

Caedmon Primary School Handwriting Guidance



EYFS and Key Stage 1

Step 1: children are encouraged to:

- Develop fine and gross motor control;
- Use large equipment to make marks e.g. big chalks, large paint brushes, shaving foam, finger painting etc;
- Use a range of mark making tools such as pencils, pens and crayons, etc with confidence and enjoyment;
- Develop a recognition of pattern; and
- Develop a language to talk about shapes and movements.

Step 2: children will gradually be introduced to letter formation and encouraged to learn:

- How to write their first name;
- Letter formation alongside phonics in RWI; and
- To use a pencil, and hold it effectively to form recognisable letters in the continuous, cursive style (see appendix 1), **most** of which are correctly formed.

Letters are taught in the following order with the correct letter formation for each individual letter.

- Set 1 – a, c, d, o, g, q;
- Set 2 – s, e, f;
- Set 3 – r, n, m, p;
- Set 4 – l, l, t, h, b, k;
- Set 5 – u, y, j, v, w; and
- Set 6 – x, z.
- Continue RWInc joins e.g. ai, ee, oa (in the order taught in the RWInc scheme).

Further guidance for teaching handwriting at this early stage is as follows:

- *Children should receive instant feedback when errors in pencil grip or formation are seen;*
- *Lines can be widely spaced. It may help children to leave a blank line between each line of writing initially to avoid ascenders and descenders overlapping.*
- *Formation practice should also occur without the restriction of lines, including the use of whiteboards, sand trays etc.*
- *When digraphs are introduced during phonics sessions, children should be introduced to the joins.*

Key Stage 1 and 2 Lessons

Daily for 15 minutes.

Resources: Handwriting SMART

Organisation and Structure of Handwriting Lessons:

1. Children grouped into three ability groups. (Write a number 1, 2 or 3 on the top right-hand corner of their book cover).
2. Teacher works on the 'Target Table' with LA pupils x 2 per week; AA pupils x 2 per week; HA pupils x 1 per week.
3. Teacher to prepare children's books, writing in the letters, joins and/or words for the session.
4. Teacher to model some letters joins or words on the board for the majority of the pupils. (Years 2-6: other children to copy their spelling words or write their spelling words in context within a sentence.) Some HA pupils may move on to copying a short paragraph or poem).
5. Posture check, feet flat on the floor, back touching the chair and relaxed;
6. Children reminded to hold their book steady with their spare hand.
7. Target group to trace over the teacher's modelled letters, joins and/or words then write some of their own. Teacher to circulate the target group and intervene e.g. re-model a letter whilst explaining to

the child; have 1:1 discussion regarding letter formation; observe 1:1 to check that letters are formed correctly; encourage a child to improve each time they practise the letter (e.g. taller, rounder, on the line, all letters going in the same direction etc).

Other children: complete the work on the board (or HA children may be asked to copy the poem/text given).

Left handed pupils

- Paper should be slanted to the left for right handed pupils and to the right for left handed pupils and slanted to suit the individual in either case. Pupils should be positioned so that they can place their paper to their left side;
- Pencils should not be held too close to the point as this can interrupt a pupils' line of vision;
- Left-handed pupils should sit to the left of a right-handed child so that they are not competing for space – avoiding elbows 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; and
- Letters which have a cross-stroke such as T, t and f will be formed slightly differently by left handers, where the cross is formed right to left rather than left to right.

Teachers should be alert to the fact that it is very difficult for left-handed pupils to follow handwriting movements when a right-handed teacher models them. Teachers may demonstrate to left-handers on an individual or group basis, even if the resulting writing is not neat.

Teachers' Handwriting

Teachers emphasise handwriting and presentation in all subjects and will always model good handwriting themselves, including when writing on the interactive whiteboard, English 'writing wall' etc. All books must be marked using the school cursive style. Children's targets in books must be written in an easily readable cursive style – please take extra care with this as children need to be able to read their own targets.

Joined Handwriting

A small minority of children may be allowed to join towards the end of Year 1. All children will be taught to join in Year 2. This is phased according to ability.

Pen Licences

From Year 3, children can be awarded a 'pen licence' if their writing is consistently cursive, neat, joined, written on the line and their work is always well-presented in every subject. At this point they show their work to the English Subject Leader, who then decides if the child should be awarded a 'pen licence'. If handwriting becomes untidy again and the pupil does not address this, the pen licence can be temporarily taken back.

Inclusion

The vast majority of pupils are able to write legibly and fluently. However, some pupils need more support and provision will be made for this and documented in pupils' 'SEN Support Plans'. Teachers of children whose handwriting is limited by problems with fine motor skills should liaise with the SENCO to develop a programme designed for the individual child. This may involve extra handwriting sessions and access to extra resources.

Other areas that could be considered are posture, lighting, angle of table etc. Outside agencies can be contacted where appropriate, e.g. occupational therapy for specialist advice and equipment.

The SENCO can provide pencil grips. An Occupational Therapy resources is available in school that gives practise with zig zags, lines etc. in a progressive way (please see KS1 SEN Teacher – Miss Snaith).

Marking Handwriting

All work should be marked. Response time must be given if there are any incorrect letter formation or letter joins (see below).

Choose one of the following stamps: Good Effort, Super Job or the gold star stamp. If none of these are appropriate, do not give the child a stamp – just give the response time (see below).

Response Time

For a response time activity during the next handwriting session, choose one aspect that children need to improve – this could be a single letter, a join or a full word. Write it (in black teacher's pen) on the next line under the children's work. At the start of the next lesson, the child should practise this by writing it a few times. Once completed, begin the new lesson.