



The Ashlands and Misterton Federation Church of England First Schools

Owner	Ashlands and Misterton Federation
Approved	January 2022 by SLT
Review Cycle	Every 3 years
Next Review	January 2022

The Ashlands and Misterton Federation is built on a Christian ethos. This is reflected in its aims and objectives for every child and adult within the Federated community. **Our Christian core values are; compassion, friendship, respect, trust, forgiveness and aspiration. These are all rooted in love.** It is our vision to build a school community dedicated to providing optimum learning for each child in a happy atmosphere.

*Love of learning, love of life, love of one another
'Life in all its fullness' John 10:10.*

Ashlands and Misterton First School Handwriting Policy

"Handwriting is a tool that has to work. It must be comfortable, fast and legible."

Angela Webb, Chair, National Handwriting Association

Aims

As a school our aims in teaching handwriting are that the pupils will:

- Develop a recognition and appreciation of pattern and line
- Learn the conventional ways of forming letter shapes, both lower case and capitals
- Understanding the importance of clear presentation in order to communicate meaning
- Take pride in the presentation of work, developing handwriting with a sense of enjoyment and achievement
- Be supported in developing correct spelling quickly through a multi-sensory approach to handwriting
- Be able to write quickly to aid expressing themselves creatively and imaginatively across the curriculum and for a range of purposes
- Use their skills with confidence in real life situations
- Develop a fluent, comfortable, legible, joined handwriting style

Knowledge, Skills and Understanding

Knowledge, skills and understanding will be developed using a blend of Jolly Phonics, Read Write Inc and Twinkl. Teachers and TA's use Jolly Phonics to teach the alphabet sounds up to phase two and Read Write Inc to support the letter formation. Read Write Inc is also used to support sounds and letter formation for phase's three to five. Teachers use a range of resources to plan phonics such as; twinkl, letters and sounds and phonics play.

Letter formation is taught in family groups to support their formation patterns. These groups are; the curly caterpillar family, the lonely elephant, the lonely jellyfish, the robot family, the umbrella family and the zigzag family. (see Appendix 1)

In Foundation Stage the children are encouraged to:

- Develop gross motor control (See Appendix 2)
- Develop fine motor control (See Appendix 3)
- Use large equipment to make marks e.g. big chinks, large paint brushes, shaving foam, finger painting etc
- Use a range of mark making tools such as pencils, pens and crayons, etc 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; c, l and r

When the children have developed appropriate gross and fine motor control, they will be gradually introduced to letter formation and encouraged to learn:

- How to write their first name, using a capital letter for the beginning and correct letter formation
- The letter formations families; the curly caterpillar family, the lonely elephant, the lonely jellyfish, the robot family, the umbrella family and the zigzag family in this order.
- The stories that go with each letter formation, explaining where to start and end the formation. (see Appendix 6)

During Foundation Stage the majority of children will:

- Learn letter formation alongside phonics
- Use a pencil, and hold it effectively to form recognisable letters **most** of which are correctly formed
- Receive instant feedback when errors in pencil grip or formation are seen and shown supportive resources to encourage independence.
- All children learn their phonics along side the letter stories from read write inc to support letter formation. When they start to learn their digraphs children will learn to join, this will run through phase 3 and 4 phonics. Once they start phase 5 in Year 1 the joining continues to support transition to Year 2.
- Start find and recognise incorrect formed letters.

Lines can be widely spaced (15mm). It may help children to leave a blank line between each line or writing initially to avoid ascenders and descenders overlapping. Formation practice will also occur without the restriction of lines, including the use of whiteboards and sand trays etc.

At Year One the majority of children should be able to

- Write most letters correctly formed and orientated, using a comfortable and efficient pencil grip
- Write with spaces between words accurately
- Develop speed and stamina
- Have a good knowledge of phase 2-4 letter formation and learning phase 5 formation joins.
- Learnt the short stories that remind children of the sound and their family.
- Look at the way letters can form a join to the next letter continuing to explore digraph joins.
- Recognise incorrectly formed letters.
- Tell you which letters do not join.

- Miss a line to support proof reading and editing. This is phased out in Year 2.

At Year Two the majority of children will:

- Write legibly, using upper and lower-case letters appropriately and correct spacing within and between words
- Form ascenders and descenders consistently and correctly
- Form most digraph joins.
- Practise writing at speed
- Form and use the four basic handwriting joins
- Read back through their work making corrections; letter formations and sounds.
- Have a good understanding of phonics and alternative sounds
- Passed the phonic screening test
- Missing line phased out.

At Year Three the majority of children will:

- Write using joined handwriting and leaving those letters that don't join unless chosen to do so with personal style.
- Further develop writing speed and stamina
- Produce writing which sits on the line
- Writing starts to show a personal style

At Year Four the majority of children will write with:

- Joined handwriting
- Ascenders and descenders in the correct place and on the lines
- A developed writing speed and stamina

Teaching and Learning In EYFS + KS1

We teach handwriting as a specific skill, little and often – at least 10 minutes 5 times a week, additional practise for children that need further support.

Handwriting and spelling are taught at the same time, one reinforcing the other.

The Joining Style

“Joins between letters are only worthwhile if they increase the speed, rhythm and ease of writing without reducing legibility”

Joining letters starts with the learning of digraphs, for example; oa or ee. During this children are taught to join these to reinforce later joining teaching.

Children will practise forming these sounds and shapes during games and timed activities to speed up outcomes. We aim for children to have a level of writing fitness.

Handwriting session in KS1:

Sessions should include elements of relaxation (Appendix 4), posture check (feet flat on the floor, back touching the chair), Teacher modelling, children practising independently with teacher model, then from memory.

Sessions should be fun, varied and multi-sensory: write letters in the air, on backs or on hands (first backs then palms); orally describe letter shapes and letter their name. We use a variety of writing materials including books, whiteboards, chalk, felt pens, crayons, plasticine etc. The daily phonics session provides opportunities to correct handwriting errors and staff should be aware that it is appropriate to correct pencil grip, letter formation, letter joins etc at this time.

It is important that children are taught the sound, name and formation of each letter as it is taught.

Handwriting session in KS2:

Handwriting should be modelled at all times during inputs, feedback and resources. Any children with weak or using the flexible approach should be identified and supported.

The practising of joins should continue during SPaG sessions and during any phonic interventions.

Inclusion

The vast majority of pupils are able to write legibly and fluently. However, some pupils need more support and provision and will need an Individual support plan. Teachers of children whose handwriting is limited by difficulties with fine motor skills should liaise with the SEN Coordinator to develop a programme designed for the individual child. This may involve extra handwriting, physical and small movement sessions and access to extra resources. Other areas that could be considered are posture, lighting, angle of table etc. Outside agencies can be contacted where appropriate.

The school will provide a range of resources to support a child's need, such as; grips, pencil shapes, posture cushions, fiddle tools and other strengthening equipment.

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 by left handers, where the cross is formed right to left rather than left to right

Teachers should be aware of their left-handed pupils who may experience difficulties following handwriting movements when a right-handed teacher models them.

Teachers may demonstrate to left-handers on an individual or group basis, even if the resulting writing is not neat. Supporting resources should be given appropriately.

The contribution of handwriting to other aspects of the curriculum

Teachers discuss handwriting and presentation in all subjects and aim to model good handwriting themselves. Teachers are explicit about different types of handwriting for example, personal note-taking or best handwriting for presentation.

Teachers give handwriting a high priority in classroom displays. The use of rubbers is allowed. However, longer errors are indicated by marking through with one neat horizontal line.

Assessment and recording

Teachers assess handwriting when assessing writing, using the National Curriculum criteria and determine future targets for improvement. Teachers aim to ensure that when marking written work, comments about neatness are kept in proportion in relation to those about content and/or meaning. Children will use purple polishing pens to correct letter formation and incorrectly formed joins with

focused adult support. Standards will be kept the same across all teaching subjects.

Equal Opportunities

We ensure that each individual child receives an equal learning experience regardless of ability, culture and gender.

We are committed to equal opportunities for all irrespective of race, gender, sexuality, disability or religion. We will monitor the impact of this policy to ensure that no group is adversely affected.

Review

The policy will be reviewed every three years by the Curriculum and Standards Committee.

Signed by:

Literacy Lead

Date:

Date for review:

25.01.2022

Appendix 1



The Curly Caterpillar Family

A a 	C c 	D d 	F f 	G g 	O o 	Q q 	S s



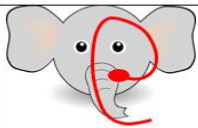
The Umbrella Family

I i 	U u 	Y y 	L l 	T t



The Robot Family

B b 	H h 	K k 	R r 	N n 	M m 	P p



The Lonely Elephant



The Lonely

E e 	J j



The Zigzag Family



W w 	V v 	X x 	Z z

Appendix 2

Activities and exercises to develop gross Motor Control

Gross Motor Control is the term used to describe the development of controlled movements of the whole body, or limbs such as the legs or arms. Of particular importance in relation to handwriting is the development of good posture and balance. Activities such as:

- Dancing and skipping
- Running and jumping to music
- Use of small apparatus e.g. throwing, rolling, catching, kicking and bounding balls
- Cycling
- Building with large-scale construction kits
- Hammering
- Consolidate vocabulary of movement by talking about movements such as: going round and round, making curves, springing up and sliding down, making long, slow movements or quick, jumpy movements
- Make large movements in the air with arms, hands and shoulders with dance ribbons, use music
- Rolling hoops
- Running with hoops
- Chalking
- Painting on a large scale
- Interactive whiteboard

Fine Motor Control is the term used to describe smaller movements, usually of the hand and fingers (or of the feet and toes).

Appendix 3

Activities and exercises to develop Fine Motor Control:

- Folding paper
- Cutting out shapes from paper and card
- Fitting things into frames like geometric shapes
- Model making
- Building and stacking bricks
- Screw toys and wood working tools
- Pegboards
- Modelling with malleable materials like Playdoh, plasticine and clay
- Drawing in sand and sand and water play in general, including sieving, pouring and picking up toys using tools e.g. fishing rods and cranes
- Sewing and weaving
- Peeling fruit
- Develop the pincer movement by using tweezers to pick up sequins, beads and feathers, sprinkling glitter, sand and salt
- Scribbling and drawing with chalk, dry wipe pens, felt tip pens and paints on small, large boards and easels and on small and large paper
- Playing with tactile and magnetic letters
- Puzzles
- Games and miming involving finger and wrist movement e.g. finger puppets
- Use increasingly finer tools to make patterns of lines
- Tracing
- Colouring within guidelines and pictures
- Pattern work
- Using glue spreaders in small pots
- Painting with the tips of fingers
- Threading
- Separating beads into colours.

Appendix 4

Hand gym/miming activities to relax fingers and hands before writing

- Washing
- Wringing, rubbing, shaking and folding clothes
- Brushing hair
- Stroking a cat
- Playing a musical instrument
- Playing with snow, bubbles, feathers, balloons
- Picking up sweets to put in a dish or your mouth

Later On:

- Sit in the writing position but with arms dangling limply. While in this position let the hands flutter loosely
- Let the forearms lay limply on the table in the correct writing position. Raise and lower the elbows several times
- Place elbows on the table with the forearms held upright. Let the hands flap loosely backwards and forwards
- Clench and unclench the fists
- Drum lightly with fingers on the table
- Circle the hands, inwards then outwards
- Hold the pen in the tripod grip lightly. With the forefinger tap the pencil lightly.

Appendix 5

Handwriting Level Descriptors

Level 1

- Most letters correctly formed and orientated
- Spaces between words
- Upper and lower case sometimes distinguished

Level 2

- Letters generally correctly shaped but inconsistencies in orientation, size and use of upper/lower case letters
- Clear letter formation, with ascenders and descenders distinguished
- Generally upper and lower case letters not mixed within words

Level 3

- Legible style, shows accurate and consistent letter formation, sometimes joined
































Level 4

- Handwriting style is fluent, joined and legible.

Level 5

- Handwriting is joined, clear and fluent and, where appropriate, is adapted to a range of tasks.

RWI phrases – Set 1

 Down Maisie. Up and over the mountain. Up and over the mountain.	 Down the long leg.
 Round the apple, up and down the leaf.	 Down the horse's leg. Up and over his back. Down to his hoof.
 Slither down the snake.	 Shh says the horse to the hissing snake.
 Round the dinosaur's big bottom. Up his long neck and down to his feet.	 Down the robot, up and over the robot's arm.
 Down the tower, across the tower.	 Down his body curl and dot.
 Down the insect's body. Dot for the head.	 Down a wing. Up a wing.
 Down the pirate's plait and up around his face.	 Down a horn up a horn and down under his head.
 Down Nobby, up and over his net.	 Down up down up.
 Round the girl's face, up and down to give her a curl.	 Zig-zag-zig.
 Round the orange.	 Choo sneezes the horse as the caterpillar's hairs tickle its nose.
 Curl around the caterpillar.	 Th-ank you says the princess to the horse for rescuing her from the tower.
 Down the kangaroo's body. Up to his tail and down to his leg.	 Round the queen's head. Up past her earrings and down her hair.
 Down and under the umbrella. Up to the top and down to the puddle.	 Down the arm and leg and repeat the other side.
 Down the laces, up and around the boot to the heel.	 Thing on a string.
 Down the stem and draw the leaves.	 I think I stink.
 Cut the egg. Around the egg.	