



Lea Valley Primary School

Handwriting Policy 2016/17

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Aims

Our aim is for children to develop legible, fluent, efficient handwriting.

In handwriting, as in other skills, children will develop at different rates; for that reason, it is important that there is a consistent style of handwriting throughout the school, and that all staff consider themselves to be teachers of handwriting, with a clear understanding of the progression of skills, and of how to remedy errors. It is not sufficient to exhort children to improve their handwriting; the different elements need to be taught and practised. Early intervention is essential at every stage, to prevent the acquisition of bad habits which are difficult to correct.

The school handwriting style is based on “The Development of Handwriting Skills” by Christopher Jarman, which is available for reference in each class base. A reference sheet showing an alphabet of capital, lower case and joined letters is included in the Appendix and should be available to children in every classroom, and to parents. Where Jarman offers a choice of letter shapes (for example, for the letter f, or for a joined s), the school style is shown in the reference sheet. Children who join the school with established fluent joined handwriting will be allowed to continue with their current style of handwriting.

The following is a brief outline of our agreed policy:

Gross and fine motor skills: activities to develop gross and fine motor skills are essential to the development of good handwriting. Pattern sheets are included in the Appendix; many other materials and suggestions for activities are available in school.

Posture: children should be taught the importance of sitting upright and correctly on their chair, with their feet on the floor.

Pencil grip: children should use a tripod grip, and be given constant reminders until this is established. Triangular section pencils and shaped pencil holders are available in school for children who find them helpful.

Position of paper: left handed children should be encouraged to tilt their paper slightly to the right to improve their view of what they are writing, and to reduce smudging later on when they write in ink. Right handed children may find it helpful to tilt paper slightly to the left. Paper should be steadied with the free hand.

Paper: early writers will write on unlined paper so that they are able to write at a size appropriate to their needs. As soon as children are beginning to control the size of their writing, they will be given lined paper and exercise books, to encourage the correct placing of letters on the line. Lines at an interval of 15mm will be standard in KS1, and 8mm or 10mm in KS2, although some children may have different needs. Where work is redrafted and presented for display, children may use plain paper and guidelines, with the same line spacing. A photocopiable master is included in the Appendix. For the teaching and practice of handwriting, it may sometimes be helpful to use handwriting exercise books or “handwriting paper” to give further support for the relative heights of parts of the letters; photocopiable masters are included in the Appendix.

Correct letter formation: children are taught to form letters correctly, paying attention to the starting point for each letter, the direction of pencil movement, the shape and orientation of the letter, and the relative heights of the body of each letter, and any ascender and descender. Teaching will be multi-sensory and appropriate to the needs of the child. Our policy is to teach a letter shape which closely resembles print for early readers, and which will not need to be changed as handwriting becomes joined. The “patter” used in Reception to accompany correct letter formation is included in the Appendix.

Joining letters: children should be introduced to joined handwriting as soon as they have mastered the shape of individual letters. They will begin by joining vowel and consonant digraphs, to facilitate the recall of spelling patterns. Later, the four basic handwriting joins will be taught systematically (see the outline in the Appendix, and see Jarman for more information) and then practised in regular short handwriting sessions, linked to spelling patterns.

Correcting mistakes: use of rubbers is to be discouraged except in the case of work in pencil for display. Otherwise, mistakes in pencil or ink should be crossed out using a single horizontal line, and the whole word rewritten. Using double line spacing for work in draft allows the children space to improve their own work.

Fonts: materials prepared in school for children in KS1 will use Sassoon Primary Infant font, which includes the same letter shapes as Jarman script. A joined Jarman script is also available in school.

Writing implements, linked to assessment: Children will begin writing in pen during Y3. All Y3 children will write all displayed work in pen, and by the summer term all Assertive Mentoring writing samples for their files will be in pen. Y4 children will write all displayed work in pen, and all Assertive Mentoring writing samples for their files will be written in pen. In years 5 and 6 all children will complete all written work with the exception of mathematics

in pen. However, Children who have achieved legible joined handwriting in pencil will progress to a fibre tip “school handwriting pen”, which will then be used for all written work in school regardless of year group (this could include children in Y2). Children will use the checklist developed by Y3 pupils (copy in the appendix) to assess and improve their own work, and achievement of this milestone will be celebrated. Further progress will be assessed using the criteria developed in Year 4 (copy in the appendix). Children who achieve fluent, correctly joined handwriting using a fibre tip pen will progress to a “school cartridge pen”.

Pens will be provided by the school. Children will not be allowed to provide their own writing implements from home unless they are able to make a convincing case of special need; for example parents of some left handed children may prefer to provide a more expensive specialist left handed pen if their child finds that helpful.

Copies of KS1 and KS2 mark schemes for handwriting, and examples, are included in the Appendix.

Ink: black ink will be used throughout the school.

Further help and guidance can be sought from the English Subject Leader.

- 1 Alphabet of capital, lower case and joined letters
- 2 Pattern sheets for letter families
- 3 Guidelines
 - KS1 15mm
 - KS2 8mm and 10mm
- 4 Handwriting Paper
 - KS1
 - KS2
- 5 Read Write Inc letter formation and rhyme Page 5
- 6 Outline of the four basic joins
- 7 Year 3 checklist: "What makes handwriting good"
- 8 Year 4 progression for handwriting skills
- 9 Mark schemes for handwriting and examples
 - KS1
 - KS2

Appendices

Appendix 1

Handwriting

a b c d e f g h i j k l m n
o p q r s t u v w x y z

A B C D E F G H I J K L M N
O P Q R S T U V W X Y Z

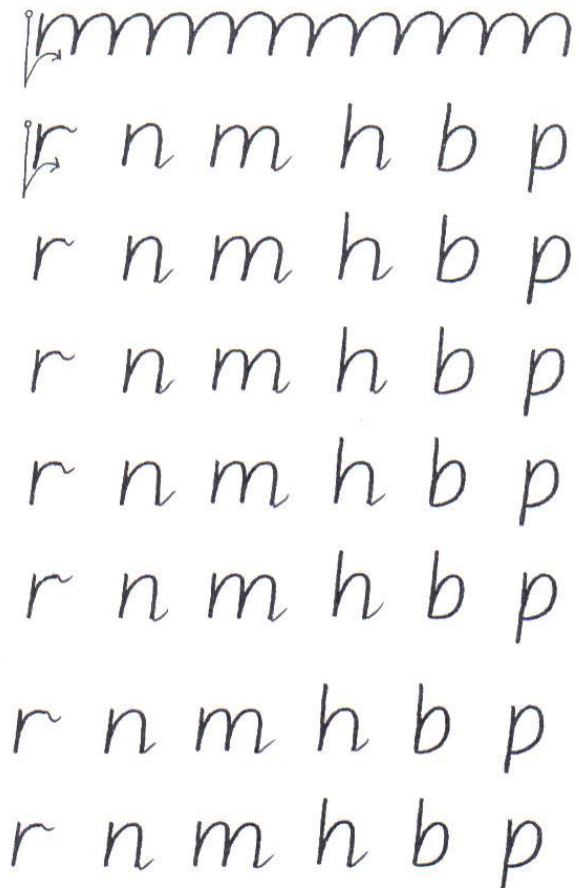
abcdefghijklmnopqrstuvwxyz
abcdefghijklmnopqrstuvwxyz

Appendix 2

Copy page 2

Stage 1

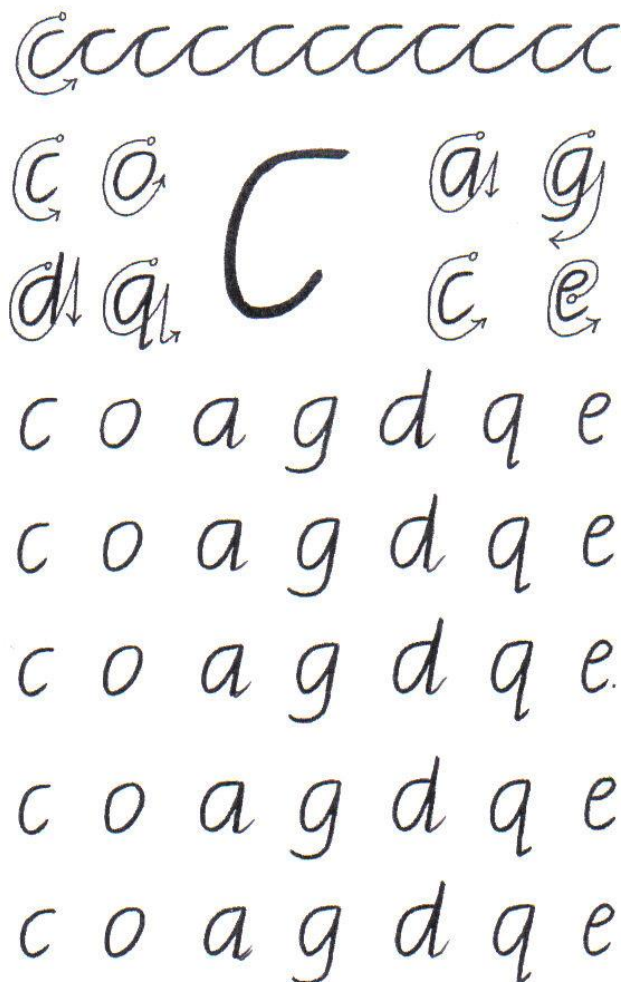
The family of letters which is formed from the first pattern. For the best results practise the letters the same size and shape as the line of pattern.



Copy page 4

Stage 1

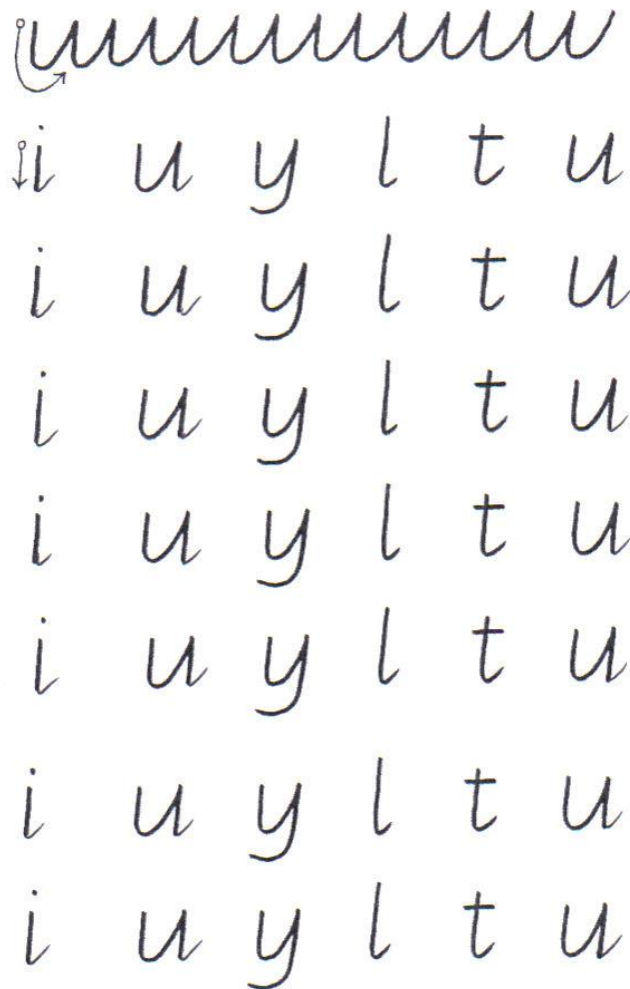
The family of letters which is formed from the second pattern. The basic 'c' shape, shown large on this page, should be traced several times and its particular oval form memorised. Before copying this page, pupils should have had several lessons on it from the blackboard or overhead projector.



Copy page 6

Stage 1

The family of letters which is formed from the third pattern. Remember that the descender of the y is only half the length of the body of the letter. Letter t is not as tall as the letter l, and the crosspiece of t is at the height of the small letters.



Copy page 8

Stage 1

The family of letters which is formed from the fourth pattern. Note that the centre point of w is of equal height to the arms. Letter x may be formed with either stroke first, whichever is preferred.



[illegible]

[illegible]

Appendix 4

[illegible]

Appendix 5

Read Write Inc.

- a. The letter sounds and their rhymes to help the
- b. children with writing letters.
- c. Round the apple down the leaf (apple)
- d. Down the laces to the heel, round the toe (Boot)
- e. Curl around the caterpillar (caterpillar)
- f. Round his bottom up his tall neck and down to his feet (dinosaur)
- g. Lift off the top and scoop out the egg (egg)
- h. Down the stem, and draw the leaves (flower)
- i. Round her face down her hair and give her a curl (girl)
- j. Down the head to the hooves and over his back (horse)
- k. Down his body, and dot for his head (insect)
- l. Down his body curl and dot (jack-in-the box)
- m. Down the kangaroo's body, tail and leg (kangaroo)
- n. Down the long leg (leg)
- o. Down Maisie, over the mountain over the mountain (Maisie and
- p. mountains)
- q. Down Nobby, over his net (football net)
- r. All around the orange (orange)
- s. Down his plait and around his head (pirate)
- t. Round her head, up past her earrings and down her hair (queen)
- u. Down his back, then curl over his arm (robot)
- v. Slither down the snake (snake)
- w. Down the tower across the tower (castle tower)
- x. Down and under, up to the top and draw the puddle (umbrella)
- y. Down a wing, up a wing (vulture)
- z. Down up down up (worm)
- aa. Down the arm and leg and repeat the other side (Exercise)
- bb. Down a horn up a horn and under his head (yak)
- cc. Zig-zag-zig (zip)

www.readwriteinc.com

Appendix 6

Basic handwriting joins

There is no join after capital letters, or the following lower case letters: b, g, j, p, q, s, z

Horizontal join (from a letter which finishes at the top to a letter which starts at the top)

on on on on on

Diagonal join from a letter which finishes at the line to a letter which starts at the top

in in in in in

Diagonal join from a letter which finishes at the line to a letter with an ascender

it it it it it

Diagonal join from a letter which finishes at the top to a letter with an ascender

ot ot ot ot ot

It also helps to teach separately horizontal and diagonal joins to "c" family letters, which require a reversal in the direction of movement:

og og og og og

ad ad ad ad ad

Appendix 7

Year 3 has been looking at what makes handwriting 'good'. We made this checklist to help us

Good Handwriting...

...is readable!

...has careful clear letters.

...sits on the line.

...starts at the margin.

...goes to the end of the line.

...has a finger space between each word.

...has the same letters the same height.

...is not too big, and not too small.

...is joined up!

Good handwriting

Well done! Your handwriting is already good enough for you to be allowed to use a school handwriting pen.

Even better handwriting...

...has all the letters the same regular size

...has the ascenders and descenders clearly distinguished

...has all the correct joins

...is consistent.

Your reward for this will be a school cartridge pen.

Even better handwriting

Well done! Your handwriting is already good enough for you to be allowed to use a school cartridge pen.

Beautiful handwriting...

...is fluent

...has ascenders and descenders parallel to each other

...has a personal style and is stunning to look at

...gives displayed work the "wow" factor.

Your reward for this will be the presentation of a special handwriting award in assembly.

Appendix 8

Mark schemes

KS1

Handwriting

Make this judgement based on a few lines of writing chosen to represent the child's best performance, looking across both pieces.

Band F1 Writing is legible, letters are usually correctly formed and orientated. Generally, upper and lower case letters are not mixed within the word.

1 mark

Band F2 Letters correctly formed and orientated.

- Writing may be a controlled printed style, with letters generally neat and regular in size, ascenders and descenders usually distinguished. Alternatively, there may be evidence of the ability to join letters, although this detracts from the overall regularity of the handwriting.

2 marks

Band F3 Letters correctly formed and orientated.

- Handwriting is neat and regular in size, with ascenders and descenders usually distinguished.
- There is evidence of fluency and the ability to join letters.

3 marks

Appendix 9

Examples of handwriting

560000 IT IS A good
560000 You weV de
in class 20
VREN you get der
you see sun gush.

0 marks

We tack the Regst befor
We wrck. We have brck at
12:00 clock. We have LRck
in the hou and out sid.
We have Brack at 10:00 clock

1 mark

at Play time. If we are thirsty We can
have a drink we have a water bottle
and you can take your water bottle home
on Friday. If you do good work you can
get a go for gold. At lunch time We have

2 marks

27

meeting and they ~~are~~ every morning
assemble. we have are fruits before
playtime and some children
will show you around the
school so you get to know

2 marks

I hope you are starting to feel welcome in this
class. There are five tables in this class. There are
30 children and one teacher. We are going to
be kind to you, be helpful, we are going to
make you feel welcome and we be lovely to

3 marks

I will be your friend. I will help you
and I will show you where the toilet is.
We have to be very kind or the other
children will tell of you. If you ^{are} on the

SECTION F**HANDWRITING**

All children need to develop a serviceable handwriting style which is legible, clear and encourages the reader to engage with what has been written.

This assessment of handwriting is based on children's ability to write legibly and fluently in a sustained piece of writing.

Judgements will be made on the basis of the legibility and clarity of the handwriting throughout the longer piece, supported by a closer look at the size and position of words and letters.

Band F1

The handwriting is legible and shows some features of regularity in size and spacing. However, overall the script is disjointed and uneven.

1 mark

Band F2

Overall, the handwriting is regular with some flow and movement. Letters and words are usually appropriate in size and position but there is some variation.

2 marks

Band F3

The handwriting is consistent and fluent with letters and words appropriately placed. The handwriting maintains a personal style to engage the reader.

3 marks

Handwriting examples

Example awarded 1 mark

The handwriting is legible and shows some features of regularity in size and spacing. However, overall the script is disjointed and uneven.

I ^{for} ~~but~~ think you will be waking
up at a resnable time. Therefor
having a P.E seeshen will make you
fit befor lesens an breckfast.

~~Then~~
Then they will not be late
and have les time to work.

~~Foran St.~~
~~Winnin~~
Havin just 6 lesens and Encloding
breckfast and not seing yodur perants
untill 1.30pm is aporling.

The perents will miss them having
said that going to school with
an empty stumucke is not good
and the perants if thay are
still asleep will think thay have
been kid naped by someone.
The children will fall asleep during
lesans and breckfast.

I think we shod have the
children's apirap dont you?

Example awarded 2 marks

Overall, the handwriting is regular with some flow and movement. Letters and words are usually appropriate in size and position but there is some variation.

~~7:00am - To early to get to school even if you
get to go home early. because you are still tired.~~ } ^{wrong} x

I am very unhappy because every morning we have to get to school at 7:00am it is way to early. and as for the sports I think that we should have them in the afternoon because if you have the sports in the afternoon because if you are doing all your lessons in the morning then in the afternoon you can go and run wild. At 1pm I think we should have dinner so that we don't starve and sport or Homework Club you can have it at 2pm and school closes at 1:30pm still but it is like an after school club so you can do it if you want but if you don't want to you can go home. from 12:30pm to 1:00pm we have something called golden time which is where over the weeks if someone has been naughty then they lose a golden warning and then if you miss-behave again you will lose 5mins of your golden time. It keeps going up ^{in 5 mins} until it is 30 mins and then you get sent to the head teachers office and have to spend half an hour sitting silently and getting told of and

Example awarded 3 marks

The handwriting is consistent and fluent with letters and words appropriately placed.
The handwriting maintains a personal style to engage the reader.

I believe the new school timetable has some great ideas but there are some worse ideas of it that many pupils and teachers may disagree with. I am one of many people who dislike the idea of coming to school at 7:00 am, which would mean getting up very early. On the other hand I think having an exercise session in the morning would be a healthy way to start the day.

Also having breakfast at 8:00 am at school would result in pupils getting to know each other and make friends with one another. I'm not the only one who doesn't agree with having all lessons cramped together in the morning till gone midday, it would cause becoming pupils to become bored and not being able to produce the best of their abilities.

On the contrary it may refresh and relax themselves the children if they have a sport or homework club shortly after their long hard lessons.

But many children may state