

Pheasey Park Farm Primary School and Children's Centre

Handwriting Policy, Scheme of Work and Progression Guidance

INTENT:

At Pheasey Park Farm it is our aim to teach children correct letter formation, joining and good handwriting habits, so that they can write fluently and legibly and by the end of KS2 to begin to develop a distinctive style.

Our aims are:

- To teach children to write with a flowing hand which is legible, swift and pleasant to look at.
- To enable children to develop their own style of handwriting as they progress through Key Stage 2.
- To support the development of correct spelling and to aid in the elimination of letter reversals by the learning of word patterns and the correct joining of letters.
- To ensure that children of differing abilities are provided with appropriate and achievable goals.
- To assist children in taking pride with the presentation of their work.
- To teach correct letter formation.
- To appreciate handwriting as an art form.
- To display excellent examples of handwriting in every classroom and around the school.

Scheme

At Pheasey Park Farm Primary School in the Early Years and Key Stage 1, the Twinkl Cursive Handwriting and Letter Formation Pack is used. In Key Stage 2 the Nelson Handwriting Scheme of Work is followed but with the exception of allowing the children to join the break letters such as p and b.

Children will be taught to write legibly with a clear and efficient joined style enabling them to deal with the various tasks that face them at different stages of their handwriting.

Joined up handwriting is taught with a sequential and progressive approach. Children are introduced to this style from Foundation Stage as it is considered

to be the most natural development of children's earliest attempts at writing. Teachers and Support Staff are expected to model the handwriting style.

Handwriting is a taught skill and it is important that teachers are seen to put a high value on teaching and sustaining good handwriting. We believe that children's self-esteem and pride in their work can be raised by good quality presentation.

Teaching and Organisation

We seek to fulfil the requirements of the New English Curriculum and the EYFS Curriculum.

Planning is based on objectives taken from these documents which ensure a progressive structure. In their short term planning teachers outline specific objectives for groups of children and individuals in order to ensure progress.

We use Twinkl Cursive Handwriting and Letter Formation as the children move through the Early Years and Key Stage 1 and continue with Nelson Handwriting Scheme throughout Key Stage 2, with the exception of the break letters b and p being joined, thus ensuring there is a continuity and progression across classes. Children in the Early Years benefit from pre-cursive handwriting practice sourced from the Animate phonics programme.

There is a daily Handwriting Session in place across School where specific skills are taught and practised. On a Monday during Phonics (Key Stage 1) and English (Key Stage 2) the handwriting join/focus for the week will be introduced and then children will practise this for the remainder of the week.

Teachers use Twinkl and Nelson resources which include photocopiable sheets and teacher books.

An agreed school font has been purchased and is accessible by all staff on all teacher laptops. Teachers use the Sassoon family fonts or Comic Sans (with older children) when displaying typed text.

During lessons we ensure that:

- Children sit and position their paper / book correctly;
- Hold their pen/pencil correctly using their other hand to hold their work firmly;

- Chair height is checked to ensure it is correct and matched to the height of the table;
- Children who write with their left hand are also monitored regarding their seating position at the tables and
- Staff also ensure that children have their books orientated correctly and there is no impeding for either a left handed or right handed child when sat next to each other.

Handwriting is a developmental process which starts when children are very young with simple lines, dots and dashes.

Teaching pre-handwriting patterns is the important first step in handwriting with children learning the shapes and strokes needed to correctly form letters.

The following types of activities are available in both Nursery and Reception:

- Name writing
- Pre-handwriting patterns
- Straight handwriting patterns;
- Curve and tunnel handwriting patterns;
- Diagonal handwriting patterns and
- Joined handwriting patterns (Summer Term Reception)

As a child develops control of their pencil/drawing tool they will move from large to small pre-handwriting patterns.

From Nursery to Reception children will be progressing from mark making and scribbling to using letters within their writing.

There are many ways to inspire the children to put their ideas down on paper:

- Modelling writing followed by a conversation "oh this looks interesting, can you read it to me?" thus attaching meaning to the marks they have made;
- Shopping list or restaurant order forms with role play;
- Label a cuddly toy using sticky labels with the children choosing letters to describe the toy and staff modelling their choice of initial sounds;
- Saying a sound and after discussion the children write a list of things beginning with the same sound and

Read a simple book, stop every few pages and ask the children to 'write' what they would like to happen next.

From the second half of the Autumn term Reception teachers will teach Reception children pre-cursive handwriting focusing on the same letters from the first half of the Autumn term. This will ensure that they have experience and practice of the lead on joins needed for writing in Key Stage 1.

It is important that in the Early Years and at Key Stage 1 children are observed closely during sessions/lessons to ensure that letter formation is correct.

In addition to specific handwriting lessons children are expected to apply their learning in their books and to show pride for the presentation of their work. Regular opportunities for children to produce presentation work are also planned; for example: in IPC books, letters of thanks, for display and as part of school competitions.

It is important for all staff to set a good example to children by modelling good handwriting when writing on the Interactive Whiteboard and when marking children's books.

Staff strive to model the Twinkl or Nelson style and use the appropriate joins, demonstrating the fluency and legibility of the style.

Children are expected to:

- Show care for their books;
- Date and underline learning where necessary;
- Not make any marks on the covers and
- Present their work with care and pride.

CURRICULUM REQUIREMENTS

The recommendations of the curriculum are as follows:

- Form letters controlling size, shape and left to right orientation whilst spacing words appropriately;
- Begin to join letters in a word;
- Employ a fluent, legible style;
- Use fluent, legible handwriting for different purposes and set out completed work giving attention to layout and presentation and
- Maintain consistent fluency and legibility in handwriting across a range of tasks/curriculum areas.

CONSIDERATIONS FOR TEACHING HANDWRITING

When teaching handwriting the following need to be considered:

- Pencil grip
- Tension
- Writing pressure
- Clarity of the stroke
- Orientation of the paper for left/right handed children
- Body pressure
- Gross motor skills
- Fine motor skills

SCHEME OF WORK

The scheme of work is based on Animate and Twinkl in EYFS, Twinkl in KS1 and in KS2 the Nelson Handwriting Scheme. This sets out a programme of work to be developed for the whole school. Teachers encourage individual children to move to the next stage when they are ready. Those children who are forming letters clearly with the correct flicks will begin to learn how to join their letters as soon as possible. Joining patterns begin in Reception as a preparation for the flow of joining letters in words.

Children need to be aware of:

- Where each letter starts.
- Where the individual letter stands with regard to the baseline ascenders.
- Ascenders.
- Descenders.
- Spacing between letters.
- Finger spacing between words.
- Consistent writing size.
- Capital letters and their appropriate use.
- Joining to s.
- Joining from s.

Children's Centre and Early Years Foundation Stage

Children will start at the Children's Centre/begin the Foundation Stage with a wide variety of writing skills ranging from simply making marks to writing their first name or both names unaided. They will move from gross to fine motor skills using a variety of tactile methods including sand or threading.

During their Children's Centre, Nursery and Reception years the children are given a wide range of opportunities to develop an understanding that writing conveys meaning, e.g. books, story telling, signs, labels etc.

Children experience a wide range of handwriting-related skills, e.g. letter and number formation in sand trays, through tracing, use of ribbons, with chalk, felt tips, pencils, crayons, writing over and under teacher models in various forms, word building with magnetic letters and pattern making in various media.

For those children who are ready for handwriting practice, large pencils can be used in conjunction with lined/unlined paper. Pencil grips for correction of pencil hold are also used where appropriate.

As an introduction to the Twinkl style of handwriting patterns are practised and thinner pencils introduced where appropriate.

Staff model correct letter formation and children practise this alongside their Phonics programme. Correction of letter formation takes place on an individual basis. Children practise name writing in non-joined style.

Reception children will attempt to green pen where directed from the Autumn Term.

Year 1

Children work on handwriting skills daily and in a variety of activities, e.g. writing in handwriting books, multi-sensory approaches, through phonic work and writing in their books and duplicated practice worksheets. Lined exercise books, handwriting paper and standard-size pencils are used for all written work. The correction of mistakes is dealt with on an individual basis. Any incorrectly formed letters will be circled and the correct formation modelled for a child to practice. Children are encouraged to take pride in the presentation of their work and those children within the above average English group are encouraged to start joining their handwriting during the summer term. Children will complete green pen activities as directed.

Year 2

Children are encouraged to use joined-up handwriting in their daily work throughout the year with the aim that all children will be joining their handwriting by the end of Key Stage 1. However, it is noted that there will be some children due to additional needs who will not be able to join their handwriting. Children who struggle with letter formation will continue printing. The correction of mistakes is dealt with on an individual basis. Any incorrectly formed letters will be circled and the correct formation modelled for a child to practice. Children are encouraged to take pride in the presentation of their work. In addition, handwriting is often practised through the teaching and learning of phonics. Pencil will be used for all written work. Children will complete green pen activities as directed.

Years 3 and 4

Handwriting practise takes place daily and the correction of mistakes is dealt with on an individual basis. Any incorrectly formed letters will be circled and the correct formation modelled for a child to practice. Children are encouraged to take pride in the presentation of their work.

Children are encouraged to always write with a sharp pencil and to use rubbers to correct mistakes, or cross through with a single line.

At the teacher's discretion, pen may be used for some presentation purposes by those with a neat hand. Children will complete green pen activities as directed.

Years 5 and 6

At this stage when teachers consider it appropriate, according to the stage of each child's development, children will be allowed to write with blue biro Handwriting pens.

Biro pens which must be kept in good working order and only blue ink is acceptable.

All children with very few exceptions should use a biro pen. Some children have expressed a preference for the Berol handwriting pens.

Handwriting practise takes place daily and the correction of mistakes is dealt with on an individual basis. Any incorrectly formed letters will be circled and the correct formation modelled for a child to practise. Children are encouraged to take pride in the presentation of their work and children will complete green pen activities as directed.

Presentation in Books

Children must ensure that all work is presented neatly. The full date and title of all work must appear at the top of the page and must be neatly underlined with a pencil and ruler. The digital date is written for Maths lessons only. Any mistakes must be neatly crossed out using a ruler and any drawings in books must be done in pencil. Information and instructions are projected from SMART Wrappers using Comic Sans which has been agreed as a whole school.

Marking

Handwriting should be acknowledged with a tick and a detailed mark should be undertaken once per week which includes a teacher comment, identification of incorrectly letters/joins and examples provided for the children to practise.

RESOURCES:

Foundation Stage

Thick, stubby paintbrushes, fine paintbrushes, thick and fine felt pens, jumbo pencils, stubby crayons, chalk, sand trays, templates, shaving foam, pencils and Twinkl Cursive Handwriting and Letter Formation Pack.

KS1

Variety of paintbrushes, thick and fine felt pens, jumbo pencils, stubby crayons, chalk, sand trays, letter and number templates, shaving foam, pencils, coloured pencils, pencil grips, tracing cards, sewing cards, sandpaper letters, oil pastels, ribbons, magnetic letters and Twinkl Cursive Handwriting and Letter Formation Pack.

KS2

Pencil grips, HB pencils, Blue biro handwriting pens, Green biro pens, Nelson Handwriting Teacher's book, Nelson Handwriting books and Nelson Pupil books.

IMPLEMENTATION

Continuity and Progression Across the Early Years Foundation Stage

Children will have:

- Opportunities to watch adults writing and to write for themselves.
- Attempt writing for various purposes using features of different forms such as lists, stories and instructions.
- Write their own names and other writing forms such as labels and captions and begin to form simple sentences, sometimes using punctuation.
- Use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words.
- Use a pencil and hold it effectively to form recognisable letters and numbers, most of which are correctly formed.

Progression Guidance Reception to Year 6

Foundation Stage

As soon as children display a readiness for writing, they should be taught to:

- Sit correctly at a table, holding a pencil comfortably and correctly.
- Begin to form all lower-case letters in the correct direction, starting and finishing in the right place.
- Form digits 0-9

Year 1

- Understand which letters belong to which 'families' (ie letters that are formed in similar ways) and to practise these.
- Form all capital letters correctly.
- Form lower case letters of the correct size relative to one another.
- Use spacing between words that reflects the size of the letters.

Year 2

- Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when next to one another are best left un-joined. Write capital letters and digits to the correct size, orientation and relationship to one another and to lower-case letters (essential that all Greater Depth writers are able to demonstrate this consistently in their written work).

Year 3

- 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 un-joined (letters are **accurately** joined).
- Increase the legibility, consistency and quality of handwriting (e.g. by ensuring the down-strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch).

Year 4

- Handwriting is fluent, joined and legible.

Year 5

- Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices, deciding whether or not to join specific letter.
- Choose the writing implement best suited to the given task.

Year 6

- Handwriting will be mastered and all children must demonstrate a consistent style throughout all curriculum areas.

Greater Depth writers must be able to demonstrate that they can apply the statements from the following year's standards although this may not be consistent.

By the end of Foundation Stage/Reception

By the end of Reception year children will have been introduced to:

- A comfortable and efficient pencil grip
- Producing a controlled line which supports letter formation
- Writing letters using the correct sequence of movements
- Pattern-making and letter/number formation in various media

YEAR 1

Term 1: Develop a comfortable and efficient pencil grip.
To form lower case letters correctly.

Term 2: To practise handwriting in conjunction with spelling and independent writing, ensuring correct letter orientation, formation and proportion.

Term 3: To practise handwriting in conjunction with spelling and independent writing, ensuring correct letter orientation, formation and proportion.

YEAR 2

Term 1: To practise handwriting patterns from Year 1.
To begin using and practising the four basic handwriting joins:

Diagonal joins to letters without ascenders, e.g. ai, ar, un

Horizontal joins to letters without ascenders, e.g. ou, vi, wi

Diagonal joins to letters with ascenders, e.g. ab, ul, it

Horizontal joins to letters with ascenders, e.g. ol, wh, ot

Term 2: To practise handwriting patterns from Year 1.
To practise handwriting in conjunction with the phonic and spelling patterns.
To use and practise the four basic handwriting joins:

Diagonal joins to letters without ascenders, e.g. ai, ar, un
Horizontal joins to letters without ascenders, e.g. ou, vi, wi
Diagonal joins to letters with ascenders, e.g. ab, ul, it
Horizontal joins to letters with ascenders, e.g. ol, wh, ot

Term 3: To use the four basic handwriting joins with confidence and use these in independent writing:

Diagonal joins to letters without ascenders, e.g. ai, ar, un
Horizontal joins to letters without ascenders, e.g. ou, vi, wi
Diagonal joins to letters with ascenders, e.g. ab, ul, it
Horizontal joins to letters with ascenders, e.g. ol, wh, ot

Children who struggle with letter formation will continue printing.

YEAR 3

Term 1: To practise correct formation of basic joins from Year 2:

Diagonal joins to letters without ascenders, e.g. ai, ar, un
Horizontal joins to letters without ascenders, e.g. ou, vi, wi
Diagonal joins to letters with ascenders, e.g. ab, ul, it
Horizontal joins to letters with ascenders, e.g. ol, wh, ot

To ensure consistency in size and proportions of letters and the spacing between letters and words.

Term 2: To practise correct formation of basic joins from the use of the four basic handwriting joins from Year 2:

Diagonal joins to letters without ascenders, e.g. ai, ar, un
Horizontal joins to letters without ascenders, e.g. ou, vi, wi
Diagonal joins to letters with ascenders, e.g. ab, ul, it
Horizontal joins to letters with ascenders, e.g. ol, wh, ot

To ensure consistency in size and proportions of letters and the spacing between letters and words.

To build up handwriting speed, fluency and legibility through practice.

Term 3: To practise correct formation of basic joins from the use of the four basic handwriting joins from Year 2 and use these in independent writing:

Diagonal joins to letters without ascenders, e.g. ai, ar, un

Horizontal joins to letters without ascenders, e.g. ou, vi, wi

Diagonal joins to letters with ascenders, e.g. ab, ul, it

Horizontal joins to letters with ascenders, e.g. ol, wh, ot

To ensure consistency in size and proportions of letters and the spacing between letters and words.

To build up handwriting speed, fluency and legibility through practice.

YEAR 4

Term 1: To use joined handwriting for all writing except where other special forms are required.

To know when to use:

A clear neat hand for finished, presented work;

Informal writing for rough drafting etc

To ensure consistency in size and proportions of letters and spacing between letters and words.

Term 2: To use joined handwriting for all writing except where other special forms are required.

To build up speed, particularly for notes, drafts, lists etc.

To know when to use:

A clear neat hand for finished, presented work;

informal writing for rough drafting etc.

To ensure consistency in size and proportions of letters and spacing between letters and words.

Term 3: To build up speed and ensure consistency in size and proportions of letters and spacing between letters and words.

To use a range of presentational skills, e.g.:

Print script for captions, sub-headings and labels;
Capital letters for posters, title plates, headings;
A range of computer-generated fonts and point sizes.

YEAR 5

Terms 1, 2 and 3:

To practise all joins and

To use fluent joined up handwriting for all writing except where other special forms are required.

YEAR 6

To practise all joins and

To use fluent joined up handwriting for all writing except where other special forms are required.

At Pheasey Park Farm Primary School The Teacher Assessment Frameworks at the End of Key Stage 1 and Key Stage 2 are taken into account and the following points adhered to for the 2019 - 2020 academic year - see appendix 1.

Inclusion:

Academically More Able and Talented children and children with Special Educational Needs are supported in their Handwriting work, with reference to I.E.Ps. Disadvantaged pupils will receive support as appropriate through dynamic teaching.

The following resources are available within school:

- Pencil grips
- Specialised pencils
- Enlarged fonts
- Different coloured paper
- Reference to Occupational Therapy Reports
- Cool Kids

Teachers will put in place suitable interventions for children who are underachieving or require further challenge. This will be in liaison with the School Special Educational Needs Coordinator and The English Coordinator.

Pen Licence

A child (regardless of year group) will be issued with a pen licence when there is sufficient evidence of fluent, joined and legible writing consistently across the curriculum.

The following process will be undertaken:

Class/English teachers discuss and identify (using tabs) pieces of work which show evidence of fluent, joined and legible writing.

Identified child/children bring their book to the relevant Assistant Head Teacher who will present each child with their first pen.

Handwriting certificates will be presented in the relevant SEAL Assemblies:

Thursday/Friday in Key Stage 1 and

Tuesday/Wednesday in Key Stage 2.

Monitoring and Evaluation

All staff reserve the right to deny or withdraw the use of a pen by certain children, when, in their opinion, they fail to demonstrate a consistently neat and legible joined handwriting.

It cannot be assumed that, on moving to a new class, a child who has previously used a pen in written work will automatically be allowed to use a pen. Teacher discretion in discussion with the English Subject Leader will be applied.

It is the role of the English Subject Leader working with the Senior Management team to monitor the teaching and learning of handwriting throughout the school. This will continue to be undertaken through regular work sampling, analysis of assessment pieces and lesson observations.

Feedback from this monitoring will also be used to inform staff of necessary developments and training in order to further raise standards with handwriting.

This policy will be reviewed annually. Mrs H Brookes, September, 2021

Appendix

1

End of Key Stage 1

and

End of Key Stage 2

Interim

Assessment Frameworks

for

Writing