

# **Robert le Kyng School**

## **Handwriting Policy**

### **Introduction**

At Robert le Kyng School we recognise the importance of children being able to write fluently for the rest of their lives. This relies upon a good foundation of taught handwriting in the earlier years of their education. A flexible, fluent, legible handwriting style empowers children to write with confidence creativity. This involves skilful teaching if each individual is to reach their full potential.

### **Aims**

At Robert le Kyng, our aim is that pupils will be supported to develop a handwriting style which is clear, joined and fluid. Children will be encouraged to take pride in their written work, but also to be aware that different degrees of neatness may be appropriate for different tasks. They should be helped to see that there is a balance between speed and legibility which is dependent on the purpose of writing: the product, or the final draft of a piece of writing, needing the greatest attention to handwriting skills.

Although there are many opportunities to practise handwriting across the curriculum, we will also provide weekly lessons for teaching and revising these skills. The frequency and length of these lessons will vary according to the age and competence of the children.

Formal handwriting skills will be taught regularly and systematically through the use of the PENPALS Handwriting scheme (Cambridge University Press).

- First, children experience the foundation of handwriting through multi-sensory activities (Foundation).
- Correct letter formation is taught, practised, applied and consolidated (Foundation/Y1).
- Joining is introduced only after correct letter formation is used automatically (Y1/Y2/Y3).
- Joins are introduced systematically and cumulatively (Y1–Y6).
- As children practise joining, they pay attention to the size, proportion and spacing of their letters and words (Y3–Y6).
- Once the joins are secure, a slope is introduced in order to support increased speed and fluency (Y5).
- Children are introduced to different ways of joining in order that they can develop their own preferred personal style (Y6).

Opportunities for linking handwriting with early phonics and spelling work are fully exploited through 'Read, Write, Inc' sessions in Key Stage 1.

## **Knowledge, Skills and Understanding (linked to the New Curriculum)**

Pupils should be taught to:

Year 1:

- sit correctly at a table, holding a pencil comfortably and correctly;
- begin to form lower-case letters in the correct direction, starting and finishing in the right place;
- form capital letters;
- form digits 0-9;
- begin to use some diagonal and horizontal strokes to join letters

Year 2:

- form lower-case letters of the correct size relative to one another;
- Use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined;
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters;
- the expected standard at end of KS1 is joining in all writing
- use spacing between words that reflects the size of the letters;

Year 3/ 4:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined;
- increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch;

Year 5/ 6:

Write legibly, fluently and with increasing speed by:

- choosing which shape of a letter to use when given choices and deciding as part of their personal style, whether or not to join specific letters;

<b><i>Robert le Kyng Primary School Presentation Protocols</i></b>							
	<b><i>Rec</i></b>	<b><i>Y1</i></b>	<b><i>Y2</i></b>	<b><i>Y3</i></b>	<b><i>Y4</i></b>	<b><i>Y5</i></b>	<b><i>Y6</i></b>
Pencil / pen	Crayons Chalks Coloured pencils Felt tips	A choice of chunky or fine pencils.	Fine pencils Some children introduced to pen.	Introduce handwriting pens as appropriate for practise.	All pupils to use handwriting pen for handwriting practise and in exercise books when appropriate.		

### **Provision for left-handed children**

At least 10% of the population are left-handed. All teachers are aware of the specific needs of left handed pupils and should make appropriate provision:

- pupils are encouraged to turn their paper not their hands
- pupils should be positioned so that they can place their paper to their left side
- left-handed pupils should sit to the left of a right-handed child so that they are not competing for space
- extra practice with left-to-right exercises may be necessary before pupils write left-to-right automatically
- teachers are aware of the fact that it is very difficult for left-handed pupils to follow handwriting
- movements when a right-handed teacher models them. Teachers demonstrate to left-handers on an individual or group basis, even if the resulting writing is not neat.

### **Differentiation**

Penpals takes a developmental approach to the teaching of handwriting so there is an opportunity to start where the children are. If children aren't ready for the age appropriate work then they should be working from an earlier book. Children from the SNUG will be given opportunities to use a handwriting book when appropriate. If they use a laptop to record, they should be given regular opportunities to develop fine motor skills.

### **Inclusion**

The vast majority of pupils are able to write legibly and fluently. However, some pupils need more support and teachers of children, whose handwriting is limited, by problems with fine motor skills, should liaise with the SENCO/ SRP Co-ordinator to develop a programme designed for the individual child.

See Appendix 1 and 2 for progression throughout the years in Penpals Handwriting Scheme.  
See Appendix 2 for order Reception teach joins alongside 'Read, Write, Inc'.

Written by: Michelle Fisher

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## Appendix 1

### **Implementation:**

#### **Foundation Stage**

Children begin the Foundation Stage with a wide variety of writing skills ranging from simply making marks to writing their own name unaided. They will move from gross to finer motor skills using a variety of tactile methods. They need opportunities to make marks in their own way and to gradually refine these into recognisable patterns and eventually individual letters. Handwriting will be taught alongside 'Read, Write, Inc' phonics making use of the kinaesthetic learning to help children to internalise the letter shapes that go with the sounds. It is expected that most children will be forming each letter by the end of Reception. They may begin to write on wide lines. Some children may also show signs of being able to progress onto joins.

Provide pre-writing activities to develop gross and fine motor skills, develop co-ordination and to promote pencil control and awareness of letter shapes and orientation e.g.

- large-scale motor movements
- Writing with a stick or finger in sand.
- Letter shapes/feely letter shapes
- Tactile letter tracing using textured shapes
- Large paper and brushes to make writing patterns
- Whiteboards and pens
- Making letters with malleable materials e.g. Plasticine, play dough, clay.
- Using paints, chalks or large felt tips.
- Practise tracing over lines and shapes
- Trace over letters and simple words
- Practise copy writing own name

#### **Key Stage 1**

In KS1 the children undertake formal handwriting practice at least once a week. The children practise their handwriting using pencil in their handwriting books. Teachers teach handwriting using the handwriting flip chart sheets or on the Interactive White Boards.

Year 1 and 2 children are to practise handwriting in conjunction with 'Read, Write, Inc'.

#### **Year 1**

In Year 1, children practise forming letters and are introduced to diagonal joins, horizontal joins both to letters with and without ascenders. An introduction to joined writing can be started when a child has developed a consistent, clear print style, where letters are generally correctly formed. They learn to form lower case letters correctly in a script that will be easy to join.

Children practise handwriting in conjunction with phonics, spelling and independent writing, ensuring correct letter orientation, formation and proportion, in a style that makes letters easy to join

#### **Year 2**

By Year 2 children should be moving towards, with most achieving, a joined handwriting style and be able to write on lined paper with a reasonable degree of accuracy. They practise and build on Year 1 joins and are introduced to break letters.

Children need to be made aware of:

- (a) Where the letter starts;
- (b) Where the individual letter stands with regard to the baseline;
- (c) Ascenders and descenders - lined paper will assist;
- (d) Spacing and finger space between words;

(e) Consistent writing size;

(f) Capital letters and their appropriate use

To practise handwriting patterns from Yr 1.

To practise the four basic handwriting joins

1. diagonal joins to letters without ascenders e.g. ai, ar, un,

2. horizontal joins to letters without ascenders, e.g. ou, vi, wi

3. diagonal joins to letters with ascenders e.g. - ab, ul, it.

4. horizontal joins to letters with ascenders e.g. - ol, wh, ot.

To practise handwriting in conjunction with spelling and phonic patterns.

To use joined script consistently in their writing

## **Key Stage 2**

In KS2 the children undertake formal handwriting practice 2 times weekly, with an emphasis on short, sharp and focussed sessions.

The children practise their handwriting using a blue pen if the class teacher feels that they are ready, otherwise they will continue to use a pencil.

In Year 3, the emphasis is on building upon the joins established in Year 2 and using spellings as a basis for handwriting practise.

In Year 4 the emphasis is on ensuring consistency in size and proportion and using joined writing for all writing except where other special forms are required.

In Years 5 and 6 handwriting skills should be established and children should have their own developed cursive style. However, in reality this is not always the case.

Children in Years 5 and 6 then will have opportunities to revisit the basics and work on the presentation side of their handwriting as outlined in 'Penpals for Handwriting Years 5/6'. Children should also be given opportunities to practise handwriting in conjunction with spellings.

## **Year 3**

The introduction of handwriting pens will begin in Year 3. It is our aim that the majority of Year 3 have been taught the whole range of joins and will be developing a degree of accuracy and fluency by the end of the year. In the first 2 terms, children will consolidate joins from Years 1 and 2 and will be taught to join parallel descenders and ascenders.

The third term will focus on consistency of spacing, layout, speed and fluency practice.

To use joined handwriting for all writing except where other special forms are required;

To practise correct formation of basic joins from Yr 2;

To ensure consistency in size and proportion of letters and spacing between letters and words;

To build up handwriting speed, fluency and legibility through practise;

## **Year 4**

Formation of capitals, lower case letters and the two basic join types (horizontal and vertical) should now be familiar and secure. The majority of children should be able to use joined-up writing for most of their work. Whilst there is continued emphasis on using the movements of handwriting to support spelling through the revision of common letter patterns, they will also be given opportunities to develop speed and accuracy.

To know when to use:

a clear neat hand for finished, presented work.

informal writing for everyday informal work, rough drafting etc.

To ensure consistency in size and proportion of letters and spacing between letters and words.

To use a range of presentation skills e.g.:

-print script for captions, sub-headings and labels

-capital letters for posters, title pages, headings

-a range of computer-generated fonts and point sizes.

## **Years 5 and 6**

By Years 5 and 6, it is expected that most children will be writing fluently and are joining their writing across the curriculum. In these year groups the emphasis is on increasing speed, developing presentation skills and learning how to use different styles for different purposes.

To practise, reinforce and refine skills taught in previous years.

\*The Penpals Years 5&6 Teacher's Book and CD-ROM have slightly different aims, so there is no one-to-one correlation between units as there is earlier in Penpals for Handwriting. The Book aims to teach speed and fluency alongside presentation. It therefore provides practice activities and self-assessments alongside projects intended to help children with their style and the presentation of different kinds of text. The CD-ROM is split between Basic and Presentation units. Basic units focus on basic handwriting skills and address common issues that may be inhibiting fast and fluent handwriting. They frequently support units in the Book, especially those that assess handwriting. Presentation units recognise that the purpose for writing has implications for handwriting style.