



BORROW WOOD PRIMARY SCHOOL

Handwriting Policy

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Approved: Staff

Aims

- To have a consistent cursive approach across the whole school to ensure high levels of presentation.
- To adopt a common approach towards handwriting by all adults when writing in children's books, on the whiteboard or on displays / resources.
- Children to achieve a neat, legible style with correctly formed letters in cursive handwriting.
- Children to develop fluency and speed whilst writing, so that eventually the children are able to write the letters with confidence and correct orientation.

Teaching and Learning

- Teachers and Teaching Assistants model the agreed cursive style when modelling writing both in class, on displays and in feedback in books.
- Our agreed cursive style is as below:

Cursive Lower Case Letters



Early Years Foundation Stage (EYFS)

- Children in FS1 participate in 'Dough Disco' sessions, which are exercises to improve fine motor control, 3 times a week for 5 minutes.
- Children in FS2 take part in discrete handwriting sessions 3 times a week for 15 minutes. Children who are not yet at this stage take part in fine motor activities during this time.
- Children are introduced to pre-cursive and cursive script at the earliest stages of writing.
- Children in the Foundation Stage are writing in the pre-cursive script to enable an easier transition into the cursive script, depending on their ability.
- Displays in both Nursery and Reception should include models of cursive script.
- Implements such as chunky triangular pencils, large chinks and chunky pens etc are used by pupils to rehearse skills on paper, chalk boards, pavement etc.

Key Stage 1 & Key Stage 2

- Within Key Stage 1, every class has a 30 minute handwriting session per week. They also take part in 15 minute handwriting every afternoon from 1.15.
- Within Key Stage 2, every class has a 15 minute handwriting session on Monday afternoons at 1.15, in which they introduce new formations/joins. The children then take part in 15 minute handwriting sessions at 1.15 every day, in which they practise the new formation/joins introduced on Monday.
- Children practise their handwriting throughout the week during Guided Reading sessions.
- In handwriting sessions, spellings, relevant key vocabulary or sentences/paragraphs related to core texts will be modelled by an adult then practised by children.
- Handwriting paper is used in Key Stage 1 and for children that need support with the size of their letters. Lined paper should be used for children to apply their handwriting skills.

Posture

- Chairs and desks within classrooms are matched to children's age and height.
- Children's backs should be straight and feet resting on the floor. A right-handed child should have their book slanted to the left. For a left-handed child the book should be slanted to the right.
- Always make sure that the hand which is not holding the pencil or pen holds the paper.

Implements

- Children use a standard HB pencil, well sharpened.
- When the class teacher deems a child ready in Year 5 and 6, they get a pen licence. They will be provided with a special handwriting pen.
- A pencil is always used within maths regardless of whether children have a pen licence.

Planning

- Teachers in Key Stage 1 and Key Stage 2 use the National Curriculum 2014 to inform their planning. The table below shows the progression in the targets:

Year	Statutory	Non-statutory
1	<ul style="list-style-type: none">• I can sit correctly at a table, holding a pencil comfortably and correctly.• I can begin to form lower case letters in the correct direction, starting and finishing in the right place.• I can form capital letters.• I can form digits 0-9.• I can understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.	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.
2	<ul style="list-style-type: none">• I can form lower-case letters all the same size as each other.• I do not mix up capital letters and	Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon

	<p>lower case letters within words and sentences.</p> <ul style="list-style-type: none"> • I can start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when next to each another, are best left unjoined. • I can write capital letters and digits of the correct size and shape. • I can use spacing between words without needing reminding to do so. 	<p>as they can form letters securely with the correct orientation.</p>
3	<ul style="list-style-type: none"> • I am beginning to use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when next to one another, are best left unjoined. • I can increase the appearance, consistency and quality of my handwriting. • I am able to experiment with different styles of writing to suit the purpose of my writing. 	<p>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.</p>
4	<ul style="list-style-type: none"> • I can use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when next to one another, are best left unjoined. • I can increase the appearance, consistency and quality of my handwriting. 	<p>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.</p>
5	<ul style="list-style-type: none"> • I can legibly and fluently write with increasing speed. • I can choose which shape of a letter to use when given choices and deciding, as part of my personal style, whether or not to join specific letters. • My handwriting is always neat and legible. • I can form and join all letters correctly. 	<p>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.</p>
6	<ul style="list-style-type: none"> • I can choose which shape of a letter to use when given choices and deciding, as part of my personal style, whether or not to join specific letters. 	<p>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.</p>

	<ul style="list-style-type: none"> I can choose the writing implement that is best suited for a task. 	<p>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.</p>
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- During handwriting sessions, children apply taught formations to letters, words or parts of text relevant to their current learning. For example, they may practise the letters from their current phonics focus, the letter strings used in their weekly spellings, key vocabulary related to core texts or use parts of text from guided reading or literacy texts.
- Teachers indicate their handwriting plans for the rest of the week, at the bottom of their English plan.

Resources

- The school uses the Penpals (see Appendix 1) scheme to support the teaching of handwriting. This provides a progression in formation and joins throughout KS1 and KS2.
- Teachers are expected to use the Penpals planning in conjunction with the cursive style of handwriting adopted by the school.
- Whilst marking books, teachers make notes of any letter or join that the children are finding challenging. This then informs the next week's planning.
- Teachers have access to a pre cursive font called Boring Boring which can be used for displays and classroom resources.

Equal opportunities and Special needs

All children must have the opportunity and the encouragement to reach their full potential regardless of race, creed or sex. Children with Special Educational needs, where necessary, will be provided with specialist equipment such as laptops, pencil grips, triangular pencils or wider ruled lined paper. Children will also have the opportunity to use iPads to rehearse specific skills on a more regular basis. Intervention is available for children who experience significant difficulties to practice pre writing skills and fine motor coordination

Assessment, Monitoring and Moderation

- Children in the EYFS are assessed on an ongoing basis through observation, handwriting informs part of this.
- Within Key Stage One and Key Stage Two, handwriting makes up a large section of the English stage targets. Children are assessed formatively throughout the year to inform planning and summatively every half term to inform assessment grids.
- These assessment grids are then moderated throughout the year in cohort teams and three times a year by the Senior Leadership Team to ensure consistency.
- Children are given the opportunity to achieve the 'Handwriter of the week' award. Teachers use the Big Write work to assess which children have applied the letter/join/handwriting skill taught that week or previously. These children then get a sticker to take home or put in their book.

Homework

Throughout the year, handwriting homework is sent home however, children are encouraged to complete all homework using the cursive script.

Appendix 1

Penpals Handwriting Progression

Year 1	Year 2	Year 3
Introducing long ladder letters: l,i,t,u,j,y Practising long ladder letters: l,i Practising long ladder letters: t,u	Term 1 Letter formation practice: long ladder family Letter formation practice: one-armed robot family	Term 1 How to join in a word: high frequency words Practising diagonal join to ascender in words: eel eet

<p>Practising long ladder letters: j,y</p> <p>Practising all the long ladder letters</p> <p>Introducing one-armed robot letters: r, b, n, h,m, k, p</p> <p>Practising one-armed robot letters: b, n</p> <p>Practising one-armed robot letters: h,m</p> <p>Practising one-armed robot letters: k, p</p> <p>Practising all the one-armed robot letters</p> <p>Introducing capitals for one-armed robot letters: R, B,N,H,M, K, P</p> <p>Introducing capitals for long ladder letters: L, I, T,U, J, Y</p> <p>Term 3</p> <p>Introducing curly caterpillar letters: c, a, d, o, s, g, q, e, f</p> <p>Practising curly caterpillar letters: a, d</p> <p>Practising curly caterpillar letters: o, s</p> <p>Practising curly caterpillar letters: g, q</p> <p>Practising curly caterpillar letters: e, f</p> <p>Practising all the curly caterpillar letters</p> <p>Introducing zig-zag monster letters: z, v,w, x</p> <p>Practising zig-zag monster letters: v,w, x</p> <p>Introducing capitals for curly caterpillar letters: C,A,D,O, S,G,Q, E, F</p> <p>Introducing capitals for zig-zag monster letters: Z,V,W, X</p> <p>Exploring ch, th and sh</p>	<p>Letter formation practice: curly caterpillar family</p> <p>Letter formation practice: zig-zag monster family</p> <p>Practising the vowels: i</p> <p>Practising the vowels: u</p> <p>Practising the vowels: a</p> <p>Practising the vowels: o</p> <p>Practising the vowels: e</p> <p>Letter formation practice: capital letters</p> <p>Term 2</p> <p>Introducing diagonal join to ascender: joining at all</p> <p>Practising diagonal join to ascender: joining th</p> <p>Practising diagonal join to ascender: joining ch</p> <p>Practising diagonal join to ascender: joining cl</p> <p>Introducing diagonal join, no ascender: joining in im</p> <p>Practising diagonal join, no ascender: joining cr tr dr</p> <p>Practising diagonal join, no ascender: joining lp mp</p> <p>Introducing diagonal join, no ascender, to an anticlockwise letter: joining id ig</p> <p>Practising diagonal join, no ascender, to an anticlockwise letter: joining nd ld</p> <p>Practising diagonal join, no ascender, to an anticlockwise letter: joining ng</p> <p>Term 3</p>	<p>Practising diagonal join, no ascender, in words: a_e</p> <p>Practising diagonal join, no ascender, to an anticlockwise letter in words: ice ide</p> <p>Practising horizontal join, no ascender, in words: ow ou</p> <p>Practising horizontal join, no ascender, in words: oy oi</p> <p>Practising horizontal join, no ascender, to an anticlockwise letter in words: oa ode</p> <p>Practising horizontal join to ascender in words: ole obe</p> <p>Practising horizontal join to ascender in words: ook ool</p> <p>Term 2</p> <p>Practising diagonal join to r: ir ur er</p> <p>Practising horizontal join to r: or oor</p> <p>Introducing horizontal join from r to ascender: url irl irt</p> <p>Introducing horizontal join from r: ere</p> <p>Practising joining to and from r: air</p> <p>Introducing diagonal join to s: dis</p> <p>Introducing horizontal join to s: ws</p> <p>Introducing diagonal join from s to ascender: sh</p> <p>Introducing diagonal join from s, no ascender: si su se sp sm</p> <p>Introducing horizontal join from r to an</p>
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<p>Practising the vowels: i Practising the vowels: u Practising the vowels: a Practising the vowels: o Practising the vowels: e</p>	<p>Practising diagonal join, no ascender: joining ee Practising diagonal join, no ascender: joining ai ay Practising diagonal join, no ascender: joining ime ine Introducing horizontal join, no ascender: joining op oy Practising horizontal join, no ascender: joining one ome Introducing horizontal join, no ascender, to an anticlockwise letter: joining oa og Practising horizontal join, no ascender, to an anticlockwise letter: joining wa wo Introducing horizontal join to ascender: joining ol ot Practising horizontal join to ascender: joining wh oh Introducing horizontal and diagonal joins to ascender, to an anticlockwise letter: joining of if Assessment</p>	<p>anticlockwise letter: rs Term 3 Practising diagonal join to an anticlockwise letter: ea ear Introducing horizontal join to and from f to ascender: ft fl Introducing horizontal join from f, no ascender: fu fr Introducing qu (diagonal join, no ascender) Introducing rr (horizontal join, no ascender) Introducing ss(diagonal join, no ascender, to an anticlockwise letter) Introducing ff Introduce Loop letters j, g, f, y Introduce tricky letters x, y, z,</p>
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Year 4	Year 5	Year 6
<p>Term 1 Revising joins in a word: long vowel phonemes Revising joins in a word: le Revising joins in a word: ing Revising joins in a word: high frequency words Revise Loop letters j, g, f, y Revise tricky letters x, y, z,</p>	<p>Term 1 Revising joins in a word: ness ship Revising joins in a word: ing ed Revising joins in a word: s Revising joins in a word: ify Revising joins in a word: nn mm ss</p>	<p>Revision: practising sloped writing Revision: practising the joins Developing style for speed: joining from t Developing style for speed: looping from g, j and y Developing style for speed:</p>

<p>Revising joins in a word: new vocabulary</p> <p>Revising joins in a word: un, de</p> <p>Revising joins to and from s: dis</p> <p>Revising joins to and from r: re, pre</p> <p>Revising joins to and from f: ff</p> <p>Revising joins: qu</p> <p>Term 2</p> <p>Introducing joining b and p: diagonal join, no ascender, bi bu pi pu</p> <p>Practising joining b and p: diagonal join, no ascender, to an anticlockwise letter, ba bo pa po</p> <p>Practising joining b and p: diagonal join to ascender, bl ph</p> <p>Relative sizes of letters: silent letters</p> <p>Parallel ascenders: high frequency words</p> <p>Parallel ascenders: adding y to words</p> <p>Relative size and consistency: ly less ful</p> <p>Relative size and consistency: capitals</p> <p>Speed and fluency practice: er est</p> <p>Speed and fluency practice: opposites</p> <p>Term 3</p> <p>Consistency in spacing: mis anti ex</p> <p>Consistency in spacing: non co</p> <p>Parallel ascenders: al ad af</p> <p>Parallel descenders: ight ough</p> <p>Consistency in spacing: apostrophes</p>	<p>Revising parallel ascenders: tl ll bb</p> <p>Revising parallel ascenders and descenders: pp ff</p> <p>Revising joins to an anticlockwise letter: cc dd</p> <p>Revising break letters: dictionary work and alphabetical order</p> <p>Linking spelling and handwriting: related words</p> <p>Term 2</p> <p>Introducing sloped writing</p> <p>Size, proportion and spacing: ious</p> <p>Size, proportion and spacing: able ful</p> <p>Size, proportion and spacing: fs ves</p> <p>Speed and fluency: abbreviations for notes</p> <p>Speed and fluency: notemaking</p> <p>Speed and fluency: drafting</p> <p>Speed and fluency: lists</p> <p>Term 3</p> <p>Size, proportion and spacing: v, k</p> <p>Size, proportion and spacing: ic ist</p> <p>Size, proportion and spacing: ion</p> <p>Size, proportion and spacing: its it's</p> <p>Speed and fluency: ible able</p> <p>Speed and fluency: diminutives</p> <p>Print alphabet: captions, headings, labels</p> <p>Print capitals: posters</p> <p>Assessment</p> <p>Presentational skills: font styles</p>	<p>joining from f</p> <p>Developing style for speed: joining from s</p> <p>Developing style for speed: writing v,w, x and z at speed</p> <p>Developing style for speed: pen breaks in longer words</p> <p>Different styles for different purposes</p> <p>Letter project: making notes</p> <p>Letter project: structuring an argument</p> <p>Letter project: producing a draft</p> <p>Letter project: publishing a letter</p> <p>Letter project: evaluation</p> <p>Self-assessment: evaluating handwriting</p> <p>Self-assessment: checking the joins</p> <p>Self-assessment: consistency of size</p> <p>Self-assessment: letters resting on baseline</p> <p>Self-assessment: ascenders and descenders</p> <p>Self-assessment: consistency of size of capitals and ascenders</p> <p>Writing at speed: inappropriate closing of letters</p> <p>Writing at speed: identifying unclosed letters</p> <p>Writing at speed: spacing within words</p> <p>Writing at speed: spacing between words</p> <p>notice project: evaluation</p>
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Layout, speed and fluency practice: address Layout, speed and fluency practice: dialogue Layout, speed and fluency practice: poem Layout speed and fluency practice: letter Handwriting style: high frequency words Assessment		
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