

Teaching Handwriting at Hunsley Primary V1

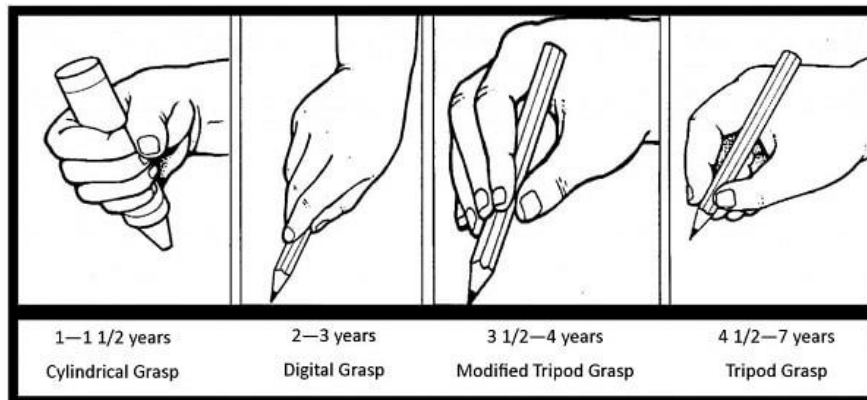
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Target Audience:	All Staff, Parents, Pupils, Community Users, Key Stakeholders

Teaching Handwriting at Hunsley Primary

Principles

When taught effectively, handwriting is where children will see the biggest change and fastest improvement in their work - progress they are able to see, feel and enjoy. Good teaching of handwriting reaps rewards in a very short time span. Good handwriting needs self-discipline, skill and quality teacher input. Good handwriting gives the reader a favourable impression of the work in front of them before they read any of the words. Children must be taught to present their work in as careful and attractive a manner as possible.

When completing any writing task, including handwriting practise, children need hold their pencil with the correct tripod pencil grip.



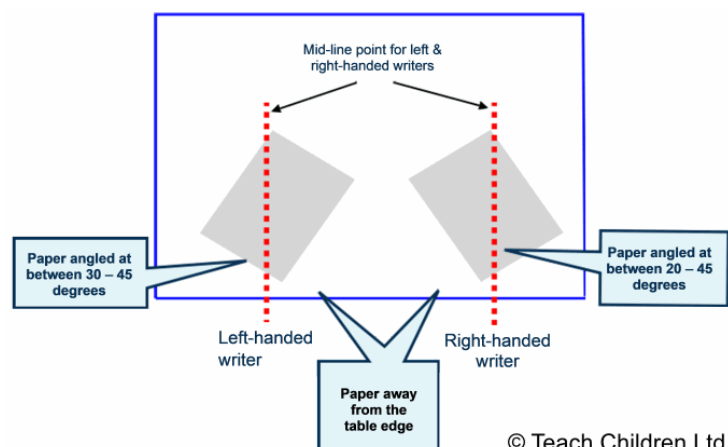
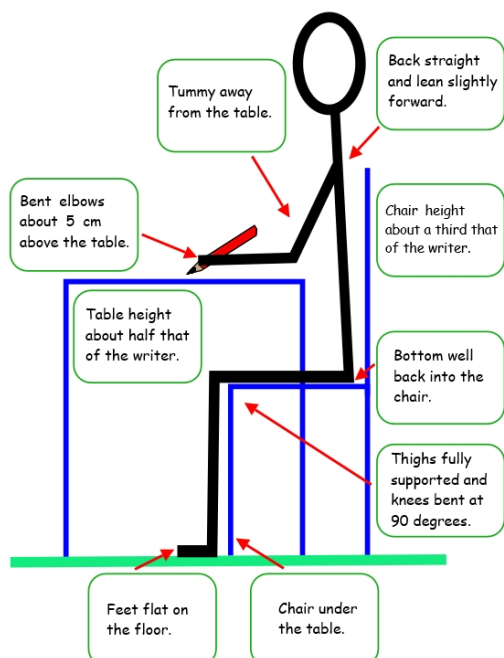
Posture and Pencil Grip

They need to sit up smartly in their chairs with the page slightly sloping. Their non-writing hand will be used to keep the page flat and support the writing. Across the school we will use the following abbreviations:

- BBC - Back, Bottom, Chair
- TNT- Tummy Near Table

When supporting the children to hold their pencil correctly, we will use the following reminders:

- Pick up your pencil with your 'Pinchy Parrot' (thumb, index and middle fingers).
- Find your 'pillow for your pencil' (the soft crease between the thumb and index finger).
- Put your pencil 'to bed' (place the pencil down to rest on the soft crease).



Language

The same language will be used by all staff teaching the formation of the letters and this is as follows:

- Top solid line
- Middle broken line
- Bottom solid line
- Bottom broken line (R/Y1 only)

When teaching the letters, we will refer to them as follows:

- Tall letters - b, d, h, k, l,
- Short letters - a, c, e, i, m, n, o, r, s, u, v, w, x, z
- Tail letters - g, j, p, q, y
- Teenager t - t
- Greedy f - f

When modelling the correct formation, we will use the following language:

- Careful driving - when re-tracing lines
- Bump the line - when a letter touches a line
- Joining stroke

Handwriting in Reception

Children will begin daily 'dough disco' sessions from week 2 to begin to strengthen their fine motor skills, as well as accessing weekly 'morning jobs' and provision 'challenges' which support gross motor and fine motor development.

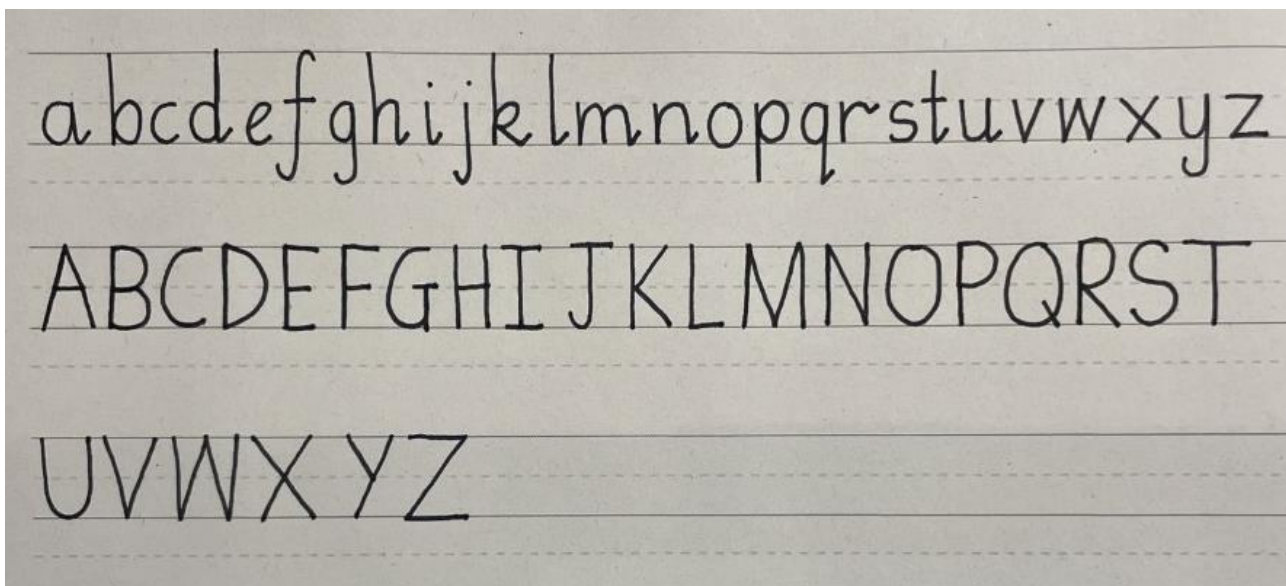
In line with the Phase 2 phonics teaching, children will then be exposed to and practise forming the letters taught during daily phonics lessons in different ways such as in the air, on the interactive whiteboard and then they will be supported 1:1 or in small groups to have a go at forming the uppercase and letters correctly with pencil in books on our Reception handwriting lines.

Reception handwriting Lines:



The children will also begin to write these letters in words and practise writing their own name.

The following shows the formation of lower-case and upper-case letters at Hunsley Primary.



Note:

'x' is formed down from the top left diagonally, then down from the top right diagonally

All capital letters start on the top solid line. The following letters are formed with strokes moving down and back up:

A, B, D, E, F, M, N, P, R

Handwriting in Year 1

The children will revisit forming the lower-case and upper-case letters correctly, but on slightly smaller lines, as shown below.

Year 1 handwriting lines:



In Year 1, the letters will be practised in the order of letter families:

1. The straight-line family- i, l, t, j
2. The coat hanger family- c o a d g q e
3. The bridge family- n, m, r, h, b, k, p
4. The zig zag family- v, w
5. The smile family- u, y
6. The misfits- s f x z

Children will then re-visit the capital letters in the following order:

PBRDU

LEFMA

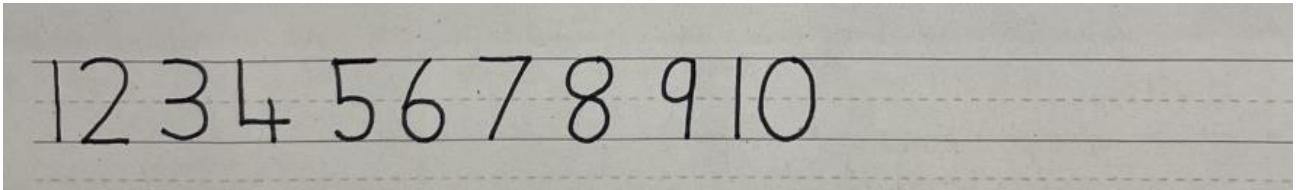
TIJHKN

CGOQS

XVWYZ

They will also learn how to form digits 0-9.

The following shows the formation of 0-9 digits at Hunsley Primary.



As the children will be writing sentences, they will be using finger spaces between words and as the year progresses these will become more proportionate to the size of the letters and words being written. The focus in Year 1 is to ensure that all letters and digits are formed correctly.

Handwriting in Year 2

The children will continue to practise the letters taught in Reception and Year 1 on slightly smaller lines, as shown below. The bottom dotted line is now removed and the gap between the solid lines matches the books used for writing from Y3-6.

Year 2 handwriting lines:



The children will revisit the letter families and capital letters.

The children will then be taught each of the handwriting joins given below:

Join 1 – Up, over, stop reverse

e.g. ac, co, ed, ma, ls, ta

Join 2 – Join across the top

e.g. om, vy, ws, oo, op, fu

Join 3 – join with a diagonal stroke straight up to the top solid line

e.g. ab, il, eh, uf, ml, th,

Join 4 – join with a diagonal stroke up to the middle broken line

e.g. ai, my, ar, ev, in, de

Children will be taught the break letters: b p g j y q s. These letters do not join to other letters.

When the children have been taught the above joins individually in two-letter clusters, they will begin to learn three-letter clusters and mixes of joins, building up to short words and eventually sentences.

Children use spaces between words which are appropriate for the sizes of the letters/words they are writing.

Handwriting in Years 3 and 4

Children will continue to practise writing without the dotted line in the middle, but they will use a line guide which provides the middle broken line.

Year 3 and 4 handwriting lines:

At the beginning of the year, the children revisit the letter families, capital letters (in the order shown above), digits 0-9 and the four joins (they will not revisit every pair of letters for each join but just a selection) to assess their progress. This assessment will then form their planned handwriting lessons, revisiting the letters, numbers or joins that need to be revisited.

The children then consolidate joining letters through practice of the yearly spellings and common exception words.

Handwriting in Years 5 and 6

At the beginning of the year, the children will revisit the letter families, capital letters (in the order shown above), digits 0-9 and the four joins (they will not revisit every pair of letters for each join but just a selection) to assess their progress. This assessment will then form their planned handwriting lessons, revisiting the letters, numbers or joins that need to be revisited.

The children consolidate joining letters through practice of the yearly spellings and common exception words.

They work on building stamina, speed and fluency through activities such as practising longer passages and publishing their final drafts.

They will use what they have learnt to develop their own comfortable handwriting style in preparation for the move to Year 7.

Supporting Handwriting for Inclusion at Hunsley Primary

Although we aspire for all children to be fluent and confident writers, with neat presentation, we also acknowledge that for some individuals, this is a challenging outcome. There are many reasons why this might be the case:

- Fine-motor development delays
- Concentration and attention difficulties (ADHD, for example)
- Gross-motor or balance-related development delays (sensory processing difficulties)
- Visual impairment
- Dyslexia
- Other additional needs which impact on children's learning, especially their learning of writing.

For many children with additional needs, writing is one of the most physically challenging aspects of school. To support all children in writing, Hunsley Primary staff engage in training provided by the Sensory and Physical Teaching Service (SAPTS). The training helps us create Individual Support Plans which reduce the challenge of writing by using resources such as:

- Theraputty
- Fine motor exercises and warm-ups
- Resistance bands
- Pencil grips
- Ergonomically shaped pencils
- Support programmes such as 'Write from the Start'
- Writing slopes

The aim is to ensure that children with motor or sensory challenges are able to capture their ideas in writing which is clear, functional and purposeful.

Where writing needs to be reduced to support a child, we also use the following:

- Scribes
- Transcribers
- Voice recording apps
- Voice recording whiteboards
- Laptops and Chromebooks
- Touch typing programmes such as BBC dancemat

Left-handed Writers at Hunsley Primary

Once children have settled on their dominant hand, those children who are left handed will be supported to sit their paper slightly to the left of centre, and rotate it roughly 45 degrees clockwise (moving the top right corner down slightly). They will use their right hand to secure the paper and prevent it from moving when writing.

Left-handed children will be encouraged to hold their pencil 2-3 centimetres from the point of the pencil. They are also offered left-handed pencils and pens with a built-in grip zone if needed to support pressure and slipping when writing. Children will be encouraged to keep their wrist below the line they are writing on to ensure that they develop a comfortable position and avoid curling their wrist to see what they are writing.

Pencils and Pens at Hunsley Primary

In Reception, children begin mark making using a variety of media, such as paint, giant chalks, pastels, pencil and crayons.

When practising letter formation, children will use a pencil, starting with a jumbo tripod grip pencil to support the correct pencil grip. When the children are ready and their fine motor skills have developed, they then move onto high quality slim pencils. Additional resources to support pencil grip are also provided to children if needed, for example pencil grips and 'twist 'n' write' pencils, and these are dependent on individual needs.

We begin the transition from pencil to pen in lower key stage 2 by providing children opportunities to experiment with different types of pens and find a utensil which is comfortable enough for them to produce fluent handwriting. There is no set year group where children are required to begin to use a pen, this is based on when the children and teachers feel that they are ready to do so, however our aim is to support all children to be able to use a pen comfortably by the end of Year 6.