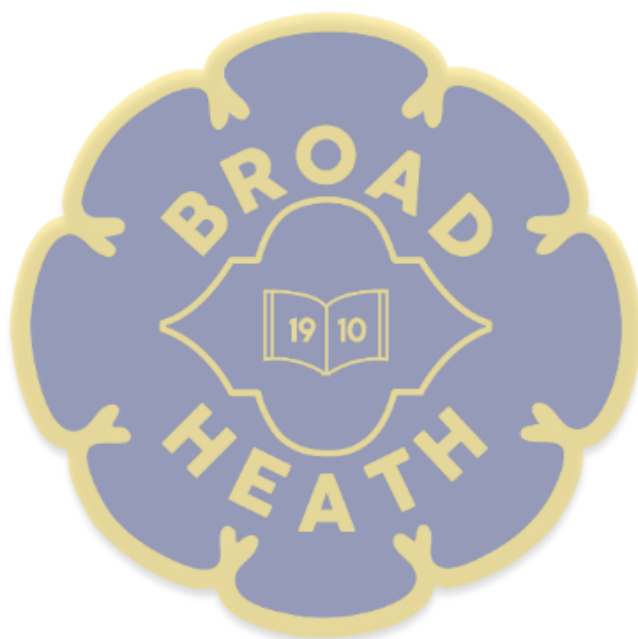


Broad Heath Primary School



Handwriting Policy

January 2022

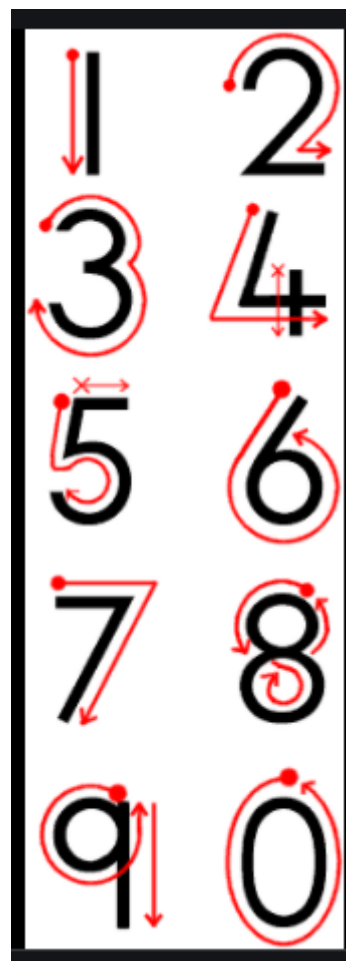
Aims

- To have a consistent cursive approach across the whole school to ensure high levels of presentation.
- To adopt a common approach towards handwriting by all adults when writing in children's books, on the whiteboard or on displays / resources.
- Children to achieve a neat, legible style with correctly formed letters in cursive handwriting.
- Children to develop fluency and speed whilst writing, so that eventually the children are able to write the letters with confidence and correct orientation.

Teaching and Learning

- As recommended by the British Dyslexia Association, we adopt a continuous cursive style of writing.
- Teachers and Learning Support Assistants model the agreed cursive style when modelling writing both in class, on displays and in feedback in books.
- Our agreed cursive style is as below but other fonts can be used in lessons so children are exposed to different fonts:

Cursive Lower Case Letters



General

Display writing throughout the school includes block letters, cursive writing and computer generated writing. This should not only be the cursive style but needs to be appropriate so children are exposed to a range of fonts.

When marking or writing comments, members of staff use cursive handwriting as appropriate.

Children are given experience of a variety of writing tools. Biro's are used from Year 3 when teachers feel it is appropriate. Pupils are encouraged to choose the writing implement they feel is most appropriate for the task.

Early years, reception and key Stage 1

Children will start practising using the cursive style in Nursery and are taught to begin to join their letters from Year 2 onwards (or when appropriate). Handwriting is taught as a discrete subject weekly and within lessons when appropriate. Lines which are given to the children or drawn for the children in early years and reception have to be appropriate.

The children are taught to:

- Develop their fine and gross motor skills with a range of multi-sensory activities
- Practise patterns and free flowing hand motions
- Write both lower case and upper case letters
- Write from left to right and from top to bottom
- Start and finish numbers and letters correctly
- Be consistent with the size and shape of numbers and letters and the spacing of letters, words and numbers
- Sit letters/numbers on the line, and ensure that ascenders reach the appropriate height, and that descenders sit below the line
- Have the correct pencil grip
- Find a convenient position for their page
- Have the correct posture and position
- Within KS1, every class will have at least two 15 minute handwriting sessions per week.
- The vast majority/all of children leaving year 1, should be able to correctly write every lower case letter in cursive, form capital letters and form all of their numbers correctly
- Children from year 2 should be taught to join in cursive style.
- Children in reception should have lines that are consistent across the year group. This will ensure children's letter size are appropriate and not too big.

Key Stage 2

During this stage, the children continue to have direct teaching and regular practice of handwriting. Handwriting will be practised in discrete sessions weekly in their English books and often within the curriculum. We aim for children to develop a clear and fluent style by the end of Key Stage 2 and that they are able to adapt their handwriting for the following different purposes:

- A neat legible hand for finished, presented work.
- Faster script for notes.
- Within KS2, every class will have a specific handwriting session for at least 20 minutes per week.

- In handwriting sessions, spellings, relevant key vocabulary or sentences/paragraphs related to core texts will be modelled by an adult then practised by children.
- Lined paper is used for handwriting specific exercises. Lines should be well spaced to start with – e.g. 10mm apart – gradually reducing to single lines about 5mm apart.
- Use the examples in the appendix to model this

Posture

- Chairs and desks within classrooms are matched to children's age and height.
- Children's backs should be straight and feet resting on the floor. A right-handed child should have their book slanted to the left. For a left-handed child the book should be slanted to the right.
- Always make sure that the hand which is not holding the pencil or pen holds the paper.
- Children entering KS2 should all be able to hold/grip a pencil/pen correctly and appropriately.

Left handed pupils

Teachers should be aware of the specific needs of **left-handed pupils** and make appropriate provision:

- Paper should be positioned to the left for right handed pupils and to the right for left handed pupils and slanted to suit the individual in either case.
- Pencils should not be held too close to the point as this can interrupt pupils' line of vision.
- 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 – 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.
- Letters which have a cross-stroke such as T, t and f will be formed slightly differently.

Implements

- Children use a standard HB pencil, well sharpened.
- When a member of SLT/Year leaders deems a child ready within KS2, they get a pen licence (see criteria). They will be provided with a special handwriting pen.
- A pencil is always used within maths regardless of whether children have a pen licence.

Planning

During handwriting sessions, children will apply taught formations to letters, words or parts of text relevant to their current learning. For example, they may practise the letters from their current

phonics focus, the letter strings used in their weekly spellings, key vocabulary related to core texts or curriculum units or use parts of text from guided reading or English texts.

Books will be used as evidence for the progression of handwriting.

Equal opportunities and Special needs

All children must have the opportunity and the encouragement to reach their full potential regardless of race, creed or sex. Children with Special Educational needs, where necessary, will be provided with specialist equipment such as pencil grips or wider ruled lined paper. Children will also have the opportunity to use iPads to rehearse specific skills on a more regular basis. Intervention is available for children who experience significant difficulties to practice pre writing skills and fine motor coordination

Assessment, Monitoring and Moderation

Children in the EYFS are assessed on an ongoing basis through observation, handwriting informs part of this. Within Key Stage One and Key Stage Two, handwriting is assessed as part of children's writing assessments on a half termly basis.

Homework

Pencils/pens should be used in homework books and children are encouraged to use the cursive script in all written home learning.

Pen Licence Checklist

For children to achieve the use of a pen, children must demonstrate:

- All numbers and letters are correctly formed
- The ascenders and descenders are the appropriate size
- They are able to join all letters according to the handwriting policy
- Children have a secure grip and have the correct posture for writing
- A black biro can be used or another appropriate pen
- Children's name should be on the pens
- Celebrating this achievement is a must

| |
|---|
| <i>All letters are correctly formed.</i> |
| <i>All short letters are the same size.</i> |
| <i>All ascenders and descenders are the right height/length.</i> |
| <i>All letters are joined correctly.</i> |
| <i>Capital letters are bigger than lower case letters.</i> |
| <i>Spaces between letters are the right size (not too squashed or stretched).</i> |
| <i>Spaces between words are the right size (not too small or big).</i> |
| <i>Date and title are underlined with a ruler.</i> |
| <i>Work looks neat.</i> |

School staff

Staff are expected to model the cursive script in their handwriting.

Fonts to use in school

Sassoon Primary

Comic sans

Nelson

Calibri

OR another suitable font that is clear and readable.

Fonts which are used should be clear, legible and printed/copied accurately. The above fonts will be encouraged to be used by staff, especially for the Active board.

Books will be regularly monitored and any children who are falling behind, extra support will be given.

Appendix 1

Suggested Handwriting Join Order Year 1 and 2

From Charles Cripps

| | | | |
|--------|---------|----------|------------|
| 1. a | 41. ash | 81. ast | 121. other |
| 2. i | 42. ish | 82. ate | |
| 3. ab | 43. oss | 83. ave | |
| 4. ib | 44. ad | 84. ear | |
| 5. ob | 45. ag | 85. ear | |
| 6. ub | 46. an | 86. een | |
| 7. ad | 47. ap | 87. eep | |
| 8. ed | 48. ar | 88. end | |
| 9. id | 49. as | 89. ent | |
| 10. od | 50. at | 90. ere | |
| 11. ud | 51. aw | 91. est | |
| 12. ag | 52. ay | 92. eve | |
| 13. eg | 53. ea | 93. fro | |
| 14. ig | 54. ed | 94. ind | |
| 15. og | 55. ee | 95. ine | |
| 16. ug | 56. en | 96. ing | |
| 17. am | 57. et | 97. ish | |
| 18. um | 58. hi | 98. ite | |
| 19. an | 59. ig | 99. ive | |
| 20. en | 60. ir | 100. old | |
| 21. in | 61. og | 101. ome | |
| 22. un | 62. oo | 102. one | |
| 23. ap | 63. op | 103. ong | |
| 24. ip | 64. ou | 104. ood | |
| 25. op | 65. ow | 105. ook | |
| 26. at | 66. oy | 106. oor | |
| 27. et | 67. ue | 107. ore | |

| | | | |
|---------|---------|-----------|--|
| 28. it | 68. ug | 108. ose | |
| 29. ot | 69. um | 109. ost | |
| 30. ut | 70. un | 110. our | |
| 31. ix | 71. up | 111. ove | |
| 32. ack | 72. ut | 112. own | |
| 33. eck | 73. wh | 113. sai | |
| 34. ick | 74. wi | 114. the | |
| 35. ock | 75. ace | 115. ust | |
| 36. uck | 76. ain | 116. wor | |
| 37. ell | 77. ake | 117. ight | |
| 38. ull | 78. alk | 118. ould | |
| 39. ill | 79. all | 119. thin | |
| 40. oll | 80. ame | 120. ound | |

Suggested handwriting Join Order Year 3 and 4

From Charles Cripps

| | | | | |
|---------|---------|---------|----------|-----------|
| 1. an | 41. awn | 81. ion | 121. tru | 161. orry |
| 2. as | 42. bur | 82. irt | 122. uck | 162. ough |
| 3. au | 43. bus | 83. ist | 123. udd | 163. ould |
| 4. ew | 44. can | 84. ite | 124. uit | 164. ound |
| 5. ey | 45. cap | 85. ive | 125. ull | 165. ount |
| 6. ie | 46. cei | 86. low | 126. umb | 166. port |
| 7. on | 47. cou | 87. oal | 127. ump | 167. read |
| 8. ut | 48. day | 88. oat | 128. ung | 168. ream |
| 9. ack | 49. die | 89. ock | 129. unn | 169. ring |
| 10. act | 50. ead | 90. oes | 130. ure | 170. rown |
| 11. add | 51. eak | 91. oke | 131. urn | 171. rush |
| 12. ade | 52. eal | 92. old | 132. use | 172. sand |
| 13. age | 53. ean | 93. ome | 133. ush | 173. self |

| | | | | |
|---------|---------|----------|-----------|------------|
| 14. aid | 54. ear | 94. one | 134. war | 174. sent |
| 15. ail | 55. eas | 95. ood | 135. win | 175. stor |
| 16. ain | 56. eat | 96. ook | 136. wor | 176. ture |
| 17. air | 57. ect | 97. ool | 137. you | 177. aught |
| 18. ais | 58. eed | 98. oom | 138. ance | 178. other |
| 19. ake | 59. eel | 99. oon | 139. ange | 179. ought |
| 20. ale | 60. een | 100. oot | 140. atch | |
| 21. all | 61. eer | 101. orn | 141. augh | |
| 22. amp | 62. eet | 102. ost | 142. ball | |
| 23. and | 63. ell | 103. oth | 143. body | |
| 24. ang | 64. elt | 104. ott | 144. cent | |
| 25. ank | 65. end | 105. oud | 145. circ | |
| 26. ant | 66. ent | 106. our | 146. dent | |
| 27. any | 67. err | 107. out | 147. each | |
| 28. ape | 68. est | 108. ove | 148. east | |
| 29. ard | 69. ett | 109. own | 149. eigh | |
| 30. ark | 70. exc | 110. par | 150. even | |
| 31. arm | 71. fam | 111. pen | 151. ever | |
| 32. art | 72. for | 112. per | 152. fact | |
| 33. ary | 73. ful | 113. pro | 153. hose | |
| 34. ase | 74. gar | 114. raw | 154. ible | |
| 35. ash | 75. ice | 115. ree | 155. ight | |
| 36. ass | 76. ick | 116. rew | 156. ince | |
| 37. ast | 77. ide | 117. row | 157. king | |
| 38. ate | 78. ife | 118. see | 158. lies | |
| 39. ath | 79. ift | 119. the | 159. ment | |
| 40. ave | 80. ine | 120. tor | 160. oose | |

Suggested handwriting Join Order Year 5 and 6

From Charles Cripps

| | | | | |
|---------|---------|----------|-----------|-------------|
| 1. am | 41. coa | 81. low | 121. uck | 161. rain |
| 2. au | 42. con | 82. man | 122. uit | 162. rate |
| 3. aw | 43. cou | 83. med | 123. ull | 163. ress |
| 4. ca | 44. dge | 84. met | 124. umb | 164. ries |
| 5. ea | 45. dom | 85. mon | 125. ure | 165. rror |
| 6. eo | 46. ead | 86. mot | 126. use | 166. scar |
| 7. ex | 47. eal | 87. ner | 127. ust | 167. show |
| 8. kn | 48. ean | 88. oar | 128. utt | 168. tain |
| 9. oe | 49. ear | 89. oas | 129. war | 169. tele |
| 10. oy | 50. eas | 90. oat | 130. wea | 170. ture |
| 11. tw | 51. eat | 91. oke | 131. wor | 171. writ |
| 12. ue | 52. eck | 92. ole | 132. you | 172. ation |
| 13. wr | 53. ect | 93. ome | 133. able | 173. count |
| 14. ack | 54. eer | 94. one | 134. ache | 174. eight |
| 15. aft | 55. end | 95. ony | 135. ance | 175. ember |
| 16. age | 56. ent | 96. ood | 136. ange | 176. ining |
| 17. ail | 57. ept | 97. ool | 137. arve | 177. ister |
| 18. ain | 58. ery | 98. ord | 138. aste | 178. seven |
| 19. ake | 59. eve | 99. ore | 139. atch | 179. tract |
| 20. ame | 60. fif | 100. orn | 140. coll | 180. ection |
| 21. ank | 61. for | 101. oss | 141. comm | |
| 22. ant | 62. fri | 102. our | 142. ease | |
| 23. ape | 63. ful | 103. out | 143. eath | |
| 24. app | 64. fur | 104. ove | 144. eave | |
| 25. ara | 65. gen | 105. own | 145. eigh | |
| 26. ard | 66. geo | 106. oze | 146. form | |
| 27. are | 67. get | 107. par | 147. gree | |
| 28. art | 68. gue | 108. pea | 148. ight | |

| | | | | |
|---------|---------|----------|-----------|--|
| 29. ary | 69. ice | 109. per | 149. ious | |
| 30. ase | 70. ide | 110. poi | 150. itch | |
| 31. ash | 71. ied | 111. qua | 151. king | |
| 32. ass | 72. iff | 112. qui | 152. ment | |
| 33. ato | 73. ift | 113. roo | 153. miss | |
| 34. ave | 74. imb | 114. sal | 154. ness | |
| 35. bar | 75. ind | 115. she | 155. oast | |
| 36. ber | 76. ine | 116. six | 156. ough | |
| 37. bur | 77. ink | 117. son | 157. ouse | |
| 38. car | 78. int | 118. swa | 158. port | |
| 39. cei | 79. ite | 119. tar | 159. prin | |
| 40. cho | 80. ive | 120. tur | 160. prod | |

Appendix 2 – handwriting examples

Year 1+2 ①

a i ab ib ob ub ad ed id
od ud ag eg ig og ug am
um an en in un ap ip
op at et it ot ut
ack eck ick ock uck ell
ull ill oll ay ea ed
ee en et hi ig ir
og oo op ou ow oy
ue ug um un up ut
wh wi ace ain ake
alk all ame eve fro
ash ish oss ad ag an
ap ar as at aur ast
ate ave ear een eep
end ent ere est ind
ine ing ish ite ive old
ome one ong ood

Year 1+2 (2)

ook oor one ose ost

our ove own sai the

ust wor ight ould

thin ound

an as au ew ey ie on
ut ack act add ade
age aid ail ain air
ais ake ale all amp
and ang ank ant any
ape ard ark arm art
ary ase ash ass ast
ate ath ave awn bur
bus can cap cei cou
day die ead eak eat
ean ear eas eat ect
eed eel een eer eel elt
end ent err est ett ext
from fam for ful gar
ice ick ide ife ift ine
ion irt ist ite ive low
oal oat ock oes

Year 3+4 (2)

oke old ome one ood
ook ool oom oon oot
orn ost oth ott oud our
out ove own par pen
per pro raw ree rew
row see the tor low
man med met mon mot ner
oar oas oat oke ole
tru uck udd uit ull umb
ump ung unn ure urn use
ush war win wor you
ance ange atch augh ball
body cent circ dent each
east eigh even ever fact
hose ible ight ince king
lies ment oose orry ough
ould ound ount port

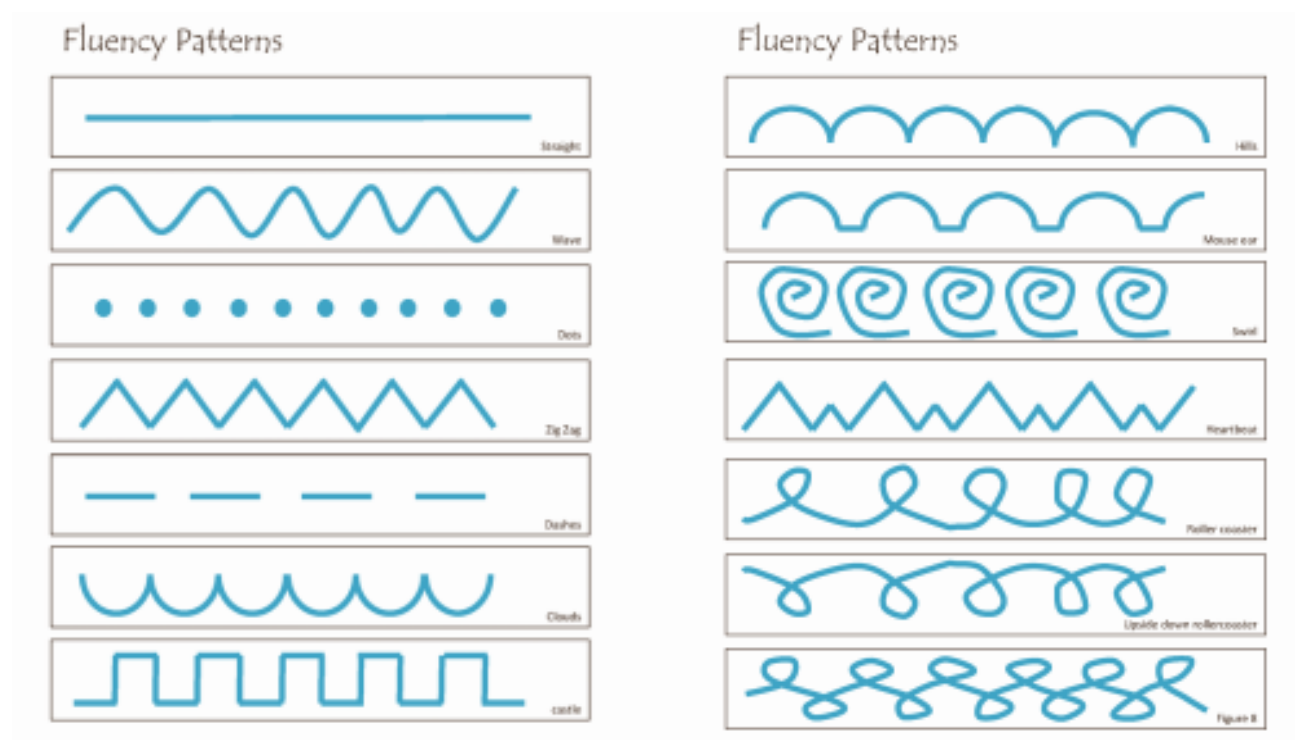
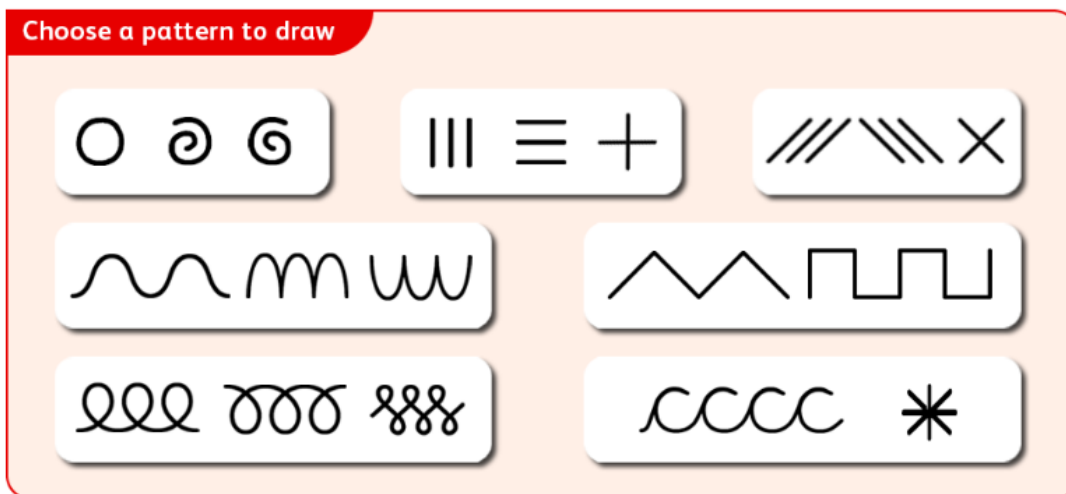
Year 3+4 (3)

read ream ring rown

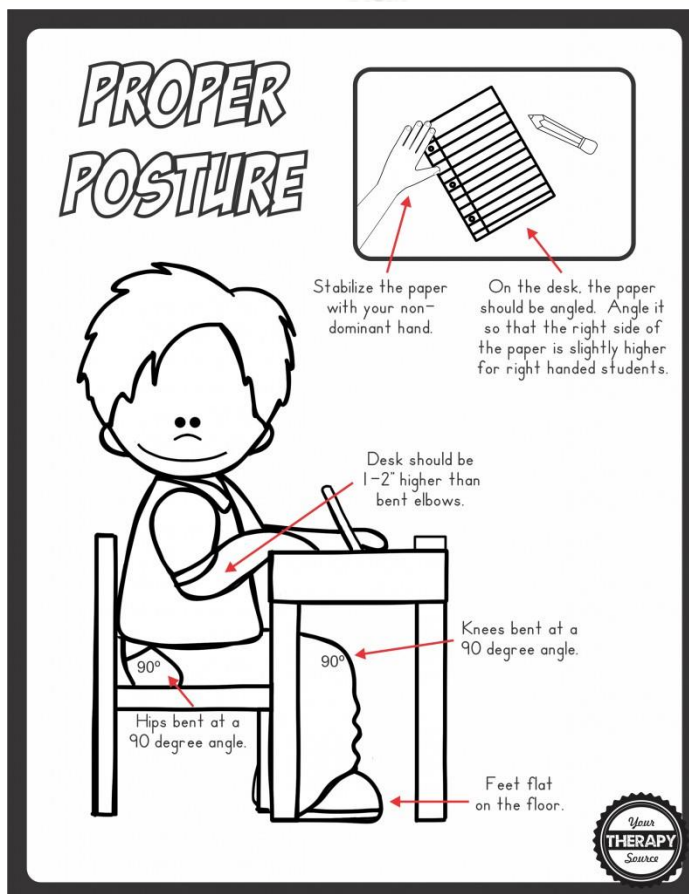
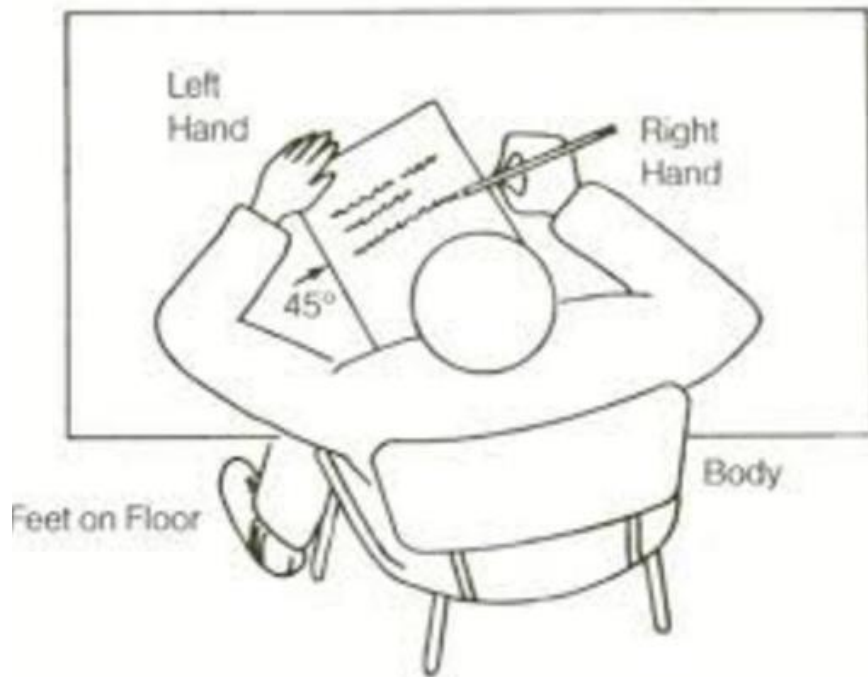
rush sand self sent stor

ture aught other ought

Appendix 3 – patterns to aid the development of children’s handwriting



Appendix 4 – writing posture



Appendix 5 – Handwriting grip



Tripod Grip



Quadropod Grip

Appendix 6

Number formation

