

Handwriting Policy

Wood End Park Academy

The Park Federation



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Rationale

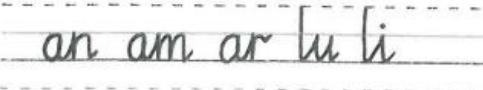
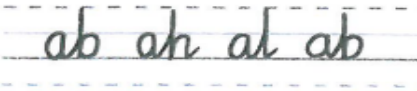
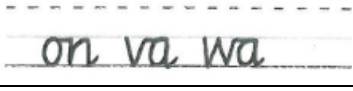
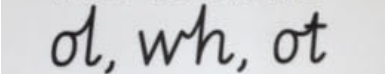
Teaching handwriting is a priority at Wood End Park Academy. In order for children to be able to concentrate on their *quality* of what they are writing, they need to be able to write legibly and fluently. It is recommended that joined handwriting should only be taught as soon as children have learnt to form their letters correctly.

Handwriting Scheme used by WEPA: Nelson Thornes Handwriting Scheme



Key points about joining letters (the Nelson handwriting scheme)

abcdefghijklmnopqrstuvwxyz

<p>Join 1</p>	<p>Diagonal upwards join from letters than finish with upstrokes to letters without ascenders e.g. a to n / l to i</p> 
<p>Join 2</p>	<p>Diagonal upwards join from letters than finish with upstrokes to letters with ascenders (to b, f, h, k, l, t)</p> 
<p>Join 3</p>	<p>Horizontal join across the top of letters to letters without ascenders (o v and w).</p> 
<p>Join 4</p>	<p>Horizontal join to letters with ascenders (to l, h, t etc.)</p> 
<p>Break Letters</p>	<p>Joins are not make from these letters. Appropriate joins are made to these letters: b g j p q x y</p>
<p>Mean Letter</p>	<p>The only mean letter is z. Children should not join to or from this letter.</p>

Expectations by the end of each key stage

By the end of EYFS, children should be able to:

- form letters correctly using pre-cursive handwriting (ensure pupils are aware that the starting letter of a word does not have a lead in)
- hold pencil effectively (taught through 'Funky Fingers', see appendix)
- form recognisable letters
- begin to recognise some letter families (see examples in appendix).

(The Early learning goal does not state that children need to join letters at this stage)

Early Years

In Early Years, children participate in a wide range of multi-sensory activities in order to develop fine and gross motor skills through 'Funky Fingers' (see pages 5-6)

In Early Years, children should be taught to

- Hold a pencil correctly and adopt the correct posture when writing
- Write from left to right and from top to bottom of the page
- Start and finish letters correctly
- Form regular sized and shaped letters
- Use regular spacing between letters and words
- Be aware of the need for clear and neat presentation
- Take a pride in their written work

In **Nursery** the children are encouraged to:

- Develop gross motor control
- Develop fine motor control
- Use a range of mark making tools such as pencils, pens and crayons, with confidence and enjoyment
- Develop a recognition of pattern
- Develop a language to talk about shapes and movements
- The main handwriting movements involved in the three basic letter shapes; l, c, and r
- Make marks on their planning cards of the appropriate colour
- Develop letter-like shapes on their planning cards e.g. 's' for sand
- Produce letter-like shapes on planning cards for the appropriate session
- Their first name, using a Capital letter for the beginning and correct letter formation

On entry, Reception children are involved in a variety of activities to develop essential pre-writing skills in line with the Early Learning Goals of the Foundation Stage.

Activities to develop gross motor control, for example rolling hoops and running with a hoop, ribbon movement, chalking, painting on a large scale, Interactive White Board.

Funky Fingers: A General Introduction (see appendices for how Funky Fingers is adopted at WEPA)

Activities to develop fine motor control:

- tracing
- colouring within guide lines and pictures
- pattern work
- using glue spreaders in small pots
- painting with the tips of the fingers, cotton buds, plasticine, threading.

This is taught through a five minute intervention program in reception called Funky Fingers. All these activities develop spatial awareness (e.g. "P.E. on paper.") Children develop the basic handwriting patterns found in letter formation and are introduced to actual letter formation in conjunction with the introduction of phonic skills. Sounds are closely linked in handwriting patterns and the children's visual awareness of words is harnessed e.g. 'cat', 'hat'.

Practise of particular High Frequency Words helps to develop good visual and writing habits e.g. 'the', 'and'. Usually by the end of the Reception Year all children will have been introduced to all letters of the alphabet through patterns as shown above and introduced to more independent writing.

Additional examples of Funky Fingers activities:

- using padlocks and keys – how quickly can your child unlock them?
- clothes pegs – how many can your child peg around a box in one minute?
- how many small beads can (s)he pick up in one minute using tweezers?
- mix pasta and dried peas – can your child separate them using tweezers?
- how many bubble wrap bubbles can (s)he pop?
- Climbing walls and outdoor games, including carrying, pushing, pulling.

Key Stage 1 and 2

The objectives below state what children should be able to do by the end of each year group. The codes refer to The Park Federation Writing Standards. Further information on expectations is taken from *National curriculum in England: English programmes of study Statutory Guidance*.

End of Year 1 Expectation:

- E2 I can use a capital letter for the pronoun 'I'.
- E3a I can sometimes use capital letters to start my sentences.
- E8 I can start and finish most of my letters in the correct place.
- E9 I can use finger spaces.

Pupils should be taught to:

- 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
- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these

Notes and guidance

Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided.

Left-handed pupils should receive specific teaching to meet their needs.

End of Year 2 Expectation:

- E3a I can often use capital letters (and full stops) correctly.
- E8 All my letters and numbers are the correct size compared to each other.
- E9 I can leave correctly sized finger spaces between my words.

Pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- start using 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
- use spacing between words that reflects the size of the letters
- Notes and guidance (non-statutory)

Notes and guidance

Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.

Lower KS2 – Year 3 and 4

End of Year 3 Expectation:

E9 I can form and join my letters mostly correctly.

End of Year 4 Expectation:

E9 I can use fluent joined handwriting of a correct size.

Pupils should be taught to:

- 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, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]

Notes and guidance

Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.

Upper KS2 – Year 5 and 6

End of Year 5 Expectation:

E9 I can maintain legibility in joined handwriting when writing at length.

End of Year 6 Expectation:

E9 I can maintain legibility in joined handwriting when writing at speed.

Pupils should be taught to:

- write legibly, fluently and with increasing speed by:
- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task

Notes and guidance

Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra, and capital letters, for example, for filling in a form.

When should handwriting be taught?

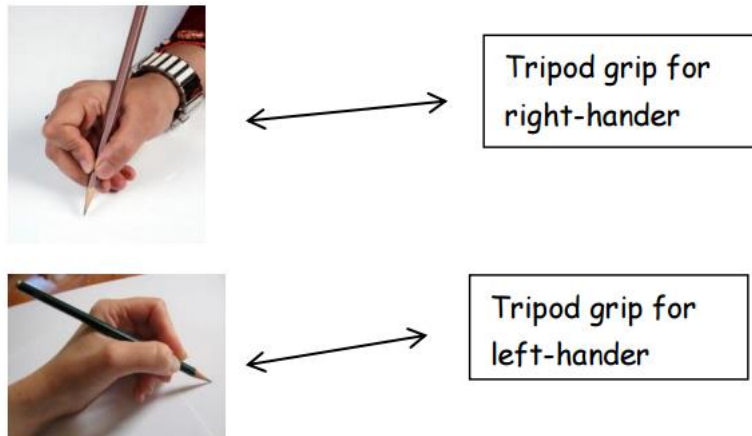
Handwriting should take place on a daily basis in order for children to reinforce this skill. As handwriting is a fine motor activity, the more practice children get, the more they will be able to write with speed and fluency.

In EYFS, children are practising their fine gross and motor skills throughout the day and are learning to hold the pencil correctly and forming basic letters. Letter formation is also taught through the phonics programme in EYFS.

Expectations of Staff:

- All teachers and LSAs should ensure that they are modelling correct cursive handwriting to children throughout the school day. It is also good practice if all notices, displays, titles and signs in the classroom and around the school to be in joined script if they are hand written. More examples of cursive script around the school environment – including word joined word processing - will assist pupils to appreciate this writing convention.
- When marking children’s work, always write in a cursive hand that the children can read. Staff should equally ensure that children can read the adult’s handwriting.
- It is important that staff praise children regularly for cursive handwriting. We must remind children that ‘Practice makes perfect’.
- It is important that children have the opportunity daily to watch how the teacher demonstrates cursive handwriting and that there is time set aside each day for children to reinforce this skill. As handwriting is a movement skill, demonstration by a competent teacher is essential.
- As staff, we must check and correct bad habits such as children having a poor pencil grip, poor posture at the desk, poor book/paper positioning and incorrect letter formation (e.g. starting particular letters at the bottom)

Photos showing correct pencil grips



- Teachers should also monitor and check that children are consistently writing in cursive style when completing any homework.
- Teachers should monitor and remind all children in Upper Key Stage 2 that they must complete any writing in the handwriting pens given by their teacher.
- Teachers must ensure that modelled writing during teaching is handwritten onto sugar paper. The teacher should also verbally discuss and highlighting specific joins (e.g. ‘think out loud’)

- When marking children's work, the 'PH' mark is used to refer to presentation and handwriting. For example, PH* for excellent presentation and handwriting, PH/ for a good attempt with next steps to improve and PH? for poorly presented handwriting.
- For children with special educational needs, it is crucial that children are able to develop their confidence through handwriting activities that they are familiar with (e.g. through repetition). Where possible, children should also be encouraged to develop their handwriting skills through tangible and multisensory activities such as drawing letters in the air, drawing letters in sand etc. Teacher demonstration and child imitation are the keys to successful handwriting. Providing children with a modified pencil grasp may also be helpful.

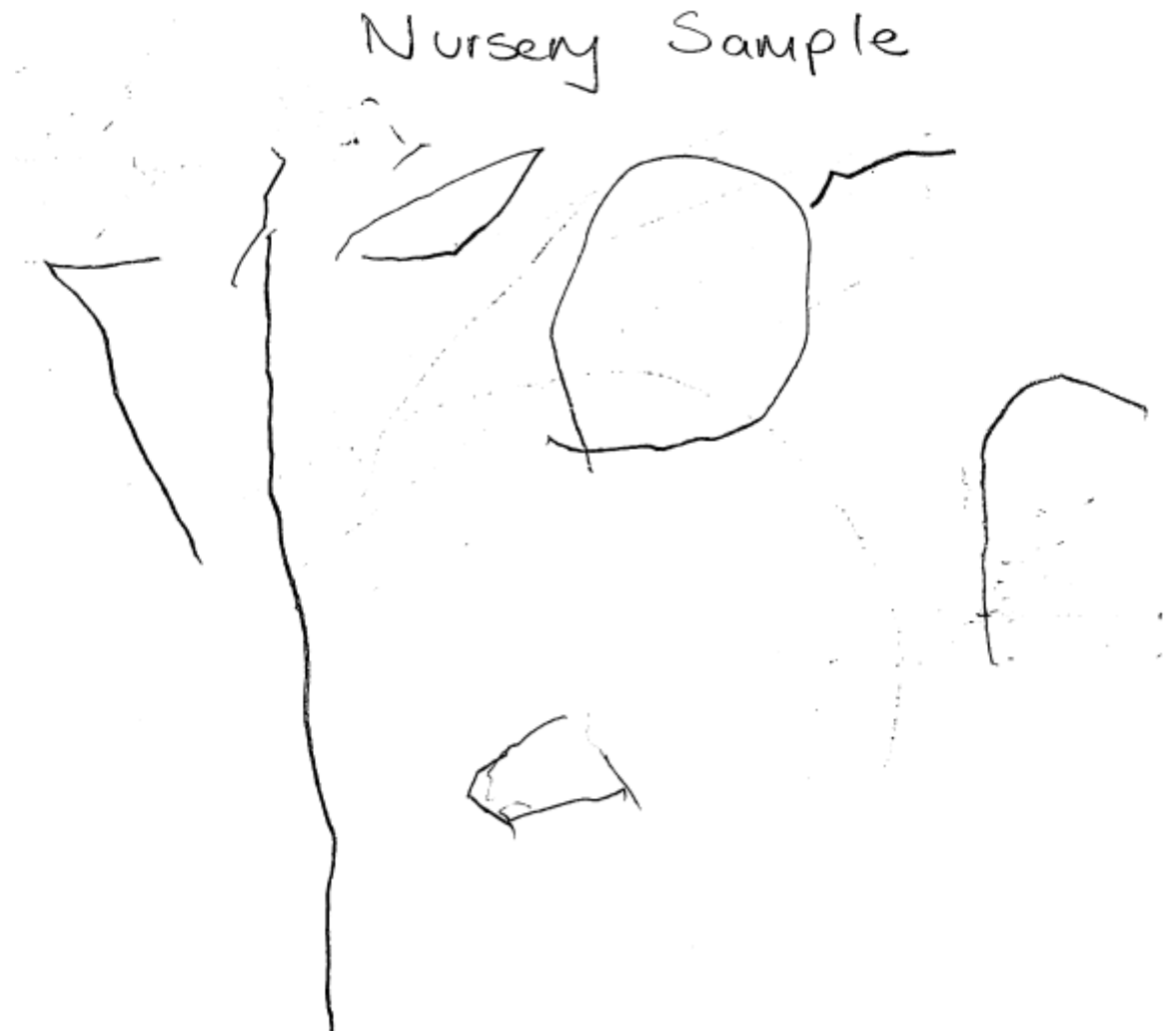
APPENDICES

Appendix 1- Funky Fingers at Wood End Park Academy

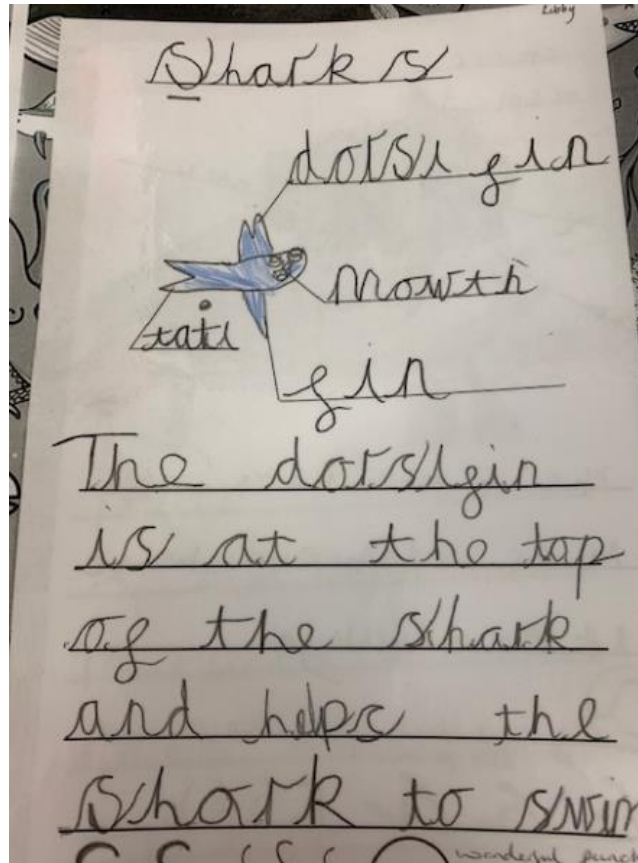
- Funky fingers is an intervention program that was set up in reception to ensure that every child in reception received a daily fine motor intervention.
- The children are grouped based on their pencil grip which is observed during child initiated play.
- There is usually 4 groups and each group does a specific activity that is planned for based on their fine motor level. The children complete this activity to music that lasts between 3 and 4 minutes.
- In terms of challenge, children can be challenged to complete the activity a specific number of times or in a shorter time frame.
- The activities are planned to support palm strength, pincer grip, joint flexibility, wrist and arm rotation and finally pincer movement.
- The groups are flexible and children move through these groups throughout the year.
- The activity stays the same all week and then gets changed each week to a different activity.
- In reception this happens after phonics but before the literacy session has started at 9.20 – 9.25 each morning.

Appendix 2- Samples of handwriting for children working at age related expectations in each year group

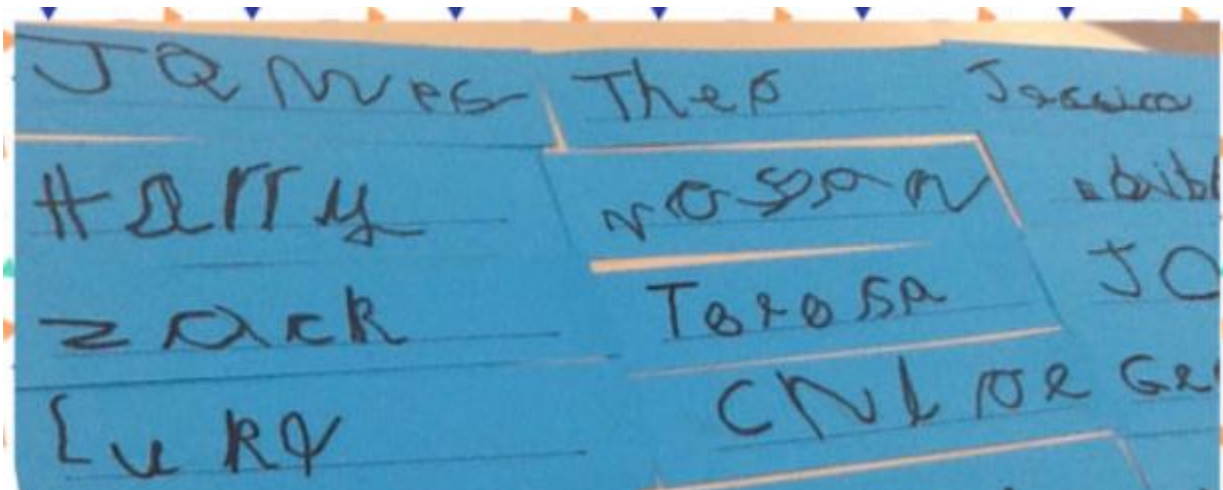
Nursery Sample



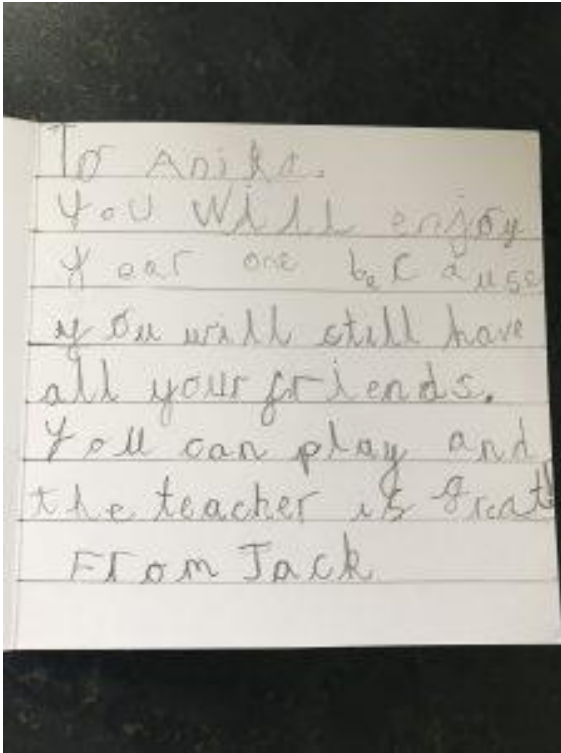
Reception sample 1



Reception sample 2

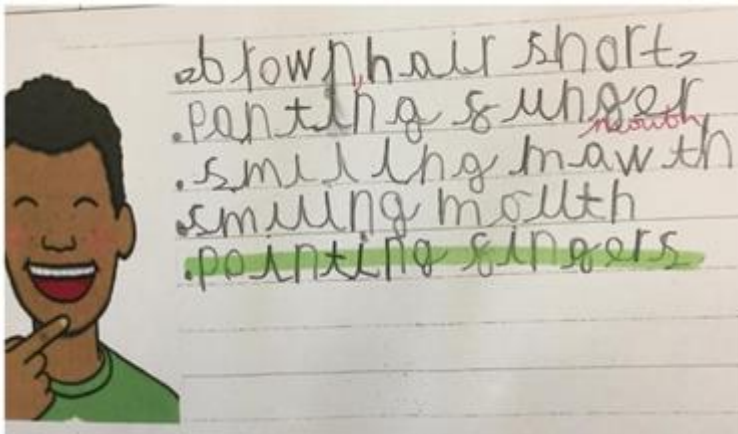


Year 1 sample 1



(Note WEPA do not loop descenders)

Year 1 sample 2



(Note WEPA do not loop descenders)

Year 2 sample 1 (from STA Assessment Exemplification)

Last seen flying out of Forest School on Monday night. He has a silver tummy, black body and black feet. It will breath fire at you and eat you up! If seen then please report on 069 30661300 999 013. If seen and not reported you will be locked in jail for three years! You will be

Year 2 sample 2 (joined)

My name is _____
My name is Nourullah.

This is my best handwriting
This is my best handwriting.

I will use it in my work.
I will use it in my work.

Year 3 sample 1 (consistently joined)

Flower - The flowers job is to attract bees to pollinate the flower.

Stem - The stem carries nutrients and helps the flower stand up.

Leaves - The leaves are used to make nutrients for the plant itself.

Roots - The roots absorb the water and nutrients.

Year 3 sample 2 (not consistently joined)

"The streets of Rome were lined with bustling crowds." I like this one, because it starts off with what's happening.

"Suddenly an old man ran out into the road." This is mysterious and strange.
I WANT TO READ MORE!!!

Year 4 sample 1 (must be joined)

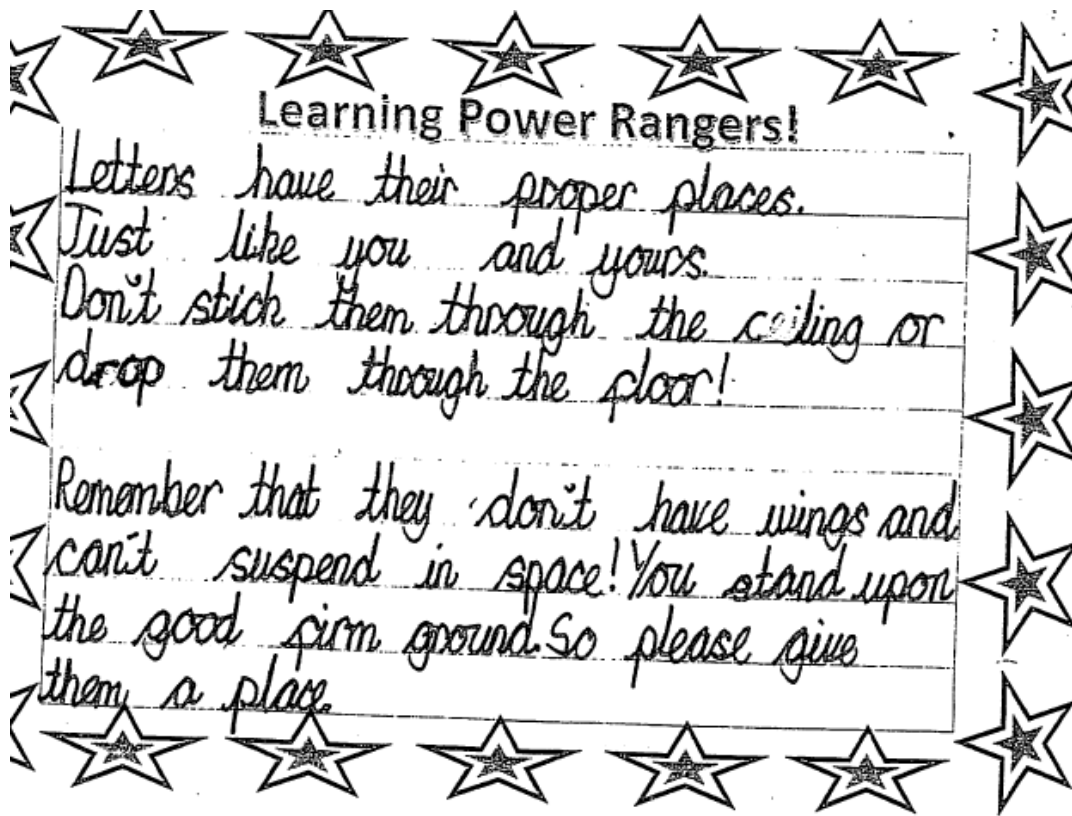
Once upon a time, Hansel and Gretel were back from the sweet house and watched the television. Hansel and Gretel were watching something so distracting that they didn't hear the doorbell.

After a while, they finally heard the doorbell and when they opened no one was there. Suddenly, the witch came from behind and grabbed Hansel and Gretel and told them who she was. "How could the witch's sister know about what happened," he whispered.

Year 4 sample 2 (must be joined)

I'm Josie and I am 8 years old. I've been very good this year. I live in a half house so it looks like a normal house but just split in half. It also has a brown diamond (◊) on top of it (not really on top but in the middle). My house is in Hayes and you will see grey and black flower windows at the front. The windows will also have yellow or gold star flashing lights. You will also see a black Christmas tree (with no star it doesn't fit).

Year 5 sample (must be joined)



Learning Power Rangers!

Letters have their proper places.
Just like you and yours.
Don't stick them through the ceiling or
drop them through the floor!

Remember that they don't have wings and
can't suspend in space! You stand upon
the good firm ground. So please give
them a place.

Year 6 sample 1 (must be joined)

Searching and clattering about, the bright eyed pensioner throws and tosses broken plates about around. Skillfully, her fingers run over the China plates or that were once loved by a family. In her frail hand, she holds what looks to be a perfectly good tea pot; she holds it like it's Christmas morning but it's not what she's looking for, so she throws it away. As she begins to give up, the item that she wants catches her eye - this would be perfect. It.

Year 6 sample 2 (from STA Assessment Exemplification: Note WEPA do not loop descenders)

All about Theatres

Over 4000 years ago, in ancient Greece, the first theatres were built to entertain people or to teach new things. Frank Matchan, who was the owner of the Kings Theatre, built it in 1907 when it was opened to please both rich and poor. Furthermore, the Globe Theatre was built in the Elizabethan times (1599) with the purpose of showing tragedies, comedies and histories. Despite cinemas, DVDs and Netflix, people still want live story telling and theatres are the place to go.

Appendix 3) Letter Families

Letter families

For teaching letter formation

Letter family 1

Down and off in another direction

l i t j u y

Letter family 2

Down and retrace upwards

m n r b p h k

Letter family 3

Anticlockwise round

c a d o q g e f s

Letter family 4

Zig-zag letters

v w x z
