



QUEEN VICTORIA PRIMARY SCHOOL

Handwriting Procedures

September 2022

Review Date: September 2023

Queen Victoria Handwriting Policy

Aims:

1. To know the importance of neat and clear presentation in order to communicate meaning effectively.
2. To write legibly in both joined and printed styles with increasing fluency and speed by:
 - Having a correct pencil grip
 - Knowing that all letters start at the top apart from 'd' and 'e' which start in the middle
 - Forming all letters correctly
 - Knowing the size and orientation of letters.

Discrete Teaching:

There should be a minimum of 4 x 15 minute timetabled handwriting lessons each week. Children who find handwriting difficult should be targeted for intervention.

Model Used:

Queen Victoria Primary School uses the Nelson Thornes handwriting scheme with the following letter formation:

Lower Case Letters:

abcdefghijklmnopqrstuvwxyz

Capitals:

ABCDEFGHIJKLMNOPQRSTUVWXYZ

The Four Joins:

1. to letters without ascenders
2. to letters with ascenders
3. horizontal joins
4. horizontal joins to letters with ascenders

The break letters (letters that aren't joined from) are:

b, g, j, p, q, x, y, z, s

big
jelly
unique
zebra

green
happy
xylophone
swans

NB: Children must be taught individual letters first so that they see them as individual units before learning to join.

Reception:

In Reception all children have opportunities to develop fine and gross motor control as part of continuous provision. When children are ready they will be given opportunities to practise handwriting on lines. These lines should be well spaced (about 2cm apart).

Year 1:

Children should start the year as above. When they are ready they should move onto wider lined handwriting books and participate in more formal handwriting sessions. However, correct pencil grip and posture should be modelled as part of everyday practice.

Year 2:

The majority of children should be using the smaller lined books. All children should be allowed to use unlined paper from time to time so that they can apply skills and consider issues of presentation and aesthetics. Handwriting should be timetabled and where appropriate link with revision of phonics.

Key Stage 2:

Pupils will have access to a minimum of 4 x 15 minute discreet sessions to develop handwriting.

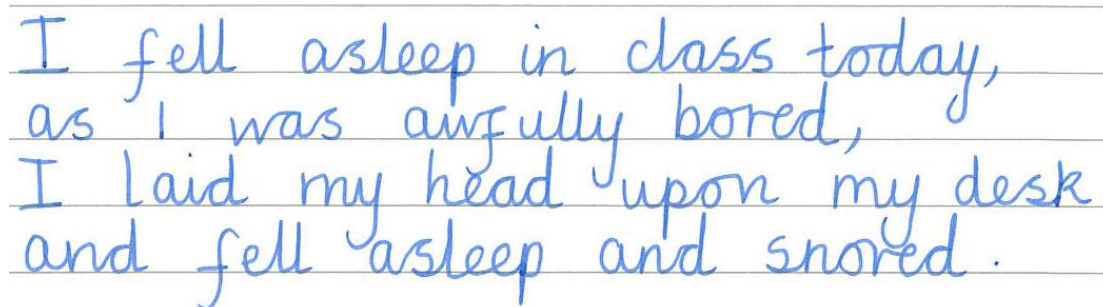
Teaching Sequence:

To develop independence the following teaching techniques would be seen across Key Stage 1:

- Hand and finger strength activities
- Tracing
- Pattern Work
- Over teachers writing which has used a highlighter
- Under teacher's writing directly under words

Key Stage 2:

In Key Stage 2 all pupils will have access to a minimum of 4 x 15 minute discreet sessions to develop handwriting. When children write neat, legibly and letters are appropriately sized and spaced across the curriculum they will obtain a 'pen license' and be able to write in blue ink and be given a handwriting pen.



I fell asleep in class today,
as I was awfully bored,
I laid my head upon my desk
and fell asleep and snored.

For the order of teaching letters and joins see Pages 5-7.

Techniques for teaching letter formation:

- Model good handwriting all the time
- Demonstrate
- Talk through the process
- Encourage children to verbalise the process
- Children form letters in the air
- Write over highlighter pen or dotted letters
- Draw round templates
- Write in sand with finger or stick
- Write with chalk on a chalkboard
- Wax resist letters
- Form letters with pegs on a pegboard
- Form letters with beads in plasticine
- Finger trace the outline of letters on the back of the person in front of you.
- Chair and table should be at a comfortable height
- The table should support the forearm so that it rests lightly on surface and is parallel to the floor
- Encourage children to sit up straight and not slouch
- The height of the chair should be such that the thighs are horizontal and feet flat on the floor
- Tables should be free of clutter
- Rooms should be well lit
- Left handed pupils should sit on the left of their partners

Pencil Grip:

Children should write with a pencil (or pen) with a rounded nib. Pencils should be reasonably sharp. A tripod grip is the most efficient way of holding a pencil.

For right handers:

- Hold lightly between 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 the 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

Teachers should demonstrate writing with their left hand wherever possible or use the expertise of left handed writers.

NB: It is very important that a right handed child is NOT seated on the left hand side of a left handed child as their elbows will collide.

Assessment

Phase leaders in phase meetings and senior leaders should monitor children's writing and presentation in books regularly (at least half termly). The following should be considered:

- Is the writing generally legible?
- Are the letters correctly shaped and proportioned?
- Are the joins made correctly?
- Are the spaces between the letters, words and lines appropriate?
- Is the size of the writing appropriate?
- Is the writing properly aligned?
- Are the writing standards achieved by the majority of pupils in line with age-related?

Individual Assessment

Children should be observed as they write during handwriting lessons - the teacher must circulate, monitor and intervene. Teachers also need to monitor and mark whole pieces of writing. The following should be considered:

- Is the posture correct?
- Does the child hold the pencil correctly?
- Does the child use the correct movement when forming letters and/or joining letters?
- Are any letters reversed or inverted?
- Does the child write fluently and rhythmically?
- Is the writing easily legible?
- Is the pupils handwriting development in line with age-related expectations?

Order of teaching

Single letters (YR and Y1)

- cadgqo
- esf
- ilt
- uyjk
- rnm
- hbp
- vwz

Supporting Activities

- write dance in Year 1 - introduced as part of the 'recovery curriculum' and to support fine motor control
- tracing patterns
- tracing
- copying over (letters, numbers and words)
- copying under (letters, numbers and words)

Joins Y2 (going into Y3) Introduction of the four handwriting joins

- First join: un, um, ig, id, ed, eg, an, or, ing, ung
- Second join: ch, sh, th, tl, ll, ill, sli, slu, ck, ack, st, sti, ink, unk
- Third join: od, pg, re, ve, oon, oom,
- Fourth join: wl, vl, of, ff, fl, flo
- Practise the break letters: b, p, g, q, y, j, z
- Practise capital letters

Joins Y3 (going into Y4) Revision

- Practise the break letters b, p, g, q, y, j, z
- Practise capital letters
- See Nelson's online subscription for further information and video clips of the four handwriting joins
- inine
- utute
- veri
- okoh
- sh as es (practising two ways of joining the letter s)
- ri ru ry (practising joining from the letter r)
- oa ad as (practising joining from and to the letter a)
- ee ea ed (practising joining from the letter e)
- ow ov ox (practising joining from the letter o)
- ky hy ly (practising joining to the letter y)
- ha ta fa (practising joining to the letter a)
- od oo og (practising joining from the letter o)
- er ir ur (practising joining to the letter r)
- aialay
- oyouoi
- re oe fe (practising the horizontal join to the letter e)
- fu wu vu (practising the horizontal join to the letter u)
- ot ol ok (practising joining to ascenders)
- ai al ow ol (practising all the joins)

Year 4:

- ning ping ting
- ocodoo
- ake ome are
- fla flo fle
- who wha whe
- ieinil
- inly ky ny
- aparan
- ick uck ack
- practising writing with a slope

- he
- we
- re
- ſte fir fin
- wra wri kni (silent letters)
- iillttrrnmmccooddssffze
- ewev ex (spacing)
- th ht fl (proportions)
- acagaf
- Capital letters
- Decorated capital letters
- Practising with punctuation !? – “” ‘`

Years 5 and 6

- Practise consistency and size of letters
- Practising using a diagonal line
- Practising leaving an equal space between letters
- Practising joining to the letter y
- Practising using a horizontal joining line
- Practising the size and height of letters
- Practising joining from the letter i
- Practising joining to and from the letter v
- Practising consistency in forming and joining letters
- Practise speedwriting
- Practising drafting and editing
- Practising joining to the letter t

See Nelson online subscription for learning outcomes, activities and further information.

SEND

Additional resources to support children with fine motor control difficulties can be obtained from the SENCo and each individual case assessed to ensure it meets the child's needs.

GDPR – PERSONAL DATA

This policy is collecting personal data and accordingly adheres to the principles of data protection law. Further information on the lawful basis of using personal data can be found in the school's privacy notices. The personal data obtained will also be managed in line with the school's data retention policy. For further information please refer to the schools data protection policy."

Appendix I

Lower Case letter formation

- a - Start at the top, go all the way round, up to the top, down and flick.
- b - Start at the top, go all the way round, up to the top, down and flick
- c - Start at the top and go round
- d - Start at the middle, go all the way round, all the way up to the top, straight down and flick
- e - Start near the bottom, go up, around and down
- f - Start at the top, go round and straight down and round. Lift your pencil and cross the 'f' in the middle
- g - Start at the top, go all the way round, up to the top, straight down and round
- h - Start at the top, go straight down, up and over, down and flick
- i - Start at the top, go straight down and flick. Lift your pencil and put a dot at the top.
- j - Start at the top, go straight down and round. Lift your pencil and put a dot at the top.
- k - Start at the top, go straight down, over and round, down and flick.
- l - Start at the top, go straight down and flick.
- m - Start at the top, go down, up and over, down, up and over, down and flick.
- n - Start at the top, go down, up and over, down and flick.
- o - Start at the top and go all the way round.
- p - Start at the top, go straight down, up to the top and all the way round.
- q - Start at the top, go all the way round, up to the top, straight down and flick.
- r - Start at the top, up and over and flick.
- s - Start at the top, go round, down and back down.
- t - Start at the top, go straight down and round. Lift your pencil and cross the 't'.
- u - Start at the top, go round, back up to the top and flick.
- v - Start at the top, go down and back up to the top.
- w - Start at the top, go down, back up to the top, down and back up to the top.
- x - Start at the top, go down and lift your pencil to the top and down across the other way.
- y - Start at the top, go down and round, straight up to the top and round.
- z - Start at the top, go straight across. Diagonally to the bottom and across.

Appendix 2

Upper case letter formation

- A - Down, left, down, left and across.
- B - Down, left and round til you stop, and round til you stop.
- C - Round.
- D - Down, left and round.
- E - Down and across, left across at the top, left and cross in the middle.
- F - Down, left across at the top, left, cross in the middle.
- G - Round, up and down.
- H - Down, left, down, left and cross the middle.
- I - Down.
- J - Down and round.
- K - Down, left, out from the middle, up, left, middle, down
- L - Down and across.
- M - Down, left, down and across, up and across, up and down.
- N - Down, down and across and up.
- O - All the way round.
- P - Down, left and round.
- Q - All the way round, left and down.
- R - Down, left and round til you stop.
- S - Round and back round.
- T - Down, left and across.
- U - Down, round and up.
- V - Down and up.
- W - Down, up, down and up.
- X - Down and across, left, down and across.
- Y - Down and across, left, all the way down and across.
- Z - Straight across, down and across and straight across.

Appendix 3

Teacher assessment framework for a pupil's performance – end of Key Stage 1 and 2 – handwriting						
This statutory interim framework is to be used only to make a teacher assessment judgement on an individual pupil at the end of the Key Stage following the completion of KSI/KS2 curriculum.						
It is not intended to track progress throughout the Key Stage.						
The expected standard						
	Key Stage 1			Key Stage 2		
	Working towards	Working at	Working at greater depth	Working towards	Working at	Working at greater depth
Forming lower-case letters in the correct direction, starting and finishing in the right place	All	All	All	All	All	All
Forming lower-case letters of the correct size relative to one another	Some	All	All	All	All	All
Forming capital letters and digits of the correct size, orientation & relationship to one another & to lower case letters	Some	All	All	All	All	All
Using spacing between words	All	All	All	All	All	All
Using spacing between words that reflects the size of the letters.		All	All	All	All	All
Use of question marks and exclamation marks		Most	All	All	All	All
Using the diagonal and horizontal strokes needed to join letters		Some	Most	All	All	All
Producing legible joined handwriting				All	All	All
Maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.				Most	All	All

Key: A child demonstrates attainment of a standard **some** or **most** or **all** of the time by the end of the Key Stage.

Appendix 4

Handwriting requirements – national framework

Statutory requirements	Non-statutory requirements
Early Years Foundation Stage	
<p>Literacy development involves encouraging children to begin to read and write.</p> <p>Moving and handling: Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p> <p>Writing: Children write simple sentences.</p>	<p>Expected descriptors: Shows preference for a dominant hand. Use a pencil effectively to form recognisable letters, most of which are correctly formed.</p> <p>Exceeding descriptors: They hold paper in position and use their preferred hand for writing, using a correct pencil grip. They are beginning to write on lines and control letter size.</p>
<p>Key stage 1 Year 1</p> <p>Pupils' writing during Year 1 will generally develop at a slower pace than their reading. This is because they need to encode the sounds they hear in words (spelling skills), develop the physical skill needed for handwriting, and learn how to organise their ideas in writing.</p>	
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● 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; ● write from memory simple sentences dictated by the teacher 	<p>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.</p> <p>Left-handed pupils should receive specific teaching to meet their needs</p>

Year 2

In writing, pupils at the beginning of year 2 should be able to compose individual sentences orally and then write them down, and to form individual letters correctly, so establishing good handwriting habits from the beginning.

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 un-joined;
- 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.

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 key stage 2

Years 3 - 4

Joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say.

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 un-joined;

Increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that the down-strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.

Pupils should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation.

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 key stage 2

Years 5 - 6

Children should be able to write down their ideas quickly. By the end of Year 6, pupils' writing should be sufficiently fluent and effortless to manage the general demands of the curriculum in Year 7.

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.

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 (e.g. quick notes or a final handwritten version). They should also be taught to use an un-joined style (e.g. for labelling a diagram or data, writing an email address, or for algebra) and capital letters (e.g. for filling in a form).