



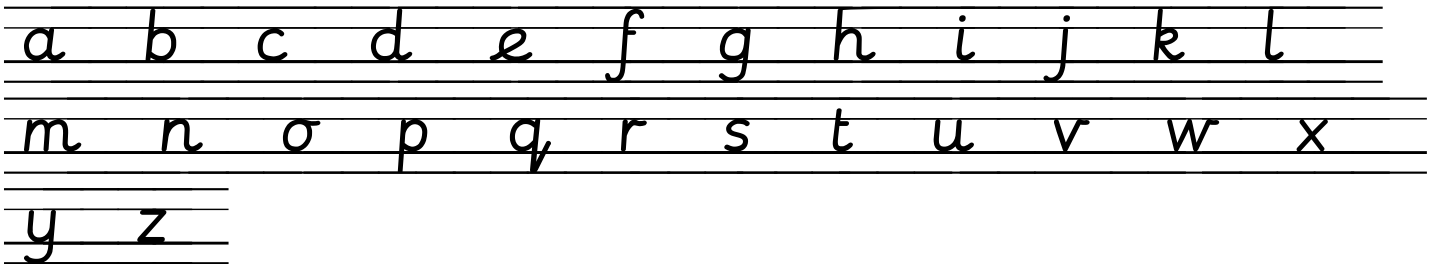
Handwriting Policy

Aims

- To have a consistent, cursive approach across the whole school to ensure high levels of presentation in all subjects.
- Pupils to achieve a neat, legible script with correctly formed letters in cursive handwriting.
- Pupils to develop fluency and speed whilst writing, so that, as pupils' skills progress, transcription becomes automatic.
- To adopt a common approach towards handwriting by all adults when writing in children's books, on interactive whiteboards, whiteboards, on displays and resources.

Overview

The Charles Cripps Handwriting Guidance is followed throughout school. Our agreed letter formation style, pre-cursive and cursive, is as below:



Foundation and Key Stage 1

Pupils will start practising using the pre-cursive style in Foundation Stage and are taught to join letters from Year 2 onwards. Handwriting is taught as a discrete subject weekly in Key Stage 1 and is taught alongside phonics in both key stages.

In Foundation Stage and Key Stage 1 pupils are taught to:

- Develop their fine and gross motor skills with a range of multi-sensory activities. These activities use a range of media and tools and encompass both indoor and outdoor learning experiences.
- Practise patterns and free flowing hand motions
- Write upper and lower case letters
- Write from left to right and top to bottom
- Start and finish letters correctly
- Be consistent with the size and shape of letters and the spacing of letters and words
- Sit letters on the line and ensure that ascenders reach the appropriate height, and that descenders sit below the line
- Have the correct pencil grip
- Find a convenient position for their book/paper
- Have the correct sitting position and posture

- Use their free hand to anchor the page to support careful letter formation
- Within KSI, every class will have at least two 15 minute handwriting sessions per week.
- Letter formation, handwriting and presentation will also be taught daily during English sessions and whenever pupils are writing in any other subject.
- The vast majority of pupils leaving Year 1 should be able to correctly form every lowercase letter, form capital letters and form all numbers correctly.
- Children in Year 2 will be taught to join in the cursive style.
- Children in KSI will have handwriting books with guide lines to support the sizing, shape and formation of letters. They will regularly practise phonics, dictated sentences and spellings using handwriting paper and lined books to further develop accuracy and fluency of letter formation.
- Children regularly write on lined whiteboards during with appropriately fine-tipped pens during whole class sessions. Teachers and support staff model, guide, support and correct letter formation and handwriting at these times and also at the point of writing.
- Teaching Assistants provide support for small groups of children or in one to one sessions for pupils in Key Stage 1 who are having difficulties gaining control of their handwriting. These interventions are short term and assessed prior to and at the conclusion of the intervention to ensure progress is made.
- In Foundation 2 letter formation is taught along side the phoneme focus and also explicitly through letter families. Pupils are taught the rhymes and actions to support the accurate letter formation. (See Appendix).
- In Foundation 2, letter formation is sent home as homework. Homework sheets encourage the correct and provide opportunities to practise this. Parents are given a copy of all the handwriting and letter formation rhymes to support learning at home.

Key Stage 2

During this stage, pupils continue to receive direct teaching and have regular practice of handwriting. Pupils will develop the fluency of their handwriting so that it becomes automatic, allowing pupils to focus on the content of their writing. Handwriting will be practised in discrete sessions weekly in their handwriting books. Children will be taught to write with both pens and pencil. Use of a joined style is encouraged and is expected by the end of Year Three. From Year 4 onwards it is expected that all pupils will use a joined script. Pupils are taught to use an appropriate speed and style of handwriting in relation to the task. We aim for pupils to develop a clear and fluent style by the end of KS2 and that they are able to adapt their handwriting for different purposes:

- A neat, fully joined, legible hand for finished, presented work
- Faster script for notes

Posture

- Chairs and desks within classrooms are matched to children's age and height.

- Children's backs should be straight and feet should be resting on the floor. A right-handed child should have their book slanted to the left. A left-handed child should have their book slanted to the right.
- The free hand should be holding the paper.
- Children entering KS2 should all be able to hold/grip a pen/pencil correctly and appropriately.

Left-handed pupils

Teachers should be aware of the specific needs of left-handed pupils and make appropriate provision:

- Paper/books should be positioned to the right and slanted to suit the individual so their writing arm is comfortable and has ease of movement.
- Pencils should not be held too close to the point as this can interrupt pupils' line of vision.
- Left-handed pupils should sit to the left of right-handed pupils so that they are not competing for space- avoiding elbow knocking.
- Left-handed pupils should be encouraged to bring their hands down and round so a hooked, claw like style doesn't develop.
- Extra practise with left-to-right exercises may well be necessary before pupils write left-to-right automatically.

Implements and resources

- Pupils are to use a well sharpened standard HB pencil
- Pens will be used from Year 4 onwards for all work except maths.
- A high quality black ballpoint or Berol handwriting pen will be used from Year 4 onwards.
- Year 3 will write in black pen in their handwriting books and will practise using a pen for some of their finished pieces to ensure a high quality published piece of work.
- A sharp pencil will be used for maths.
- In FS and KS1 a sharp pencil will be used alongside other writing tools and equipment as appropriate to the learning.

General

- All school staff are expected to model the cursive script in their writing.
- All printed work, resources and displays are to be in the specific school font which is aligned with Cripps handwriting scheme.
- During writing sessions, including handwriting sessions, children will apply the taught formations to letters, strings of letters, words and sentences appropriate to their current learning where possible. For example, they may practise the letters from their current phonic or spelling pattern focus, weekly spellings, key vocabulary related to current topics.
- Books will be used as evidence for the progression of handwriting.
- Letter formation will be assessed in Foundation Stage and Key Stage 1 as part of regular phonics assessment following Letters and Sounds.

Books will be regularly monitored and any children who are falling behind will be given extra support.

See also:

- Feedback policy

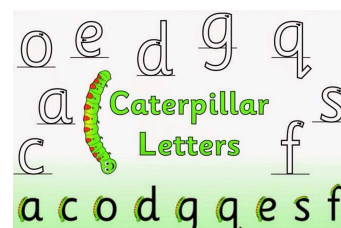
- Presentation guidelines

Appendix I

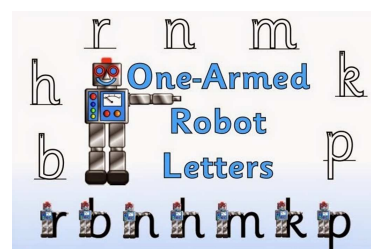
Order for teaching letter formation Year 1

Letters have been grouped according to the four main movements used when writing them. Each group have a key letter associated with it. This will support pupils to remember the starting point and subsequent movement of the letter.

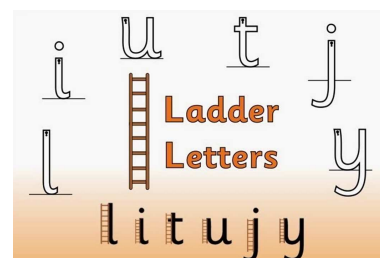
- Set 1 - c, a, d, o, g, q, e, (f, s)
Anti-clockwise round exemplified by the letter c (curly caterpillar letters)



- Set 2 - r, m, n, b, h, k, p
Down and retrace upwards, exemplified by the letter r (one armed robot letters)



- Set 3 - l, i, j, t, u, y
Down and off in another direction, exemplified by the letter l (long ladder letters)



- Set 4 - v, w, x, z
Zigzag letters



Appendix 2

Teaching sequence for handwriting joins Year 2

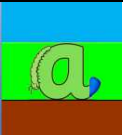
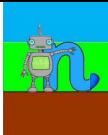
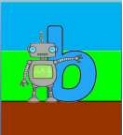

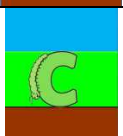
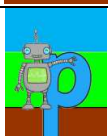


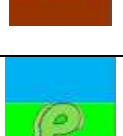
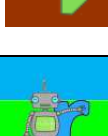
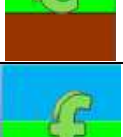

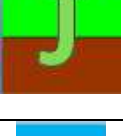


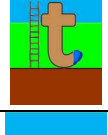

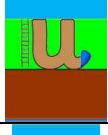
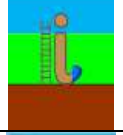

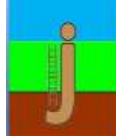

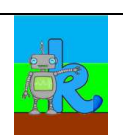
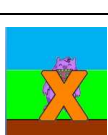
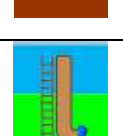
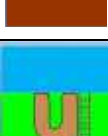
The joins are grouped according to the four main handwriting joins and are in accordance with the objectives in the Nationals Curriculum for Year 2. They are to be explicitly taught using the resources and letter formation guidance in Cripps.

Handwriting is to be taught, where possible, to directly link to phonics, the teaching of suffixes and spelling learning in class.

1 st join- diagonal joins	2 nd join - horizontal join	3 rd join - diagonal join to ascender	4 th join - diagonal join from ascender
1. ai	1. oo	1. ch	1. th
2. ar	2. oa	2. ck	2. ly
3. an	3. ou	3. al	3. do
4. am	4. oi	4. at	4. di
5. air	5. or	5. il/ ill	5. tr
6. aw	6. od	6. if	6. to
7. au	7. og	7. wh	7. lo
8. ea	8. ow	8. ot	8. la
9. ee	9. oy	9. ol	9. hi
11. ed	10. op		10. ha
12. eg	11. oor		
13. ear	12. wa		
14. en	13 wo		
15. em			
16. er			
17. ew			
18. es			
19. est			
20. in			
21. ir			
22. im			
23. ing			
24. ig/igh			
25. ie			
26. is			
27. un			
28. um			

29. ui			
30. ue			

Appendix 3 Foundation Stage letter formation rhymes

	Start at the top of the grass, follow the curly caterpillar round, straight back up, then down to the ground and flick.		Start at the top of the grass, straight down to the ground, back up, over the robot's arm, straight down and flick.
	Start at the top, high in the sky, come straight down to the ground, go half way up to the robot's arm, over and round to the ground.		Start at the top of the grass, follow the curly caterpillar down to the ground and all the way round.
	Start at the top of the grass, follow the curly caterpillar round to the ground and stop.		Start at the top of the grass, straight down, underground, back up to the top, over the robot's arm and round to the ground.
	Start at the top of the grass, follow the curly caterpillar round, straight up to the sky, then back down to the ground and flick.		Start at the top of the grass, follow the curly caterpillar round, straight back up, then down and slip underground and tick.
	Start in between the grass and the ground, zoom forwards then follow the curly caterpillar up to the grass and round to the ground.		Start at the top of the grass, down to the ground, back up and over the robot's arm.
	Start at the top in the sky, follow the curly caterpillar a little bit around then straight down, slip underground and curl back, then lift your pen and zoom forwards across the grass.		Start at the top of the grass, follow the curly caterpillar round, but come back early to curl back to the ground.
	Start at the top of the grass, follow the curly caterpillar round, straight back up, then down and slip underground and curl back.		Start at the top in the sky, straight down the ladder to the ground and flick, cross it quick across the grass.
	Start at the top, high in the sky, come straight down to the ground, go half way up to the robot's arm, over, straight down and flick.		Start at the top of the grass, straight down the ladder, curl back up to the grass then back down and flick.
	Start at the top of the grass, straight down the ladder and flick. Don't forget the dot.		Start at the top of the grass, slant down to the ground and slant back up to the grass.
	Start at the top of the grass, straight down the ladder, slip underground, curl away then lift your pen and dot.		Start at the top of the grass, slant down to the ground, slant back up to the grass then slant down and back up again.
	Start at the top, high in the sky, go straight down to the ground, half way back up to the robot's arm, round into his hip, then kick and flick.		Start at the top of the grass, slant down to the ground, lift up your pen back to the top of the grass to slant back the other way.
	Start at the top, high in the sky, straight down the ladder and flick		Start at the top of the grass, straight down the ladder, curl back up to the grass then back down, slip underground and curl away.
	Start at the top of the grass, straight down to the ground, back up, over the robot's arm, straight down, back up over the robot's arm again, down and flick.		Start at the top of the grass, zoom forward, zigzagging slant back to the ground and zoom forward along the ground.