

Collingbourne Primary School Handwriting Policy

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. 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 an unjoined precursive script followed by HfW cursive script, which is available for reference. A reference sheet showing an alphabet of capital, lower case and joined letters is included in the Appendix.

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. 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 (birdy beak), and be given constant reminders until this is established.

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, whiteboards 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. For the teaching and practice of handwriting, it may sometimes be

helpful to use r "handwriting paper" to give further support for the relative heights of parts of the letters

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. The "patter" and 'teaching sequence' used in Reception/Year 1 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.

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. Teachers should highlight any incorrect formations and then these formations are to be practiced by the child. If suitable, using double line spacing for work in draft allows the children space to improve their own work.

Writing implements, linked to assessment: When children have achieved legible joined handwriting in pencil, they will progress to a fibre tip "school handwriting pen", which will then be used for all written work in school. Children will use the checklist developed by Y3/4 pupils (copy in the appendix) to assess and improve their own work, and achievement of this milestone will be celebrated.

Ink: black ink and school pens will be used throughout the school.

Appendix

- 1 Alphabet of capital, lower case and joined letters
- 2 YR/1 patten and teaching sequence.
- 3 Handwriting checklist - made by the children.

Handwriting examples

abcdefghijklmnopqrstuvwxy^z

ABCDEFGHIJKLMN^{OP}QRSTU^{VW}XYZ

^a a [b] c] \$e [@ ì h [i [ï „ [l [m [n] o p] q r ã
[t [u [ú ð x [y ¶ z

YR/1 “patter” and teaching sequence to accompany correct letter formation

Curly Caterpillars “c” letters:

- c over the top and round
- o curly “c” all the way round, flick
- a curly “c” up, down, flick
- d curly “c” all the way up, down, flick
- ^a ü curly “c” up, down under the line, round and back up
- q curly “c” up, down, kick
- e along, curly “c”
- s curly “c” and round the other way
- ó over the top, straight down under the line, round and back up, across

One- armed robots

- b straight down, up to the middle, round to the bottom, flick
- h straight down, up to the middle, over and flick
- k straight down, up to the middle, loop and a kick
- p straight down, up to the top, round to the middle
- m down, up, over, up, over and flick
- n down over and flick
- r down, up and over

Long Ladders

- l straight down, flick
- j straight down under the line, round and back up , give it a dot
- i short down, round, give it a dot
- t down and round, take your pencil off, and across
- u down, up, down, flick
- y down, up, down under the line, round and back up

Zig Zags

- v down, up, flick
- w down, up, down, up, flick
- x across and across
- z straight, across, straight

Year 3 and 4 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!

When your handwriting is good in pencil, you will be allowed to use a school handwriting pen.

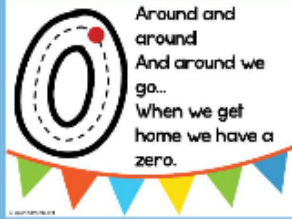
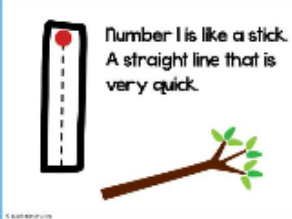

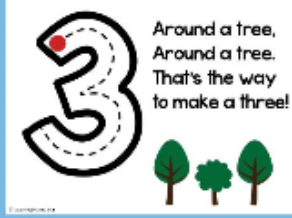
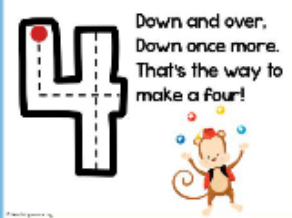

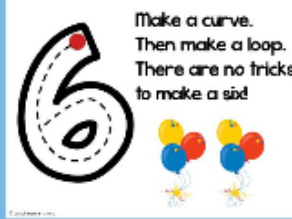



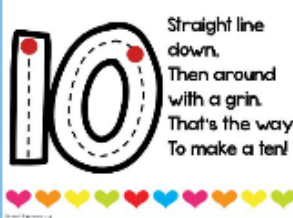
Number Formation

Numbers are to be formed correctly in maths books and when used to write the date in digit format. There should be one number, one box when using squared paper.

* Incorrect number formations/reversals should always be highlighted in green and then edited and practised by the children.

* Children should always write in pencil, except when making corrections in KS2 where they should use purple pen.

* Presentation should be as good as the other books.

 <p>Around and around And around we go... When we get home we have a zero.</p>	 <p>Number 1 is like a stick. A straight line that is very quick.</p>	 <p>Around and back on the railroad track. Two, two, Two, two!</p>
 <p>Around a tree, Around a tree. That's the way to make a three!</p>	 <p>Down and over, Down once more. That's the way to make a four!</p>	 <p>Straight line down, Then around. Hat on top And five's a clown!</p>
 <p>Make a curve. Then make a loop. There are no tricks to make a six!</p>	 <p>Across the sky And down from heaven. That's the way to make a seven!</p>	 <p>Make an S And do not wait. Go back up And that's an eight!</p>
 <p>A loop and a line, That makes a nine!</p>	 <p>Straight line down, Then around with a grin. That's the way To make a ten!</p>	

