

Coverack School Handwriting Policy 2022-23





Handwriting Scheme Overview

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Handwriting Scheme Overview



INTENT

Handwriting is a basic skill that influences the quality of work throughout the curriculum. By the end of Key Stage 2 all pupils should have the ability to produce fluent, legible and, eventually, speedy joined-up handwriting, and to understand the different forms of handwriting used for different purposes. Our intention is to make handwriting an automatic process that does not interfere with creative and mental thinking.

Cursive handwriting encourages:

- Natural movement
- Correct letter formation
- Less load on memory, aiding movement from left to right
- Clearer spacing
- Increased speed
- The development of a personal style
- Improved spelling

CURRICULUM AIMS

- **Foundation stage:** Sit correctly at a table, holding a pencil. Form recognisable letters and numbers, most of which are correctly formed.
- **Year 1:** Sit correctly at a table, holding a pencil. Form the digits 0-9 correctly. Form lower case letters in the correct direction, starting and finishing in the right place. Name the letters of the alphabet in order. Form capital letters.
- **Year 2:** Use some of the diagonal and horizontal strokes needed to join letters. Understand which letters, when adjacent to one another, are best left un-joined. Write capital letters (and digits) of the correct size/orientation to one another. Use spacing between words that reflects the size of the letters. Form lower case letters of the correct size relative to one another.
- **Year 3:** Increase the legibility, consistency and quality of handwriting. Understand which letters, when adjacent to one another, are best left un-joined. Use the diagonal and horizontal strokes needed to join letters.
- **Year 4:** Use the diagonal and horizontal strokes needed to join letters. Increase the legibility, consistency and quality of handwriting: down strokes are parallel and equidistant, lines of writing are space sufficiently so that the ascenders and descenders of letters do not touch.
- **Year 5:** Choose which shape of a letter to use when given choices. Choose the writing implement best suited for a task (e.g. quick notes, letters).
- **Year 6:** Produce legible joined handwriting and develop own personal fluent joined handwriting style.



Handwriting Scheme Overview

IMPLEMENTATION

In EYFS and KS1, handwriting is to be taught explicitly to all children through Read, Write Inc. sessions. All groups will teach the same letter on the same day to support fluid groupings and to ensure each child is taught how to form every letter correctly.

- If by the end of teaching a 'family of letters' particular children are still not forming letters correctly – class teachers are to be informed and focused interventions will be planned as appropriate.
- Once the cycle has been completed, all teaching staff will repeat the cycle again.
- Children that are writing neatly in all areas of writing will be discussed on an individual basis to support and extend teaching of joining letters.

In KS2, handwriting is to be taught explicitly at the beginning of writing sessions. Here, the teaching of handwriting is more specific to the needs of each year group and class. Focus joins for revisiting are provided but are also selected based on teacher assessment from the previous learning session. The below outlines how a typical session might look:

- Pupils will revisit a particular join, completing a line of that join in their writing books.
- A new join may be taught, as appropriate to the stage and age of the pupils.
- Pupils will complete a line of the new join, as appropriate to the stage and age of the pupils.
- Pupils may apply the join by writing a line of a word containing the join in their writing books.
- Pupils may be extended to write a sentence containing the joins in their writing books.

Letter-join resources will be used to support the teaching of high-quality handwriting.



Handwriting Scheme Overview

Read Write Inc Structure: Handwriting, Speed sounds, introduce new sound, practise green words, practise writing spellings into books, story books/reading.

Handwriting Lesson Structure – 10 minutes.

If children are no longer on Read Write Inc, they should practise their handwriting at the start of each writing session (5 minutes)

1. Warm up – Fine motor skills	2. Teach	3. Practise	4. Apply
<p>WARM UP GROSS/FINE MOTOR ACTIVITIES MAY BE FOUND IN THE SUPPORTING RESOURCES SECTION OF THIS DOCUMENT (PAGES 13-14)</p> <p><u>Air writing:</u> Children to isolate their 'pointer' finger on their writing hand (finger pencils).</p> <p>Model how to 'air' write a child's name including the initial capital letter. Children to write their name in the air inc capital letter.</p>	<p>Introduce the letter name and the sound (phoneme) of the letter.</p> <p><u>Model</u> how to form the lower-case letter on flipchart paper or using the Letter-join whiteboard resource. Talk through the 'rhyme' for each letter with the children (my turn, your turn).</p> <p>Encourage a finger space between each letter.</p> <p>Remind children that every letter starts with 'up we go'.</p>	<p>Children to practise writing a line of the letter being taught.</p> <p>Some children may benefit from having a modelled letter in their book to support with the height/ size of the letter.</p> <p>Monitor each child whilst handwriting to ensure correct formation is happening. Highlight in green their best effort. Offer more support to individuals if they aren't forming the letters correctly.</p>	<p>Children should not move on to this stage if they require additional time to practise writing a line of the letter being taught. They should continue that particular skill during this time.</p> <p>Children to practise writing one word that begins with the letter they are learning. Say the word (my turn, your turn). Sound it out Count/pinch the sounds. Model writing the word on the board, keep this up for children to refer to.</p> <p>Children to write the word down, 4/5 times. Finger space between each word.</p>



Handwriting Scheme Overview

<p>Teachers may choose to air write another word as appropriate in this section.</p>	<p>Children practise air writing the letter shape with their writing hand as a class, whilst saying the rhyme (support this by tracing your letter on the board) They could also practise air writing on the table, on body parts. Make large and small letter shapes. Remind children of the correct pen/pencil grip. Remind them of the appropriate seating position and posture for good writing. Remind the children how to position their book correctly.</p>		<p>Word to be appropriate to the group you are teaching, it should not be a word containing sounds that have not been taught. Aim for shorter words to begin with until children have been taught correct formation of other letters.</p> <p>Monitor each child to ensure correct letter formation of the letter being taught. Check for cursive lead in and the correct height/size of letter. Don't focus on other letters of the word when marking if these haven't been taught (only if the letter is reversed).</p> <p>If children aren't forming the letter taught correctly, allow them another chance to practise.</p> <p>From year 2-6, pupils may be challenged to also write a sentence containing the focus joins.</p>
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Handwriting Scheme Overview



Autumn 1	Mon	Tues	Weds	Thurs	Fri	
	Ladder letters: <i>l</i>	Ladder letters: <i>i</i>	Ladder letters: <i>u</i>	Ladder letters: <i>t</i>	Spellings	
	Ladder letters: <i>y</i>	Ladder letters: <i>j</i>	One-armed robot letters: <i>m</i>	One-armed robot letters: <i>n</i>	Spellings	<i>End of ladder letters: identify children that can still not form letters. Interventions planned to support.</i>
	One-armed robot letters: <i>h</i>	One-armed robot letters: <i>k</i>	One-armed robot letters: <i>b</i>	One-armed robot letters: <i>p</i>	Spellings	
	One-armed robot letters: <i>r</i>	Curly caterpillar letters: <i>c</i>	Curly caterpillar letters: <i>a</i>	Curly caterpillar letters: <i>d</i>	Spellings	<i>End of one-armed robot letters: identify children that can still not form letters. Interventions planned to support.</i>
	Curly caterpillar letters: <i>e</i>	Curly caterpillar letters: <i>s</i>	Curly caterpillar letters: <i>g</i>	Curly caterpillar letters: <i>f</i>	Spellings	
	Curly caterpillar letters: <i>d</i>	Curly caterpillar letters: <i>o</i>	<i>Time to revisit letters the majority still struggle with within your group.</i>		Spellings	<i>End of curly caterpillar letters: identify children that can still not form letters. Interventions planned to support.</i>



Handwriting Scheme Overview



Autumn 2 Week Beginning	Mon	Tues	Weds	Thurs	Fri	
	The zig-zag monster letters: <i>z</i>	The zig-zag monster letters: <i>z</i>	The zig-zag monster letters: <i>z</i>	The zig-zag monster letters: <i>z</i>	Spellings	<i>End of zig-zag monster: identify children that can still not form letters. Interventions planned to support.</i>
	REVISIT Ladder letters: <i>l</i>	REVISIT Ladder letters: <i>l</i>	REVISIT Ladder letters: <i>l</i>	REVISIT Ladder letters: <i>l</i>	Spellings	<i>Ensure children are beginning to practise writing 2-3 words with starting with taught letter</i>
	REVISIT Ladder letters: <i>y</i>	REVISIT Ladder letters: <i>y</i>	REVISIT One-armed robot letters: <i>m</i>	REVISIT One-armed robot letters: <i>n</i>	Spellings	<i>End of ladder letters: identify children that can still not form letters. Interventions planned to support.</i>
	REVISIT One-armed robot letters: <i>h</i>	REVISIT One-armed robot letters: <i>k</i>	REVISIT One-armed robot letters: <i>b</i>	REVISIT One-armed robot letters: <i>p</i>	Spellings	
	REVISIT One-armed robot letters: <i>r</i>	REVISIT Curly caterpillar letters: <i>c</i>	REVISIT Curly caterpillar letters: <i>a</i>	REVISIT Curly caterpillar letters: <i>d</i>	Spellings	<i>End of robot letters: identify children that can still not form letters. Interventions planned to support.</i>
	REVISIT Curly caterpillar letters: <i>e</i>	REVISIT Curly caterpillar letters: <i>s</i>	REVISIT Curly caterpillar letters: <i>g</i>	REVISIT Curly caterpillar letters: <i>f</i>	Spellings	
	REVISIT Curly caterpillar letters: <i>d</i>	REVISIT Curly caterpillar letters: <i>o</i>	REVISIT The zig-zag monster letters: <i>z</i> and <i>z</i>	REVISIT The zig-zag monster letters: <i>z</i> and <i>z</i>	Spellings	<i>End of caterpillar/zig-zag letters identify children that can still not form letters. Interventions planned to support.</i>



Handwriting Scheme Overview

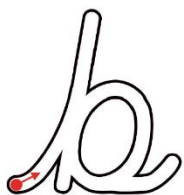


	REVISIT	NEW SKILL
YEAR 2	Long ladder letters, curly caterpillar letters, zig zag letters, one armed robot letters and individual letters as appropriate. f, k, b, d, w, s, z Teachers may also revisit RWI sounds, e.g. 'ay' and use these as a focus for handwriting as necessary.	an, oc, ss Applying knowledge of joins to high frequency word spellings and spellings of numbers.
YEAR 3	Single letters which will become double letters: b, c, d, e, f, g, l, m, o, p, r, s, ss, t, z. Teachers may also revisit other joins which their pupils need, as per pupils' ability.	Double letters: bb, cc, dd, ee, ff, gg, ll, mm, nn, oo, pp, rr, tt, zz Applying knowledge of joins to areas of the GPS curriculum, e.g. adjectives, synonyms for said.
YEAR 4	Teachers may revisit any previous joins which their pupils need to recap, as per pupils' ability.	Applying knowledge of joins to wider areas of the curriculum, e.g. year 3/4 spelling list, times tables, MFL, 2D shape names, science, history, geography. Teachers may also use focus words from Talk for Writing/VIPERS units.
YEAR 5	Teachers may revisit any previous joins which their pupils need to recap, as per pupils' ability.	Applying knowledge of joins to wider areas of the curriculum, e.g. year 5/6 spelling list, idioms, shapes, poetry, riddles, MFL, science, history, geography. Teachers may also use focus words from The Write Stuff/VIPERS units.
YEAR 6	Teachers may revisit any previous joins which their pupils need to recap, as per pupils' ability.	Applying knowledge of joins to wider areas of the curriculum, e.g. year 5/6 spelling list, SATS preparation, GPS, spelling patterns, science, history, geography. Teachers may also use focus words from The Write Stuff/VIPERS units.

Resources to support:



Up we go...around the apple and
down the leaf ... and off we go



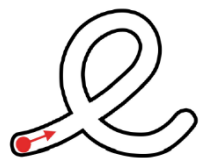
Up we go... down the laces to the
heel then around the toe ... and off
we go



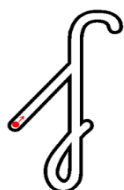
Up we go... curl around the
caterpillar



Up we go... around the dinosaur's
bottom, up his tall neck and down to
his toes ... and off we go



Up we go... lift off the top and
scoop out the egg



Up we go... down the stem and
draw the leaf



Up we go... around the girl's face,
down her hair and give her a curl



Up we go... tall and down the head to
the hooves then across his back... and
off we go



Handwriting Scheme Overview



Up we go...down the insect ... and
off we go... dot for the head



Up we go... down his body, curl and
dot for his head



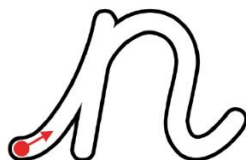
Up we go... down the kangaroo's
body, tail and leg... and off we go



Up we go... down the long leg... and
off we go



Up we go... Maisie, mountain,
mountain... and off we go



Up we go... down Nobby's net...
and off we go





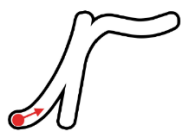













Up we go... around the orange...
and off we go



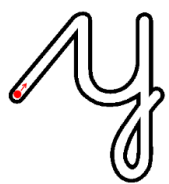

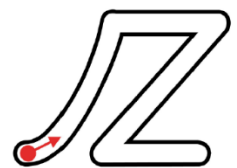

Up we go... down the pirate's plait and
around his face



Handwriting Scheme Overview

 <p>Up we go...around her head, up past her earring, down her hair and flick</p> 	 <p>Up we go... down the robot's back and curl over his arm...</p> 	 <p>Up we go... slither down the snake... and off we go</p> 	 <p>Up we go... down the tower ... and off we go... across the tower</p> 
 <p>Up we go... down and under, up to the top... and off we go</p> 	 <p>Up we go... down the wing, up the wing... and off we go</p> 	 <p>Up we go... down, up, down, up... and off we go</p> 	 <p>Up we go... down the arm and leg, repeat the other side... and off we go</p> 

Handwriting Scheme Overview

 <p>Up we go...down a horn, up a horn and under the head</p> 	 <p>Up we go... zig, zag, zig ... and off we go</p> 		
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Gross Motor Skills (GMS)

Animal Actions

The following fun gross motor activities can help improve your pupils' core strength, control and endurance in preparation for handwriting.

<p>KEVIN THE KANGAROO SAYS: "JUMP UP AND DOWN."</p>  <p>Two-footed standing jump with waving arms.</p>	<p>COLIN THE CRAB SAYS: "WALK SIDeways."</p>  <p>Take side steps one way, then the other.</p>	<p>FRAN THE FLAMINGO SAYS: "STAND ON ONE LEG AND NOW THE OTHER LEG."</p>  <p>Two-footed standing jump with waving arms.</p>	<p>CHARLIE THE CAT SAYS: "STRETCH UP AS FAR AS YOU CAN."</p>  <p>Stretch up and try and touch the ceiling.</p>	<p>CORA THE COW SAYS: "MILK A COW."</p>  <p>Move arms up and down in milking action.</p>	<p>SACHA THE SNAKE SAYS: "SLITHER ALONG THE FLOOR."</p>  <p>Lie down and wriggle along the floor.</p>	<p>BORIS THE BEAR SAYS: "WALK ON ALL FOURS."</p>  <p>Move around on hands and feet.</p>
<p>HANS THE HORSE SAYS: "TROT AROUND THE ROOM. NOW GALLOP."</p>  <p>Jog, lifting knees high then run faster.</p>	<p>OLGA THE OSTRICH SAYS: "TAKE GREAT BIG STEPS."</p>  <p>Take long strides around the room.</p>	<p>ENOCH THE ELEPHANT SAYS: "LIFT ME UP."</p>  <p>Pretend to lift up a heavy object.</p>	<p>FATIMA THE FROG SAYS: "HOP UP AS HIGH AS YOU CAN."</p>  <p>Hop on one leg, then on the other leg.</p>	<p>PEDRO THE PUPPY SAYS: "CHASE YOUR TAIL ROUND AND ROUND."</p>  <p>Spin around on the spot.</p>	<p>PIPPA THE PENGUIN SAYS: "WADDLE FROM SIDE TO SIDE."</p>  <p>Stand straight and tilt from left to right.</p>	<p>BILLY THE BLACKBIRD SAYS: "FLAP YOUR ARMS UP AND DOWN."</p>  <p>Raise arms up and down, palms facing down.</p>

Fine Motor Skills (FMS)

A selection of fine motor skills activities to use before each handwriting lesson.

Finger and Hand Exercises

Here are some fun warm up exercises to wake up your fingers and hand muscles before you start to write.

Action	Description
Finger Stretches	Put the tips of your fingers together and straighten your fingers by pushing your fingertips against each other. Repeat 5 times.
Play the Piano	Touch the table with one finger at a time from each hand like you are playing the piano. Start slowly and get faster.
Fishing Hooks	Put your elbows on the table, keep your hands apart, squeeze your fingers together and point them to the sky. Keep your knuckles straight and make a hook with your fingers. Hold, then straighten five times.
Fireworks	Make a fist with both hands and hold them tight. Then let your fingers go like exploding fireworks! Repeat five times.
Take a Bow	Put your elbows on the table, keep your hands apart, squeeze your fingers together and point them to the sky. Bend your knuckles but keep your fingers straight so your fingers bow to each other. Repeat 5 times.

Pencil Activities

Practise holding your pencil correctly by using our tripod grip rhyme (see page 8).

*Point away the pencil,
Pinch it near the tip,
Lift it off the table,
Spin it round and grip.*

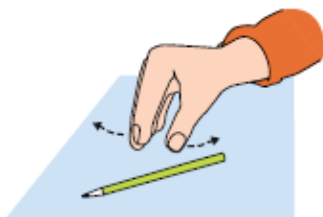


Action	Description
Quack, Quack Fingers	Start your warm up by making a beak with your thumb and first finger on both hands. Make them quack twice, then do the same with your other fingers.
Roly-poly Pencil	Lay your pencil flat across your fingers. Use your thumb to roll it backwards and forwards. Now try it with your other hand.
Crawling Caterpillar	Hold your pencil ready to write. Move the pencil through your three fingers to the top like a crawling caterpillar. When you get to the top, make your caterpillar crawl back down again!
Helicopter Twirls	Hold your pencil in the middle with your three correct fingers. Make a twirling helicopter by moving your fingers one at a time from one side of the pencil to the other.
<i>Now you are ready for handwriting!</i>	

Tripod Pencil Grip

How to hold a pencil correctly for handwriting.

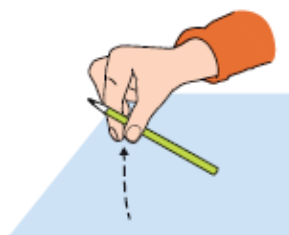
Right handed grip



1. Point away the pencil,



2. Pinch it near the tip,



3. Lift it off the table,

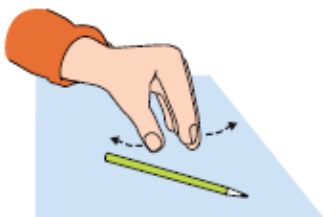


4. Spin it round...



5. ...and grip.

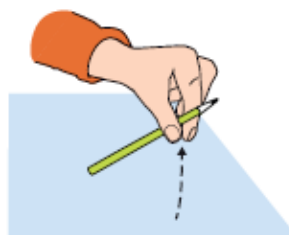
Left handed grip



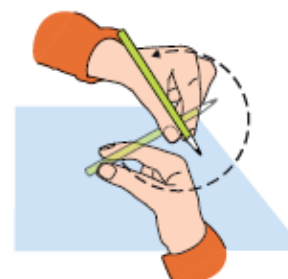
1. Point away the pencil,



2. Pinch it near the tip,



3. Lift it off the table,



4. Spin it round...

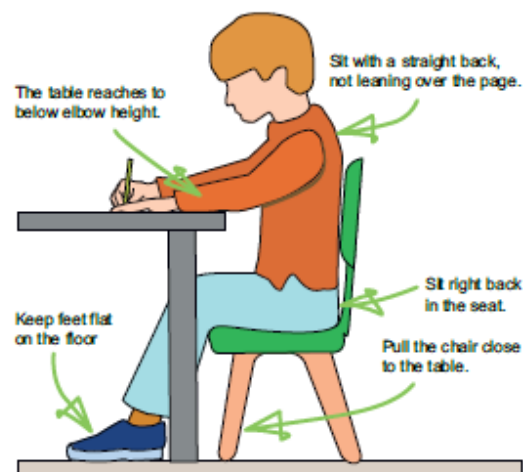


5. ...and grip.

Comfortable Sitting Position and Correct Paper Position

Right handed children

How to sit correctly to be comfortable for handwriting.

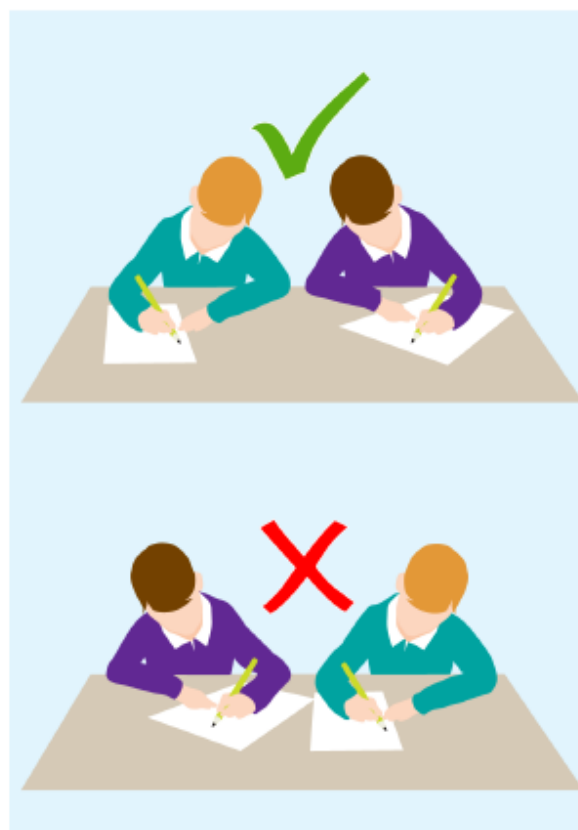


How to hold and position the paper.



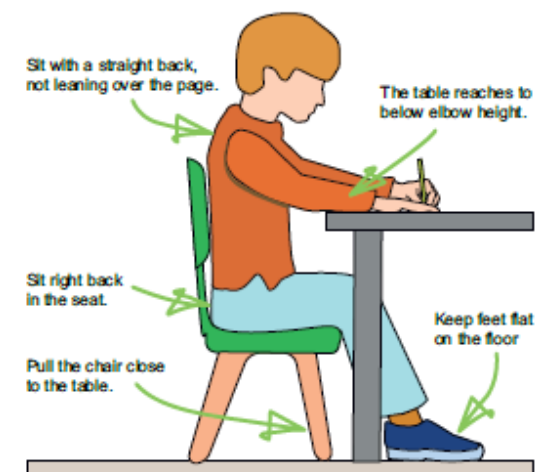
Sitting position

Sit left-handed children to the left of their partner so they have plenty of room to write.



Left handed children

How to sit correctly to be comfortable for handwriting.



How to hold and position the paper.

