pre-cursive Letters with No-Join

Pre-cursive lower case letters

abcdefghijklmnop  
nopqrstuvwxyz

The quick brown fox jumps  
over the lazy dog.

Capital Letters

ABCDEFGHIJKLMNOPQRS  
TUVWXYZ

Numbers

0123456789

## Appendix B

We teach 4 basic joins:

- Diagonal joins to letters without ascenders e.g. **in, on, at**
- Diagonal joins to letters with ascenders e.g. **at**
- Horizontal joins to letters without ascenders e.g. **on, ru**
- Horizontal joins to letters with ascenders e.g. **ob, wh**

Not all letters join. The following 17 letters have joins made both to and from

**a c d e f h i k l m n o r t u v w**

Joins are made to but not from the following 8 letters:

**b g j p q s x y**

**Lower Case Letters**

abcdefghijklmnopqrstuvwxyz

The quick brown fox jumps  
over the lazy dog. Baa baa  
black sheep, have you any  
wool? Yes sir, yes sir, three  
bags full.

**Capital Letters**

ABCDEFGHIJKLMNOPQRSTUVWXYZ  
XYZ

**Numbers**

0123456789

## Appendix C

a	Round the apple down the leaf (apple)
b	Down the laces to the heel, round the toe (Boot)
c	Curl around the caterpillar (caterpillar)
d	Round his bottom up his tall neck and down to his feet (dinosaur)
e	Lift off the top and scoop out the egg (egg)
f	Down the stem, and draw the leaves (flower)
g	Round her face down her hair and give her a curl (girl)
h	Down the head to the hooves and over his back (horse)
i	Down his body, and dot for his head (insect)
j	Down his body curl and dot (jack-in-the box)
k	Down the kangaroo's body, tail and leg (kangaroo)
l	Down the long leg (leg)
m	Down Maisie, over the mountain over the mountain (Maisie and mountains)
n	Down Nobby, over his net (football net)
o	All around the orange (orange)
p	Down his plait and around his head (pirate)
q	Round her head, up past her earrings and down her hair (queen)
r	Down his back, then curl over his arm (robot)
s	Slither down the snake (snake)
t	Down the tower across the tower (castle tower)
u	Down and under, up to the top and draw the puddle (umbrella)
v	Down a wing, up a wing (vulture)
w	Down up down up (worm)
x	Down the arm and leg and repeat the other side (Exercise)
y	Down a horn up a horn and under his head (yak)
z	Zig-zag-zig (zip)

## Appendix D

Year 2	Year 3	Year 4	Year 5 & 6
<p>Introduction of the 4 handwriting joins:</p> <ul style="list-style-type: none"> <li>• First join – to letters without ascenders: un um ig id ed eg an or ing ung</li> <li>• Second join – to letters with ascenders: ch sh th tl ll ill sli slu ck ack st sti ink unk</li> <li>• Third join – horizontal joins: od pg re ve oon oom</li> <li>• Fourth join – horizontal joins to letters with ascenders: wl vl of ff fl flo</li> <li>• Practise the break letters: b p g q y j z</li> <li>• Practise capital letters</li> </ul>	<ul style="list-style-type: none"> <li>• in ine</li> <li>• ut ute</li> <li>• ve vi</li> <li>• ok oh</li> <li>• sh as es - practising two ways of joining to and from s</li> <li>• ri ru ry - practising joining from r</li> <li>• oa ad as - practising joining to and from a</li> <li>• ee ea ed - practising joining from e</li> <li>• ow ov ox - practising joining from o</li> <li>• ky hy ly - practising joining to y</li> <li>• ha ta fa - practising joining to a</li> <li>• od oo og - practising joining from o</li> <li>• er ir ur - practising joining to r</li> <li>• ai al ay</li> <li>• o you oi</li> <li>• re oe fe - practising the horizontal join to e</li> <li>• fu wu vu - practising the horizontal join to u</li> <li>• ot ol ok - practising joining to any ascender</li> </ul>	<ul style="list-style-type: none"> <li>• ing ping ting</li> <li>• oc od oo</li> <li>• ake ome are</li> <li>• fla flo fle</li> <li>• who wha whe</li> <li>• ie in il</li> <li>• inly ky ny</li> <li>• ap ar an</li> <li>• ick uck ack</li> <li>• he</li> <li>• we</li> <li>• re</li> <li>• fte fir fin</li> <li>• wra wri kni (silent letters)</li> <li>• ii ll tt rr nn mm cc oo dd ss ff ee</li> <li>• th ht fl (proportions)</li> <li>• ac ag af</li> <li>• Capital letters</li> <li>• Practising with punctuation</li> </ul>	<p>Practise handwriting always with a spelling focus – addressing any handwriting errors that become apparent for individuals or groups within the class.</p>