



PRIESTSIC PRIMARY SCHOOL

Handwriting Policy

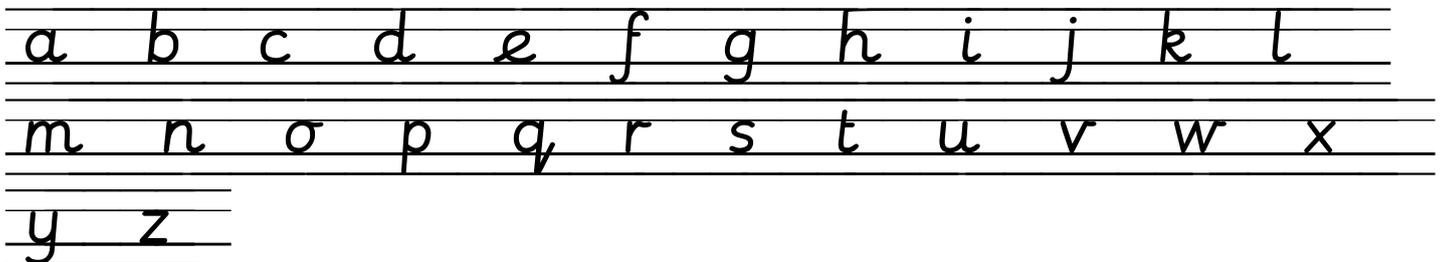
Aims

- 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 in KS1. The 'Bubble handwriting' model is used across KS2. See appendix 5 for example of Bubble handwriting.

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 (Appendix 4 for the order of the joins to be taught). 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/paper 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 2 and 3).
- 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 based on the 'Bubble handwriting' model.

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
- A high quality handwriting pen will be used when children's handwriting is of the expected standard to move on to pen.
- 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 (following page)



Presentation Guidelines

Presentation expectations

- Every piece of learning in a child's book will be of a good quality.
- Clear expectations are set. Pupils are encouraged to have a pride in their work.
- Pupils are taught how to work neatly and carefully.
- Pupils should be given sufficient time to finish their work.
- Presentation expectations are made clear and explicit and will be adhered to in every lesson.
- Pupils and staff will follow the guidance in the Handwriting Policy.
- All staff will model writing in the school handwriting style and their presentation will be of the highest quality when modelling work and in books.
- Writing will be of an appropriate size. Ascenders will be almost the height of the space in writing books. Other letters will, therefore, be appropriate to the size of the ascenders.
- High standards of presentation are expected whatever tools pupils are using. The standard will be consistently high on whiteboards, in books and on work displayed.

Resources for learning

- Black high quality handwriting pen will be used when a child's handwriting is of a standard that is consistently neat and well presented.
- A sharp pencil will be used for maths.
- In KS1 and Foundation Stage a sharp pencil will be used for learning. Other resources and tools will be used when appropriate.
All children will be provided with the high quality stationery needed for learning.

Classroom organisation and resources

- Pupils should have easy access to the appropriate equipment: rulers, pens, sharp pencils and sharp pencil crayons. These will be available and easily accessible.
- Every classroom will have lined and squared whiteboards, high quality pens and rubbers available for all children. This will support high quality presentation.

Date, title, L.O.

- Pupils from Year 2 onwards will write the short date in the left hand margin on the top line e.g. 13.04.19.
- Pupils will write a short title in the middle of the top line and underline it neatly with a ruler.
- Pupils will leave a line (two lines in KS2) between the title and their work.
- If appropriate, they will write a brief L.O. starting near the margin on the left. If necessary, learning objectives may be stuck in books neatly with glue. (No sellotape in books please).

Editing and corrections

- Pupils will be taught to do a correction by drawing a single ruled line through the error in pen or pencil.
- Rubbers may be used at the discretion of the teacher.
- Teachers may require pupils to write on alternate lines in books when appropriate. This gives space for editing and improving work.
- Edits will be clear, carried out neatly and improve the piece of work.
- KS1 will make improvements at the bottom of a piece of work. Small errors (e.g. spellings) will be corrected in the margin.
- Edits and improvements will be made in green pen from Year 2 onwards.

Maths

- Work will be undertaken in pencil in maths books.
- One digit will be recorded in each square (but not one letter in each square when writing titles, explanations etc.) Decimal points will be placed on the line of the square between digits.
- If whiteboards are used for maths learning, squared boards and high quality whiteboard pens will be used. Standards of presentation will be consistent in books and on whiteboards.

Worksheets

- It is expected that pupils will learn by the most effective means to ensure high quality outcomes. Worksheets will be rarely used and only if the most appropriate way of recording learning.
- A4 sheets will be cut down to fit in A4 books and glued in carefully.

Presentation guidelines (See Appendix)

These are stuck in the front of all books and will be referred to during lessons. Pupils are expected to adhere to them in all their work and will be prompted to do so if the standard of work is not appropriate.

EYFS

- I will use a sharp writing pencil for my work.
- I will look after my work.

Key Stage 1

- Write on the line.
- Use finger spaces.
- Form our letters accurately, making them the right size and height.
- In maths books we write one digit per square.
- Take pride in our work, using our neatest presentation.
- (Year 2) Write the short date in the margin.
- (Year 2) Use the joins we know to write.
- (Year 2) Leave a line under the title before we start our work.

Key Stage 2

- Write the short date in the margin.
- Write a title in the middle of the top line and underline it neatly with a ruler.
- Leave two lines after the title and between paragraphs.
- Cross out once neatly with a ruler.
- Make sure that my writing is the appropriate size.
- In maths books write one digit per square.
- Take pride on our work, using joined handwriting and our neatest presentation.

General guidance for all pupils

- Always use a sharp pencil.
- If we make a mistake, we will put one neat line through it using a ruler.
- We respond to our teacher's feedback in green pen in our work.
- We always draw in pencil and colour in neatly in pencil crayon, keeping within the outlines in all our work.

Appendix 1

Presentation guidelines (for all books)



Priestsic Primary School

Year One Presentation Guidelines

In our books we:

- Write on the line. Aa Bb Cc
- Use finger spaces. 
- Form our letters accurately, making them the right size. a b c
- In maths books we write one digit per square. 3
- Take pride in our work, using our neatest presentation. 



Priestsic Primary School

Year Two Presentation Guidelines

In our books we:

- Write the date in the margin. 13/09/19
- Write on the line. Aa Bb Cc
- Use finger spaces. 
- Form our letters accurately, making them the right size and height. a b c
- Use the joins we know to write. ee
- In maths books we write one digit per square. 3
- Take pride in our work, using our neatest presentation. 

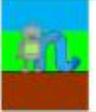
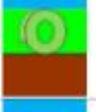
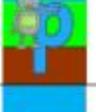
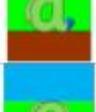
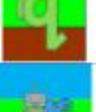
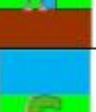
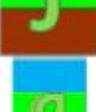
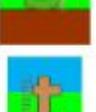
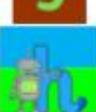
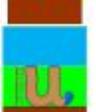
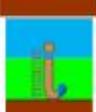
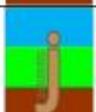
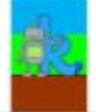
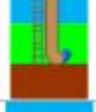


Key Stage Two Presentation Guidelines

In our books we:

- Write the date in the margin.
- Miss a line and write the title/LO.
- Under line with a ruler.
- Miss two lines before we begin to write then write on every other line.
- Miss two lines to start a new paragraph.
- Cross out once neatly with a ruler.
- In maths books write one digit per square.
- Take pride in our work, using joined handwriting and neatest presentation.

Appendix 2 Foundation Stage Letter formation rhymes

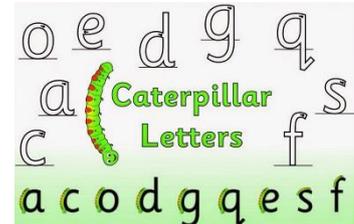
	Start at the top of the grass, follow the curly caterpillar round, straight back up, then down to the ground and flick.		Start at the top of the grass, straight down to the ground, back up, over the robot's arm, straight down and flick.
	Start at the top, high in the sky, come straight down to the ground, 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, zoom forward, zigzagging slant back to the ground and zoom forward along the ground.		

Appendix 3

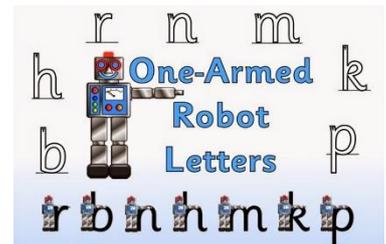
Order for teaching initial letter formation

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.

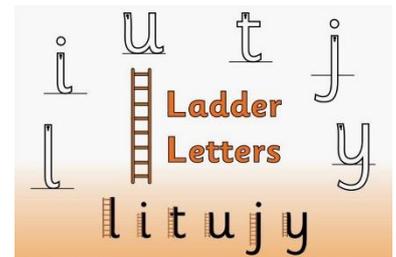
- Set 1 - c, a, d, o, g, q, e, (f, s)
Anti-clockwise round exemplified by the letter c (curly caterpillar letters)



- 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 4

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
l. ai	l. oo	l. ch	l. 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 5: Example of Bubble Handwriting

Aa

accommodate

accompany

according

attached

awkward