

## Stroud Green Primary School



*Believe and achieve*

Stroud Green Primary School, part of a richly diverse community, is a place where all children flourish in a safe, happy and stimulating environment.

### Handwriting Policy

|                      |                            |
|----------------------|----------------------------|
| Policy Originator    | Jo Bartlett                |
| Governor Responsible | Curriculum Committee       |
| Status               | Non- Statutory             |
| Last reviewed        | 4 <sup>th</sup> July 2016  |
| Ratified on          | 18 <sup>th</sup> July 2016 |
| Review period        | Summer 2018                |
| Signed               |                            |

## **Introduction**

This policy outlines how we teach handwriting at Stroud Green Primary School. As a school we recognise handwriting as an important skill which should be embedded across the curriculum. It should become an automatic process which allows children to record their thinking fluently and legibly, with confidence and creativity.

In Early Years a firm foundation for handwriting is laid down. Daily opportunities to develop fine and gross motor skills are offered through both indoor and outdoor continuous provision.

In Reception Handwriting is introduced using warm up exercises to prepare children for early writing.

This is built upon in Key Stage 1 (KS1), where children are still able to access continuous provision. However, more formal handwriting teaching is introduced at this stage; building up to two lessons each week.

Formal handwriting practice continues into the early stages of Key Stage 2 (KS2). By the end of KS2, children should be refining their handwriting skills and be confident in producing legible written work.

## **Aims**

Our aims in teaching handwriting are to:

- Develop a well-formed, legible and fluent handwriting style and use this with confidence and increasing speed.
- Raise attainment for all children in handwriting through a consistent and progressive approach using 'The Penpals Handwriting Scheme'.
- Model an agreed and consistent handwriting approach when writing on the board or in children's books.
- Have high expectations for handwriting across the curriculum.
- Promote a positive attitude towards the presentation of handwriting ensuring that children take pride in their work.
- Make provision for left handed children to develop free flowing writing.

## **Teaching and Learning**

To initiate and develop handwriting skills in the Early Years children are offered a range of activities and resources to enhance their fine and gross motor skills such as:

- Threading
- Play dough
- Peg Boards
- Outdoor chalk activities

Children are also given the opportunity to participate in warm up activities from the Penpals Handwriting Scheme. This allows them to become familiar with the Penpals approach in preparation for the transition to KS1 and more formal handwriting teaching.

In KS1 children continue to be given the opportunity to access continuous provision; developing fine and gross motor skills within this context. However, alongside this a more formal approach to teaching handwriting is introduced. The children will be taught handwriting explicitly through the Penpals Handwriting Scheme for 2 x 20 minute sessions per week whilst good handwriting practice is reinforced and embedded across the curriculum in every lesson. Handwriting books will be used specifically for this purpose.

KS2 children continue to build upon and make progress in the skills taught in KS1. They continue to follow the Penpals Handwriting Scheme which is taught explicitly for 2 x 30 minute sessions each week. A consistent approach to handwriting should be evident in all areas of the curriculum and by the end of Year 6 children should have developed a confident handwriting style. By KS2 most children will have moved on from using dedicated handwriting exercise books and will be developing and refining their handwriting in their English books. Such specific skills-based sessions will be clearly identified as such in the books (i.e. *Handwriting Activity* and the LO will be clear too i.e. *To be able to form a diagonal join, no ascender*).

Extra handwriting teaching is provided for children who require support with their handwriting to address gaps in their handwriting skills as appropriate.

### **Assessment**

Assessment of handwriting by the class teacher will be immediate in order to have an impact upon the child's learning. This allows the child to act instantly upon feedback given and assess improvement in their own work.

### **Teaching Approaches**

All children are taught to write with a pencil. Consistently well formed, legible handwriting leads to children gaining their 'Pen Licence'. This achievement is shared with the Headteacher and celebrated in assembly. Left-handed children are supported where required and further information on how to do this can be found in Appendix 1. Children who are identified as having difficulties with certain aspects of handwriting will be provided with further support e.g. pencil grips, seating position on the table, slanted writing boards, advice from the Inclusion Manager).

A consistent approach to posture and pencil grip is adopted by all staff:

- Correct seating position is modelled and checked by the teacher.
- Teachers monitor pencil grip, then support and intervention is given where required.
- Hand eye coordination is observed.
- Teachers ensure that the tables and chairs are at the correct height for pupil ages.

Instant verbal feedback is given to allow children to act upon and address any errors which may impinge upon the development of fluent handwriting and letter formation.

Children who have worked really hard to improve their handwriting receive instant verbal praise from the teacher and are rewarded in line with our behaviour policy.

### **Monitoring**

Handwriting is monitored across the curriculum by the English Subject Leader/s. This is done through work scrutiny, pupil conferences, learning walks and writing moderation.

The focus for monitoring of handwriting is:

- Presentation of handwriting.
- Letter formation.
- Spacing
- Evidence of consistent teaching and assessment at each stage and across the school.

### **Parental support**

A handwriting support booklet is provided for parents so they can encourage correct letter formation at home. This can be accessed through the school website.

At the start of each year group, teachers provide parents with a Penpals information sheet, taken from the scheme. This is done to encourage parents to offer support for children at home.

**Resources**

Penpals scheme materials

Staedtler handwriting pens provided by the school.

Pencils provided by the school.

Strategies for left-handers

# Penpals for Handwriting: Scope and sequence

| Foundation 1/3–5 years  | Year 1/Primary 2   | Year 2/Primary 3  |
|---|--|---|
| <p><b>DEVELOPING GROSS MOTOR SKILLS</b><br/>The vocabulary of movement<br/>Large movements<br/>Responding to music</p> <p><b>DEVELOPING FINE MOTOR SKILLS</b><br/>Hand and finger play<br/>Making and modelling<br/>Links to art<br/>Using one-handed tools and equipment</p> <p><b>DEVELOPING PATTERNS AND BASIC LETTER MOVEMENTS</b><br/>Pattern making<br/>Responding to music<br/>Investigating straight line patterns<br/>Investigating loops<br/>Investigating circles<br/>Investigating angled patterns<br/>Investigating eights and spirals</p>   | <p><b>Term 1</b><br/>Letter formation practice: long ladder family<br/>Letter formation practice: one-armed robot family<br/>Letter formation practice: curly caterpillar family<br/>Letter formation practice: zig-zag monster family<br/>Practising the vowels: i<br/>Practising the vowels: u<br/>Practising the vowels: a<br/>Practising the vowels: o<br/>Practising the vowels: e<br/>Letter formation practice: capital letters</p> <p><b>Term 2</b><br/>Introducing diagonal join to ascender: joining <i>at, all</i><br/>Practising diagonal join to ascender: joining <i>th</i><br/>Practising diagonal join to ascender: joining <i>ch</i><br/>Practising diagonal join to ascender: joining <i>cl</i><br/>Introducing diagonal join, no ascender: joining <i>in, im</i><br/>Practising diagonal join, no ascender: joining <i>or, tr, dr</i><br/>Practising diagonal join, no ascender: joining <i>lp, mp</i><br/>Introducing diagonal join, no ascender, to an anticlockwise letter: joining <i>ld, lg</i><br/>Practising diagonal join, no ascender, to an anticlockwise letter: joining <i>nd, ld</i><br/>Practising diagonal join, no ascender, to an anticlockwise letter: joining <i>ng</i></p> <p><b>Term 3</b><br/>Practising diagonal join, no ascender: joining <i>ee</i><br/>Practising diagonal join, no ascender: joining <i>ai, ay</i><br/>Practising diagonal join, no ascender: joining <i>ime, ine</i><br/>Introducing horizontal join, no ascender: joining <i>op, oy</i><br/>Practising horizontal join, no ascender: joining <i>ome, ome</i><br/>Introducing horizontal join, no ascender, to an anticlockwise letter: joining <i>oa, og</i><br/>Practising horizontal join, no ascender, to an anticlockwise letter: joining <i>wo, wo</i><br/>Introducing horizontal join to ascender: joining <i>ot, ot</i><br/>Practising horizontal join to ascender: joining <i>wh, oh</i><br/>Introducing horizontal and diagonal joins to ascender, to an anticlockwise letter: joining <i>of, if</i><br/>Assessment</p> | <p><b>Term 1</b><br/>How to join in a word: high frequency words<br/>Introducing the break letters: <i>j, g, x, y, z, b, f, p, q, r, s</i><br/>Practising diagonal join to ascender in words: <i>eel, eet</i><br/>Practising diagonal join, no ascender, in words: <i>a_e</i><br/>Practising diagonal join, no ascender, to an anticlockwise letter in words: <i>ice, ide</i><br/>Practising horizontal join, no ascender, in words: <i>ow, ou</i><br/>Practising horizontal join, no ascender, in words: <i>oy, oi</i><br/>Practising horizontal join, no ascender, to an anticlockwise letter in words: <i>oa, ode</i><br/>Practising horizontal join to ascender in words: <i>ole, obe</i><br/>Practising horizontal join to ascender in words: <i>ook, ool</i></p> <p><b>Term 2</b><br/>Practising diagonal join to r: <i>ir, ur, er</i><br/>Practising horizontal join to r: <i>or, oor</i><br/>Introducing horizontal join from r to ascender: <i>ur, ir, er</i><br/>Introducing horizontal join from r: <i>ore</i><br/>Practising joining to and from r: <i>air</i><br/>Introducing diagonal join to s: <i>dis</i><br/>Introducing horizontal join to s: <i>ws</i><br/>Introducing diagonal join from s to ascender: <i>sh</i><br/>Introducing diagonal join from s, no ascender: <i>si, su, se, so, sm</i><br/>Introducing horizontal join from r to an anticlockwise letter: <i>rs</i></p> <p><b>Term 3</b><br/>Practising diagonal join to an anticlockwise letter: <i>ea, ear</i><br/>Introducing horizontal join to and from f to ascender: <i>ft, ft</i><br/>Introducing horizontal join from f, no ascender: <i>fu, fr</i><br/>Introducing <i>qu</i> (diagonal join, no ascender)<br/>Introducing <i>rr</i> (horizontal join, no ascender)<br/>Introducing <i>ss</i> (diagonal join, no ascender, to an anticlockwise letter)<br/>Introducing <i>ff</i> (horizontal join to ascender)<br/>Capital letter practice: height of ascenders and capitals<br/>Assessment<br/>Assessment</p> |
| <p><b>Foundation 2/Primary 1</b></p> <p><b>Term 2</b><br/>Introducing long ladder letters: <i>l, t, u, j, y</i><br/>Practising long ladder letters: <i>l, i</i><br/>Practising long ladder letters: <i>t, u</i><br/>Practising long ladder letters: <i>j, y</i><br/>Practising all the long ladder letters<br/>Introducing one-armed robot letters: <i>r, b, n, h, m, k, p</i><br/>Practising one-armed robot letters: <i>b, n</i><br/>Practising one-armed robot letters: <i>h, m</i><br/>Practising one-armed robot letters: <i>k, p</i><br/>Practising all the one-armed robot letters<br/>Introducing capitals for one-armed robot letters: <i>R, B, N, H, M, K, P</i><br/>Introducing capitals for long ladder letters: <i>L, I, T, U, J, Y</i></p> <p><b>Term 3</b><br/>Introducing curly caterpillar letters: <i>c, a, d, o, s, g, q, e, f</i><br/>Practising curly caterpillar letters: <i>a, d</i><br/>Practising curly caterpillar letters: <i>o, s</i><br/>Practising curly caterpillar letters: <i>g, q</i><br/>Practising curly caterpillar letters: <i>e, f</i><br/>Practising all the curly caterpillar letters<br/>Introducing zig-zag monster letters: <i>z, v, w, x</i><br/>Practising zig-zag monster letters: <i>u, w, x</i><br/>Introducing capitals for curly caterpillar letters: <i>C, A, D, O, S, G, Q, E, F</i><br/>Introducing capitals for zig-zag monster letters: <i>Z, V, W, X</i><br/>Exploring <i>ch, th</i> and <i>sh</i></p> |  |   |



## Year 3/Primary 4

### Term 1

Revising joins in a word: long vowel phonemes  
Revising joins in a word: *le*  
Revising joins in a word: *ing*  
Revising joins in a word: high frequency words  
Revising joins in a word: new vocabulary  
Revising joins in a word: *un, de*  
Revising joins to and from s: *dis*  
Revising joins to and from r: *re, pre*  
Revising joins to and from f: *ff*  
Revising joins: *qu*

### Term 2

Introducing joining b and p: diagonal join, no ascender, *bl, bu, pl, pu*  
Practising joining b and p: diagonal join, no ascender, to an anticlockwise letter, *ba, bo, pa, po*  
Practising joining b and p: diagonal join to ascender, *bl, ph*  
Relative sizes of letters: silent letters  
Parallel ascenders: high frequency words  
Parallel ascenders: adding *y* to words  
Relative size and consistency: *ly, less, ful*  
Relative size and consistency: capitals  
Speed and fluency practice: *er, est*  
Speed and fluency practice: opposites

### Term 3

Consistency in spacing: *mis, antl, ex*  
Consistency in spacing: *non, co*  
Consistency in spacing: apostrophes  
Layout, speed and fluency practice: address  
Layout, speed and fluency practice: dialogue  
Layout, speed and fluency practice: poem  
Layout speed and fluency practice: letter  
Handwriting style: calligrams  
Assessment  
Handwriting style: acrostics

## Year 4/Primary 5

### Term 1

Revising joins in a word: *ness, ship*  
Revising joins in a word: *ing, ed*  
Revising joins in a word: *s*  
Revising joins in a word: *ify*  
Revising joins in a word: *rn, mm, ss*  
Revising parallel ascenders: *tl, ll, bb*  
Revising parallel ascenders and descenders: *pp, ff*  
Revising joins to an anticlockwise letter: *cc, dd*  
Revising break letters: dictionary work and alphabetical order  
Linking spelling and handwriting: related words

### Term 2

Introducing sloped writing  
Parallel ascenders: *al, ad, af*  
Parallel descenders and break letters: *ight, ough*  
Size, proportion and spacing: *lowe*  
Size, proportion and spacing: *able, ful*  
Size, proportion and spacing: *ft, ves*  
Speed and fluency: abbreviations for notes  
Speed and fluency: notemaking  
Speed and fluency: drafting  
Speed and fluency: lists

### Term 3

Size, proportion and spacing: *u, k*  
Size, proportion and spacing: *ic, let*  
Size, proportion and spacing: *lon*  
Size, proportion and spacing: *its, it's*  
Speed and fluency: *ible, able*  
Speed and fluency: diminutives  
Print alphabet: captions, headings, labels  
Print capitals: posters  
Assessment  
Presentational skills: font styles

## Year 5&6/Primary 6&7

### YEAR 5 HANDWRITING

Revision: practising sloped writing  
Revision: practising the joins  
Developing style for speed: joining from *t*  
Developing style for speed: looping from *g, j* and *y*  
Developing style for speed: joining from *f*  
Developing style for speed: joining from *s*  
Developing style for speed: writing *v, w, x* and *z* at speed  
Developing style for speed: pen breaks in longer words  
Different styles for different purposes  
Assessment

### YEAR 5 PROJECT WORK

Haiku project: making notes  
Haiku project: organising ideas  
Haiku project: producing a draft  
Haiku project: publishing the haiku  
Haiku project: evaluation  
Letter project: making notes  
Letter project: structuring an argument  
Letter project: producing a draft  
Letter project: publishing a letter  
Letter project: evaluation

### YEAR 6 HANDWRITING

Self-assessment: evaluating handwriting  
Self-assessment: checking the joins  
Self-assessment: consistency of size  
Self-assessment: letters resting on baseline  
Self-assessment: ascenders and descenders  
Self-assessment: consistency of size of capitals and ascenders  
Writing at speed: inappropriate closing of letters  
Writing at speed: identifying unclosed letters  
Writing at speed: spacing within words  
Writing at speed: spacing between words

### YEAR 6 PROJECT WORK

Playscript project: collecting information  
Playscript project: recording ideas  
Playscript project: producing a draft  
Playscript project: publishing a playscript  
Playscript project: evaluation  
Information notice project: collecting and organising information  
Information notice project: organising information  
Information notice project: producing a draft  
Information notice project: publishing a notice  
Information notice project: evaluation

Links  
to NLS  
phonics and  
spelling

