

Lingham Primary School Handwriting Policy



Handwriting is a skill, which like reading and spelling, affects written communication across the curriculum. Children must be able to write with ease, speed and legibility. Cursive handwriting teaches pupils to join letters and words as a series of flowing movements and patterns. Handwriting skills should be taught regularly and systematically through the use of our agreed cursive and pre-cursive script.

Aims

At Lingham Primary School, our aims in teaching handwriting are that the pupils will:

- Achieve a neat, legible cursive style with correctly formed letters.
- Develop flow and speed.
- Eventually produce the letters automatically and in their independent writing.

In order to achieve these aims, the following principles are followed:

Teaching and Learning

- Children should experience coherence and continuity in learning and teaching.
- Develop a recognition and appreciation of pattern and line and be given support in finding a comfortable grip.
- Understand the importance of clear and neat presentation in order to communicate meaning clearly.
- Encouraged to take pride in the presentation of their work and therefore study handwriting with a sense of enjoyment and achievement.
- Be supported in developing correct spelling quickly through a multi-sensory approach to handwriting.
- Shown how to be able to write quickly to aid expressing themselves creatively and imaginatively across the curriculum and for a range of purposes.
- Encouraged use their skills with confidence and pride in real life situations.

Foundation Stage












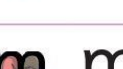

Children take part in activities to develop their fine and gross motor-skills and recognition of patterns, for example, to form letters using their index finger in sand or using paint. The children use shape formation, shape manipulation, directionality and fluidity of movement within funky fingers and messy play. Children should begin to learn how to correctly hold a pencil. Then how to use a pencil, and hold it effectively to form recognisable letters most of which are correctly formed. They should be given the opportunities to develop their handwriting to their full potential at that age with the letters taught linked to the Little Wandle formation phases.












Key Stage 1













Children will continue to develop fine and gross motor-skills with a range of multi-sensory activities. Teachers and support staff continue to guide children on how to write letters correctly, following the Little Wandle formation phases and using a comfortable and efficient pencil grip. Children should now be leaving spaces between words accurately. By the end of Year 1 children will be able to write legibly, using upper and lower-case letters appropriately and correct spacing between words and in Year 2 the children will be taught to join letters in a cursive style.













Teaching Sequence

We follow the Little Wandle teaching sequence for letter formation, starting in Term 1 of Year Foundation 2.

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
		Show your teeth and let the s hiss out sssss ssssss	Under the snake's chin, slide down and round its tail.
		Open your mouth wide and make the a sound at the back of your mouth a a a	Around the astronaut's helmet and down into space.
		Open your lips, put the tip of your tongue behind your teeth and press t t t	From the tiger's nose to its tail, then follow the stripe across the tiger.
		Bring your lips together, push them open and say p p p	Down the penguin's back, up and around its head.
		Pull your lips back and make the i sound at the back of your mouth i i i	Down the iguana's body, then draw a dot (on the leg) at the top.
		Open your lips a bit, put your tongue behind your teeth and make the n sound n n n	Down the stick, up and over the net.
		Put your lips together and make the m sound m m m	Down, up and over the mouse's ears, then add a flick on the nose.

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
		Put your tongue to the tip and front of your mouth and make a quick d sound d d d	Round the duck's body, up to its head and down to its feet.
		Give me a big smile that shows your teeth, press the middle of your tongue to the top and back of your mouth, push your tongue down and forward to make the g sound g g g	Round the goat's face, up to his ear, down and curl under his chin.
		Make your mouth into round shape and say o o o	All around the octopus.
		Open your mouth into a little smile, make your tongue flat and move it up towards the top of your mouth to say c c c	Curl around the cat.
		Open your mouth into a little smile, make your tongue flat and move it up towards the top of your mouth to say k k k	Down the kite, up and across, back and down to the corner.
		Open your mouth into a little smile, make your tongue flat and move it up towards the top of your mouth to say c c c	c Curl round the heel of the sock. k Down the sock, up and across, back and down to the corner. Catchphrase: Rock that sock!
		Open your mouth wide and say e e e	Around the elephant's eye and down its trunk.

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 j	 jellyfish	Pucker your lips and show your teeth use your tongue as you say j j j	All the way down the jellyfish. Dot on its head.
 v	 volcano	Put your teeth against your bottom lip and make a buzzing v v v v v v v v	Down to the bottom of the volcano and back up to the top.
 w	 wave	Pucker your lips and keep them small as you say w w w	From the top of the wave to the bottom, up the wave, down the wave, then up again.
 x	 box	Mouth open, then push the cake sound through as you close your mouth as ca ca (x x x)	Start at the top, then across to the bottom of the box. Start at the top, then across to the bottom of the box.
 y	 yo-yo	Smile, tongue to the top of your mouth, say y without opening your mouth y y y	Down and round the yo-yo, then follow the string round.
 z	 zebra	Show me your teeth and buzz the z sound z z z z z z z z	Zip across, zag down and across the zebra.

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 u	 umbrella	Open your mouth wide and say u u u	Down and around the umbrella, stop at the top and down to the bottom and flick.
 r	 rainbow	Show me your teeth to make a rrrrr sound rrrrr rrrrr	From the cloud to the ground, up the arch and over the rainbow.
 h	 helicopter	Open your mouth and breathe out sharply h h h	Down, up and over the helicopter
 b	 bear	Put your lips together and say b as you open them b b b	Down bear's back, up and round his big tummy.
 f	 flamingo	Open your lips a little, put your teeth on your bottom lip and push the air out to make the sound f f f f	Down the flamingo's neck, all the way to its foot, then across its wings.
 l	 lollipop	Open your mouth a little, put your tongue up to the top of your mouth, behind your teeth, and press l l l l l l l l	All the way down the lollipop.

Year 1

Year 1 will consolidate individual letter formation, by writing these as digraphs, trigraphs and words, following the Little Wandle teaching sequence. The formation of all capital letters and numbers will also be taught.

Letter formation: Capital letters

Use this document to ensure correct letter formation when you are teaching children to form capital letters.

Letter	Capital letter formation phrase
A	From the top, diagonally down to the left, up to the top, diagonally down to the right. Lift up and across.
B	From the top, down, back to the top. Round to the middle, round to the bottom.
C	From the top, curl around to the left to sit on the line.
D	From the top, down, back to the top. Curve right, down to the bottom.
E	From the top, down, back to the top. Across, back. Lift up and across the middle. Lift up and across the bottom line.
F	From the top, down, back to the top. Across, back. Lift up and across the middle.
G	From the top, curl around to the line, carry on up, then straight down. Lift up and across.
H	From the top and down. Space. From the top and down. Lift up and join the lines across the middle.
I	From the top to the bottom and stop.
J	From the top, all the way down, then short curl to the left.
K	From the top, down, up to the middle. Diagonally up, back and diagonally down to the line.
L	From the top, down and across the line.
M	From the top, down, back to the top. Diagonally down, diagonally up. Straight down to the line.
N	From the top, down, back to the top. Diagonally down, then straight up to the top.
O	From the top – all around the o.
P	From the top, down then back up. Curve right to halfway down.
Q	From the top – all around the o. Lift off. Short line diagonally down.
R	From the top, down, then back up. Curve right to halfway down. Diagonally down to the line.
S	From the top, under the snake's chin, slide down and round its tail.
T	From the top, down and stop. Lift up and from the left, make a line across the top.
U	From the top, down and curve right, then straight up to the top.
V	From the top diagonally right to the bottom, then diagonally up to the top.
W	From the top diagonally right to the bottom, diagonally up to the top, diagonally down to the line, then diagonally up again.
X	From the top, diagonally right to the bottom. Space. Start at the top, then diagonally left to the bottom.
Y	From the top diagonally right to the middle. Space. From the top diagonally left to the middle. Straight down to the bottom.
Z	From the top go across, diagonally down to the left and across the bottom.

Year 2

Lead in and lead out strokes will be taught in Terms 1 and 2, followed by the introduction of the four handwriting joins.

1. Diagonal join to letters without ascenders

e.g. ai ar un in am ear aw ir hu ti ki du up ag

2. Horizontal join to letters without ascenders

ou vi wi op ow ov ri ru ve we re fe fu ob ol wh rk rt ot of fl ft

3. Diagonal join to letters with ascenders

ab ul it ib if ub th ck ch it

4. Horizontal join to letters with ascenders

ol wh ot ft fl of rt rk wh ol ob

Further Y2 Joins

- practising joining to and from the letter s
- practising joining from the letter r
- practising joining to and from the letter a
- practising joining from the letter e
- practising joining from the letter o
- practising joining to the letter y
- practising joining to the letter a
- practising joining from the letter o
- practising joining to the letter r
- practising the horizontal join to the letter e
- practising the horizontal join to the letter u
- practising joining to ascenders

Key Stage 2

During this stage the children continue to have direct teaching and regular practice of handwriting linked to the spelling patterns being taught. We aim for them to develop a clear, fluent style and by the end of Year 6 be able to adapt their handwriting for the for different purposes, such as: a neat, legible hand for finished, presented work, a faster script for note making and the ability to print for labelling diagrams etc.

Recording

Children in F2 will have funky fingers sessions and other practical kinaesthetic activities. They will follow the Little Wandle Progression sequence of letters, learning to form letters outside of the daily Phonics lesson. F2 children are introduced to books with handwriting lines in the spring/summer term. In year 1, children should start using specific books with wider handwriting lines. As motor skills increase then the size of writing should decrease and the children should be moved to narrower handwriting lined books.

Techniques for teaching letter formation

- Good handwriting and handwriting techniques will be modelled all the time
- The handwriting process will be talked through and discussed
- Children will be encouraged to verbalise the process
- Children will form letters in the air
- They will use fingers to trace over tactile letters
- They may write in sand with a finger or stick or write on a chalkboard with chalk
- Letters may be formed with pegs on pegboard or with beads in plasticine
- They may use fingers to trace the outline of letters on the back of another person

Getting ready to write

Seating and posture

- Children must sit up straight, with both feet firmly on the floor
- 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
- The height of the chair should be such that the thighs are horizontal and feet flat on the floor
- Rooms should be well lit
- Left handed pupils should sit on the left of their partners

Pencil grip

- A tripod grip is the most efficient way of holding a pencil
- Different styles of pencil grips and slope boards are available for those who would benefit from them



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 does NOT sit on the left hand side of a left-handed child as their elbows will collide.

Links to spelling

Linking handwriting with spelling is one of the most powerful ways of developing the visual memory. Handwriting will be practised using letters, digraphs and high frequency words so that patterns are internalised.

Remember to use Look - Say - Cover - Write - Check

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 in Individual Education Plans [I.E.P.'s]. 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.

Assessment

Class teachers will continually monitor pupil progress in comparison with the age appropriate order of teaching.