



**KIMPTON PRIMARY SCHOOL
HANDWRITING POLICY**

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REVIEW RECORD



| Name of Policy | |
|--|--------------------------|
| HANDWRITING POLICY | |
| Staff Responsible for Review (e.g. Headteacher, Subject Leader) | Date reviewed with staff |
| Headteacher | April 2017 |
| Governors and Committee Responsible for Review | Date of Review |
| Curriculum and Community | April 2017 |
| Date Adoption recorded in Governing Body minutes | Date of Next Review |
| 26 th April 2017 | April 2019 |

COPY OF POLICY KEPT IN POLICIES FOLDER IN HEADTEACHER'S OFFICE

RECORD OF AMENDMENTS SINCE LAST REVIEW

| Last Version | Page/Clause Amended | Brief Details of Changes |
|--------------|---------------------|--------------------------|
| NA | April 2017 | New policy introduced |
| | | |

Signatories

| | | |
|----------------------------|---|-----------------------------|
| Headteacher: |  | 27 th April 2017 |
| Chair of Governors: |  | 27 th April 2017 |

Aims

1. To know the importance of clear and neat presentation in order to communicate meaning effectively
2. To write legibly in both joined and printed styles with increasing fluency and speed by;
 - Having a correct pencil grip
 - Knowing that all letters start from the top, except d and e which start in the middle
 - Forming all letters correctly
 - Knowing the size and orientation of letters

Teaching time

There should be a minimum of 1 x 15 minute handwriting lesson each week as well as time to practice.

Children who find handwriting difficult should be targeted for intervention.

Model used

Kimpton Primary School uses the Cursive Writing (<http://www.cursivewriting.org>) Joinit C6 with the following letter formation:

Lower case letters

A row of lowercase cursive letters from 'a' to 'z'. The letters are written in a cursive style with some letters in red and others in blue to show different starting points or directions.

Capitals

ABCDEFGHIJKLMNOPQRSTUVWXYZ.

Numbers

0123456789

The Four Joins

1. to letters without ascenders
2. to letters with ascenders
3. horizontal joins
4. horizontal joins to letters with ascenders

A row of lowercase cursive letters from 'a' to 'z' in a cursive style. The letter 'f' is highlighted in red, and the letters 'g' and 'z' are not joined to the following letters, illustrating the 'break letters'.

The break letters (letters that aren't joined **from**) are:

x and z

Paper

As motor skills increase then the size of writing should decrease. Children should start writing in **A4** plain books then as their handwriting improves, lined exercise books should be introduced.

Teaching Handwriting

Children must be taught individual letters, according to RWI rhymes first so that they see them as individual units BEFORE learning to join. In all year groups we are looking for the children's consistency in size and join to improve each year with fluency and speed.

It is important that children have the opportunity to work on their gross motor skills to support their fine motor skills. We do this by including air writing first, writing in sand/foam, large letters on whiteboards, etc. We encourage hand and finger strength through using play dough and plasticine. Through development and progression they then transfer to fine motor skills of tracing patterns and becoming more independent.

Reception

All children write in A5 books. These books should have lines on for the children to write on. These lines should be well spaced (about 2cms apart). Handwriting books are introduced to those exceeding Agree Related Expectations (ARE) when ready (showing they can change the size).

Year 1

Children should start the year as above. When they are ready they should move on to wide lined exercise books. Handwriting books should be introduced at the appropriate time.

Year 2

The majority of children should be ready to start the year in narrow lined books. However, for some children (particularly those with SEN) they will need to continue on wide lined books until ready.

All children should have the opportunity to use unlined paper *from time to time* so that they can practise to apply skills and consider issues of presentation and aesthetics.

Teaching Sequence:

We use the Read, Write, Inc (RWI) teaching sequence to support the order of our handwriting teaching sequence.

See Appendix 2 for the order of RWI sounds.

Techniques for teaching letter formation

- Model good handwriting all the time
- Demonstrate formation
- Talk through the process
- Encourage children to verbalise the process
- Children form letters in the air
- Finger trace over tactile letters
- Write over highlighter pen (or dotted letters)
- Draw round templates
- Write in sand with finger or stick

- Write with chalk on chalkboard
- Form letters with pegs on pegboard
- Form letters in plasticine or play dough
- Finger trace the outline of letters on the back of the person in front of you
- Form letters on whiteboards with chunky pens
- Form letters on whiteboards with fine pens

Getting ready to write

Seating and posture

- Chair and table should be at a comfortable height
- The table should support the forearm so that it rests lightly on the surface and is parallel to the floor
- Encourage children to sit up straight and not slouch
- The height of the chair should be such that the thighs are horizontal and feet flat on the floor
- Tables should be free of clutter
- Rooms should be well lit
- Left handed pupils should sit on the left of their partners

See appendix 1 for possible warm up exercises.

Pencil grip

- Pencils should be reasonably sharp.
- Children should write with a pencil (or pen when awarded with a pen licence in Y3-4)
- A tripod grip is the most efficient way of holding a pencil *For right handers*
- Hold lightly between the thumb and forefinger about 3cm away from the point
- The paper should be placed to the right tilted slightly to the left
- Use the left hand to steady the paper

For left handers

- Hold lightly between thumb and forefinger resting on the first knuckle of the middle finger
- Hold about 3cm from the tip
- The hand should be kept below the writing line
- The paper should be tilted slightly to the right at about 20 - 30°
- Use the right hand to steady the paper

NB It is very important that a right handed child is NOT seated on the left hand side of a left handed child as their elbows will collide!

Assessment

SLT or English Subject Leader should monitor children's writing and presentation in books regularly (at least termly). The following should be considered:

- Is the writing generally legible?
- Are the letters correctly shaped and proportioned?
- Are the joins made correctly?
- Are the spaces between the letters, words and lines appropriate?

- Is the size of the writing appropriate?
- Is the writing properly aligned?
- Are the writing standards achieved by the majority of pupils in line with the Level Descriptors in the National Curriculum?

Individual assessment

Children should be observed as they write during handwriting lessons – the teacher must circulate, monitor and intervene. Teachers also need to monitor and mark whole pieces of writing. The following should be considered:

- Is the posture correct?
- Does the child hold the pencil correctly?
- Does the child use the correct movement when forming and or joining letters?
- Are any letters reversed or inverted?
- Does the child write fluently and rhythmically?
- Is the writing easily legible?
- Is the pupil's handwriting development in line with Age Related Expectations (ARE) in the National Curriculum?

Links to spelling

Linking handwriting with spelling is one of the most powerful ways of developing the visual memory. Handwriting should be practised using letters, blends, strings or diagraphs so that patterns are internalised.

Remember to use **Look – Say – Cover – Write – Check**

The child:

- Looks at the word carefully
- Says the word
- Covers the word so that it can't be seen
- Writes the whole word from memory
- Checks the word is written correctly. If not, repeat
-

Resources

Joinit C6 – installed on all school computers and laptops

Joinit C6 CD Rom – see IT technician so that you can install it at home.

APPENDIX 1

Here's a warm up that's great for posture and a positive attitude. Use it before cursive handwriting lessons and during the refreshing and can be done even in a crowded class. If it's manageable, let your students jump in place first.



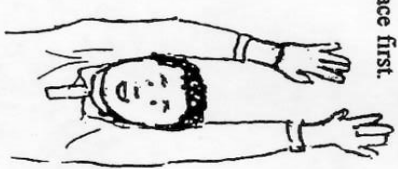
Push palms



Pull hands

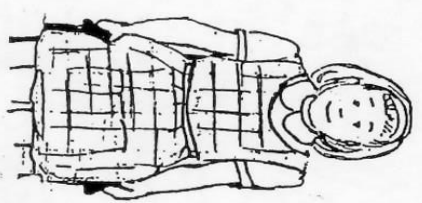
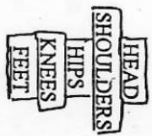


Hug yourself tightly

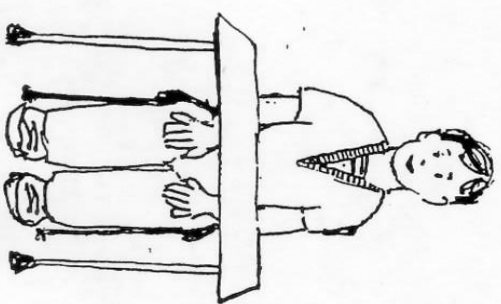


Reach high, one hand, then other
Reach - make circles in the air

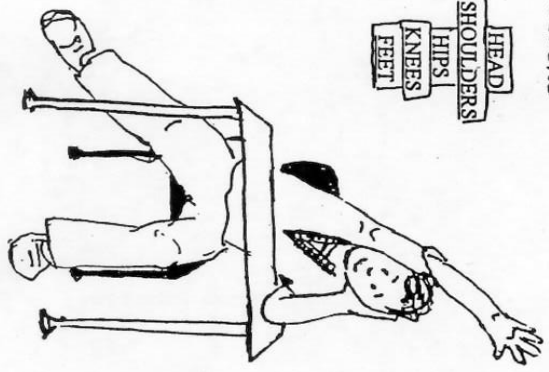
* BLOCKS



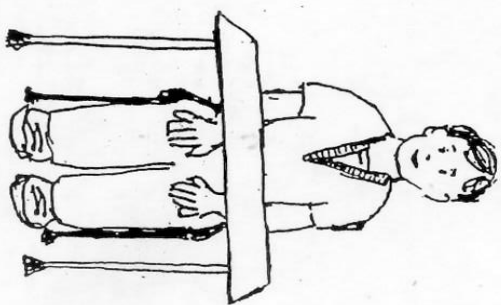
Pull up on chair



* Stack your blocks



Assume an outrageous posture



Stack your blocks again!

Appendix 2

Read Write Inc Teaching Sequence

| SET 1 | | SET 2 | | SET 3 | |
|-------|---|-------|-------------------|-------|--------------------|
| Sound | Rhyme | Sound | Rhyme | Sound | Rhyme |
| m | Down Maisie then over the two mountains. Maisie, mountain, mountain. | ay | May I Play? | ea | Cup of tea |
| a | Round the apple, down the leaf. | ee | What can you see? | oi | Spoil the boy |
| s | Slide around the snake | igh | Fly high | a-e | Make a cake |
| d | Round the dinosaur's back, up his neck and down to his feet. | ow | Blow the snow | i-e | Nice smile |
| t | Down the tower, across the tower. | oo | Poo at the zoo | o-e | Phone home |
| i | Down the insects body, dot for the head. | oo | Look at a book | u-e | Huge brute |
| n | Down Nobby and over the net. | ar | Start the car | aw | Yawn at dawn |
| p | Down the plait, up and over the pirates face. | or | Shut the door | are | Care and share |
| g | Round the girls face, down her hair and give her a curl. | air | That's not fair | ur | Nurse with a purse |
| o | All around the orange. | ir | Whirl and twirl | er | A better letter |
| c | Curl around the caterpillar. | ou | Shout it out | ow | Brown cow |
| k | Down the kangaroo's body, tail and leg. | oy | Toy for a boy | ai | Snail in the rain |
| u | Down and under the umbrella, up to the top and down to the puddle. | | | oa | Goat in a boat |
| b | Down the laces, over the toe and touch the heel. | | | ew | Chew and stew |
| f | Down the stem and draw the leaves. | | | ire | Fire fire |
| e | Slice into the egg, go over the top, then under the egg. | | | ear | Hear with your ear |
| l | Down the long leg. | | | ure | Sure it's pure |
| h | Down the horse's head to the hooves and over his back. | | | | |
| sh | Slither down the snake, then down the horse's head to the hooves and over his back. | | | | |

| | | | | | |
|----|--|--|--|--|--|
| r | Down the robot's back, then up and curl. | | | | |
| j | Down his body, curl and dot. | | | | |
| v | Down a wing, up a wing. | | | | |
| y | Down a horn, up a horn and under the yak's head. | | | | |
| w | Down, up, down, up the worm. | | | | |
| th | Down the tower, across the tower, then down the horse's head to the hooves and over his back | | | | |
| z | Zig-zag-zig, down the zip. | | | | |
| ch | Curl around the caterpillar, then down the horse's head to the hooves and over his back. | | | | |
| qu | Round the queen's head, up to her crown, down her hair and curl. | | | | |
| x | Cross down the arm and leg and cross the other way. | | | | |
| ng | A thing on a string. | | | | |
| nk | I think I stink. | | | | |