



**CASTLEFORD  
PARK JUNIOR ACADEMY**

# Handwriting Policy

**Castleford Park Junior Academy**

**Dec 2018**

*Review Date : Dec 2020*

# Park Junior Academy Handwriting Policy

## Aims

- For all children to be able to write clearly and legibly and use their handwriting as an aid for spelling
- For all children to write fluently and at an acceptable speed
- For all work to be presented neatly and for pupils to have a positive attitude to handwriting
- For all children to feel proud of the presentation of their writing
- To enable children to develop their own joined handwriting style
- To teach the correct letter formation, modelling effective examples of handwriting at all times

## Handwriting

Handwriting practice takes place three times a week discretely, reinforcing specific joins and every day in Year 3 until at least the end of the Autumn term. Children will also be taught to transfer their handwriting practice from a specific book, into their exercise books to practice maintaining a legible style when writing on different types of lines. In Years 5 and 6, this may reduce as children become more competent at a joined handwriting style. The teacher will model the particular join being taught to the whole class and may provide extra support for individuals as appropriate.

In order to help each child develop a fluent, legible style, children are taught to:

- Hold a pencil comfortably; promoting a legible style that reinforces writing from left to right, from the top to the bottom of the page and with a regularity of spacing between letters and words
- Develop a consistent size and shape for each letter
- Join letters correctly, developing greater control and consistency as they progress
- Consider their pencil grip and the amount of pressure that is transferred to the page
- Consider their body posture - their chair should be tucked in, their body should be aligned with the table, they should be sat up straight and have both feet on the floor
- Ensure that they are in a comfortable position, considering whether they are left, or right handed
- To use line guides to help improve their presentation when writing in their books, or on paper

Children are encouraged to take pride in the presentation of their work and have a 'writing book' to emphasise the importance of presentation in every subject. To encourage neatly presented handwriting, children are issued with their pen license when they have produced at least 4 pieces of writing at an acceptable handwriting standard. Providing their handwriting and presentation remains at this standard or better, the child will keep their pen license for the rest of the school year. However, if the handwriting standard deteriorates, the pen license should be removed until standards have sufficiently improved. Children will choose from a biro, or ink pen, dependent on which helps them write more effectively and legibly.

Technical vocabulary used and taught: Capital letters, ascenders, descenders, ligatures, cursive, flourish, exit stroke, mid-line, diagonal, horizontal, vertical,

### Progression

Pupils are taught the following skills in this order, in order to consolidate on, or build cursive script where it has not been taught at Key Stage One:

- Sitting correctly at the table, holding a pencil comfortably and correctly
- Correct orientation, formation and proportion - including formation of capital letters and digits
- Ensure that children understand which letters belong to which handwriting 'families' (that are formed in similar ways) and practise these.
- That presentation of writing is as important as content
- To form lower case letters that are the correct size relative to one another
- To start using diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined

We will follow the Nelson handwriting scheme to ensure progression throughout the Key Stage. Please see appendix two and three for progression of teaching and appendix one (below) for correct posture to teach for best handwriting.

### Intervention

Some children or classes may require extra time practicing handwriting during the week, so those children may have a 15-20 minute handwriting lesson or intervention group to teach specific skills. In school, we teach 'Fit to Learn', 'Speed Up' and 'It's In a Bag' which all impact on development of fine and gross motor control that is needed for effective handwriting. A baseline sample of handwriting is taken for each child as 'entry criteria' and a second sample is taken to decide whether a child is ready to complete the intervention -after six weeks.

### Resources to support the teaching of handwriting

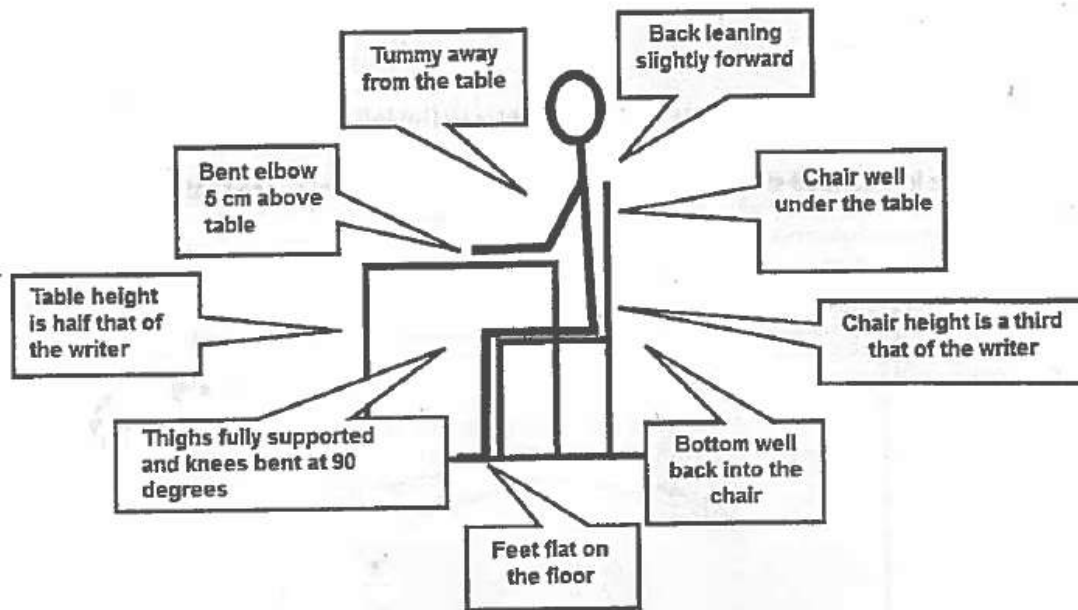
- Thick bodied pencils, or pencil grips to help with correct finger position
- Range of pens suitable for left-handed writers as well as right
- Handwriting pattern sheets for further practice where motor control is lacking
- Line guides to help pupils work effectively on a smoother surface

# Appendix 1

## POSTURE AND POSITION FOR WRITING

### Posture

It is acknowledged that it is vital to develop good posture for writing as well as a good pencil grip. During any writing task children should be seated in a comfortable upright position.



In order to sit comfortably at a desk for a duration children need good posture muscle strength. This can be developed through various activities to develop a core strength (see below).

<p><b>Crab Walk</b>  <b>You need</b>            An area of floor or grass and a bean bag or soft toy.  <b>How to do it</b>            Get your child to sit on the ground with their hands and feet on the floor, fingers pointing behind them, raise their bottom off the floor to make a table shape. In this position get them to walk backwards, like a crab, to a destination and back again. Put a beanbag or soft toy on their tummy - make sure they keep their bottom up otherwise the toy will fall off!            As this activity is quite demanding only ask your child to go 2 to 3 metres at their first attempt, as your child's endurance increases you can increase the distance.            To add variety you can add an obstacle course or follow-my-leader to the game.</p>	<p><b>Tummy Skittles</b>  <b>You need</b>            A large/medium sized ball, skittles or empty 1 litre or 2 litre plastic drinks bottles and space enough for your child to lay flat on their tummy and the skittles to be about 2 metres away.  <b>How to do it</b>            Get your child to lie on their stomach, lift their head up and then lift their arms above their head. Throw the ball at the skittles, then lower the body gently back to the floor, ready to throw again.</p>	<p><b>Bridge Games</b>  <b>You need</b>            An area of floor or grass and some small toys to pass under the bridge such as vehicles or animals. For older children a stopwatch or clock with a seconds hand.  <b>How to do it</b>            Laying on their back with their knees bent and feet flat on the floor get your child to raise their bottom off the floor to form the bridge. Pass the toys under the bridge. For younger children get them to make the noise of the toys, for older children set them time challenges.            As this activity can be quite demanding start by just playing for between 30 seconds and one minute. As your child gets stronger and can play for longer why not turn it into a family competition?</p>

## Position

Children should have a clear view of the whiteboard being used to model and teach. They should be encouraged to use their non-writing hand to support the paper/book they are working on and this should be angled with a slight tilt for ease of writing.

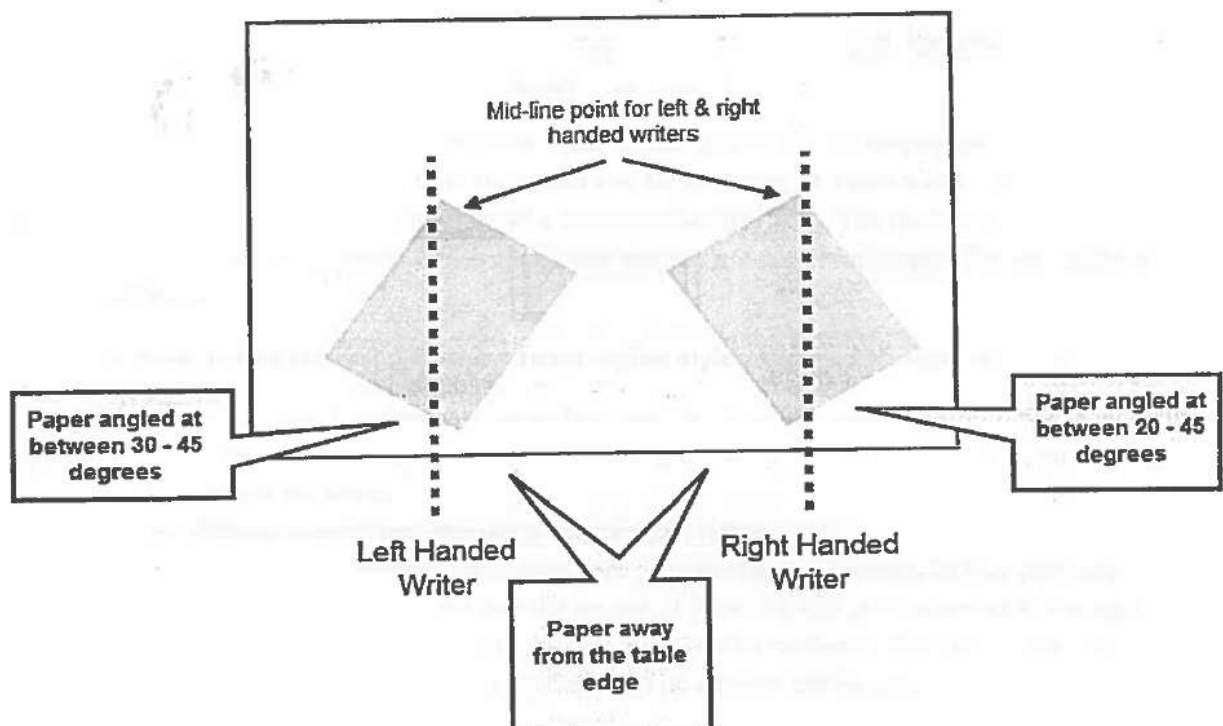
### Right - handed

Children should have their writing material tilted slightly to the right with the top right-hand corner raised slightly.

### Left - handed

Children should have their writing material tilted slightly to the left with the top left-hand corner raised slightly.

Children who are left handed should be seated so they have additional space to their left.



## Appendix 2

### Progression Table

#### Guidance from the Early Years Foundation Stage - Early Learning Goals for Handwriting

- Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.
- Give children extensive practice in writing letters, for example labelling their work, making cards, writing notices.
- Continue writing practice in imaginative contexts, joining some letters if appropriate, for example *at, it, on*.
- Intervene to help children hold a pencil effectively.
- Use opportunities to help children form letters correctly, for example when they label their paintings.

### English in the National Curriculum

#### Programmes of Study KS1

In order to develop a legible style, pupils should be taught:

- How to hold a pencil/pen
- To write from left to right and top to bottom of a page
- To start and finish letters correctly
- To form letters of regular size and shape
- How to form lower-case and upper-case letters
- The importance of clear and neat presentation in order to communicate their meaning effectively

#### Programmes of Study KS2

Pupils should be taught to:

- Write legibly in both joined and printed styles with increasing fluency and speed
- Use different forms of handwriting for different purposes (for example, print for labelling maps, or diagrams, a clear, neat hand for finished presented work, a faster script for notes).

A) Learn letters in similar formation groups.

*c a d* exit stroke from base ->

*g q s*

*o* exit stroke mid line ->

*e j*

*i l t*

*u y j*

*w v* exit stroke mid line ->

*m n h*

*b k*

*r p*

*x z*

B) Then introduce joins 4 types.

1. Short letters to short height – diagonal

*in am can me un um an*

*ig id ed if ne mu nu*

*ar in gung ug*

*sa su gay a yu*

*ay all ai pa*

*fl fa ec ea*

*as ai*

2. Short letters to tall – diagonal

*sh ch th tl ill ll all at*

*sli slu*

*ck ack ut ute*

*st sti*

*ink unk ab ak cat o fl*

3. Horizontal to short.

*od o goa op om on*

*or ox o gos oc ock*

*oi ow ov oy ou*

*oo oon oom va wa wo*

*re ve we ae lz mi ml my*

4. Horizontal to tall.

*wl vl of ok cb o lot oh*

**Introduction and Practice of the 4 handwriting joins:**

Focus	Example Words	Example Extension Words
Practise the first join <i>um, um</i>	<i>un bun gun sun</i> <i>nun</i> trace and copy pattern and words	<i>un um buns runs</i> <i>hums</i> trace and copy the first join, words and sentences
Practise the first join <i>lg id</i>	<i>ig big pig dig</i> trace and copy pattern and words	<i>ig big id did kid</i> <i>lid hid</i> trace and copy the first join, words and sentences
Practise the first join <i>ed eg</i>	<i>ed bed ted led</i> trace and copy pattern and words	<i>jed eg beg peg leg</i> trace and copy the first join, words and sentences
Practise the first join <i>an ar</i>	<i>an can man nan</i> <i>pan tan</i> trace and copy pattern and words	<i>an nan ar car tar</i> <i>star</i> trace and copy the first join, words and sentences
Practise the first join <i>ing ung</i>	<i>ng ing ding sing</i> <i>ping king</i> trace and copy pattern and words	<i>ung lung sung ang</i> <i>gang sang</i> trace and copy the first join, words and sentences
Practise the second join <i>ch sh</i>	<i>ch chip child</i> <i>chew sh ship</i> <i>shed shell</i> trace and copy pattern and words	<i>ch chips chimps</i> <i>cheeky</i> trace and copy the first join, words and sentences
Practise the second join <i>th tl</i>	<i>th them then this</i> <i>that thank</i> trace and copy pattern and words	<i>the think</i> trace and copy the first join, words and sentences
Practise the second join <i>ll ill</i>	<i>ill hill mill pill bill</i> <i>till</i> trace and copy pattern and words	<i>hill Bill Jill</i> trace and copy the first join, words and sentences
Practise the second join <i>sli slu</i>	<i>sl slid slide slip</i> <i>slippy slipper</i> trace and copy pattern and words	<i>sl slug slugs slush</i> trace and copy the first join, words and sentences
Practise the second join <i>ck ack</i>	<i>ak pack ick kick</i> <i>eck peck</i> trace and copy pattern and words	<i>ck back mack sack</i> trace and copy the first join, words and sentences
Check up	Check up	Check up
Practise the second join <i>st sti</i>	<i>st stick sticky</i> <i>sticker sting stitch</i> trace and copy pattern and words	<i>st still stile step</i> <i>steep stay stall</i> trace and copy words and sentence



Practise the second join <i>ink unk</i>	<i>nk ink pink sink</i> <i>link blink</i> trace and copy pattern and words	<i>unk bunk punk</i> <i>dunk sunk</i> trace and copy words and sentence
Practise the third join <i>od, og</i>	<i>og cog dog log</i> <i>fog frog</i> trace and copy pattern and words	<i>nod rod log frogs</i> trace and copy words and sentence
Practise the third join <i>re ve</i>	<i>re read reed reel</i> <i>real</i> trace and copy pattern and words	<i>re red ve very we</i> <i>went</i> trace and copy words and sentence
Practise the third join <i>oon oom</i>	<i>oo soon moon</i> <i>room broom</i> <i>groom</i> trace and copy pattern and words	<i>oo zoo zoom soon</i> trace and copy words and sentence
Practise the fourth join <i>wi vi</i>	<i>wl bowl slowly</i> <i>crawl trawl</i> <i>trawler</i> trace and copy pattern and words	<i>howl growl prowl</i> trace and copy words and sentence
Practise the fourth join <i>of ff</i>	<i>of ff uff huff puff</i> <i>cuff stuff</i> trace and copy pattern and words	<i>Ff of off</i> trace and copy pattern and words choose word and easy sentence
Practise the fourth join <i>fl flo</i>	<i>fl flo float flood</i> <i>floor flower</i> trace and copy pattern and words	copy poem
Practise the break letters <i>b p q g</i> <i>y j z</i>	practise the break letters	copy phrases
Practise capital letters	Finish the patterns	Copy classroom captions using capital letters
Check up	Check up	Check up
Revisiting the first join <i>in ine</i>	<i>in bin din pin</i> trace and copy pattern and words, trace and copy sentence	(magic e words) <i>pin pine</i> <i>din dine hid hide</i> <i>pip pipe shin shine</i> <i>slim slime</i> trace and copy words
Revisiting the second join <i>ut ute</i>	<i>ub tub cub ut but</i> <i>put hut cut</i> trace and copy pattern and words	(magic e words) <i>tub tube</i> <i>cub cube cut cute</i> trace and copy words and sentence
Revisiting the third join <i>ve vi</i>	<i>ve very over we</i> <i>were went re tree</i> <i>three</i> trace and copy letters and words	<i>we were ve very fe</i> <i>feet</i> trace and copy letters, words and sentence

Revisiting the fourth join <i>ok oh</i>	<i>oke joke ole hole ort fort irt skirt dirt</i> trace and copy letters and words	<i>poked poking</i> trace and copy words and sentence
Practising the two ways of joining the letter <i>s</i> : <i>sh as es</i>	<i>sh es shines shoes shapes shaves shoves shares</i> trace and copy pattern, letters and words	<i>us house as has ds dads es gates</i> trace and copy letters, words and sentence
Practising joining from the letter <i>r</i> : <i>ri ru ry</i>	<i>ri trip triangle ru true truth ry cry</i> trace and copy pattern, letters and words	<i>ru trunk ry carry ri carries</i> trace and copy letters, words and sentence
Practising the join to and from the letter <i>o</i> : <i>oa ad as</i>	<i>oa soap ad had as has gas last</i> trace and copy pattern, letters and words	<i>goat coat boat afloat</i> trace and copy words and sentence
Practising the join from the letter <i>e</i> : <i>ee ea ed</i>	<i>ee bee tree three ea beach peach teach</i> trace and copy pattern, letters and words	<i>ea ear eat meat eals meals eas peas</i> trace and copy letters, words and sentence
Practising the join from the letter <i>o</i> : <i>ow on ox</i>	<i>ow cow now how bow ox boxes foxes</i> trace and copy pattern, letters and words	trace and copy poem
Practising joining to the letter <i>y</i> : <i>ky hy ly</i>	<i>ky milky silky hy healthy wealthy ly jolly dolly</i> trace and copy pattern, letters and words	<i>ay Monday Tuesday Wednesday Thursday Friday Saturday Sunday January February May July</i>
Check up	Check up	Check up
Practising joining to the letter <i>a</i> : <i>ha ta fa</i>	<i>ha hail hailstorm ta tail tailor fa fail</i> trace and copy pattern, letters and words	trace and copy sentences
Practising joining from the letter <i>o</i> : <i>od oo og</i>	<i>od nod rod og bog frog oo cook</i>	trace and copy poem

	trace and copy pattern, letters and words	
Practising joining to the letter <i>r</i> : <i>er</i> <i>ir ur</i>	<i>er her ir stir third</i> <i>ur burn turn</i> trace and copy pattern, letters and words	trace and copy poem
Practising the first and second join <i>ai</i> <i>al ay</i>	<i>ai rain again al</i> <i>vall call ay may</i> <i>stay</i> trace and copy pattern, letters and words	copy poem
Practising joining from the letter <i>oy</i> <i>ou oi</i>	<i>oi oil soil spoil</i> <i>oy joy coy boy</i>	speech marks and apostrophes, copy words and sentences
Practising the horizontal join to the letter <i>e</i> : <i>re oe fe</i>	<i>re there where oe</i> <i>Zoe Chloe fe feet</i> <i>feed</i> trace and copy pattern, letters and words	trace and copy letters, words and sentence
Practising the horizontal join to the letter <i>u</i> : <i>fu nu ru</i>	<i>fu fun funny nu</i> <i>swum swung ru</i> <i>vulture</i> trace and copy pattern, letters and words	copy poem
Practising print: copy print letters	copy print letters	copy print words, label parts of dog
Practising joining to ascenders <i>ot ol</i> <i>ok</i>	<i>ot soot foot ol</i> <i>fool cool ok hook</i> <i>book</i>	make and add 'ing' to words copy sentence
Practising all the joins: <i>ai al ow</i> <i>ol</i>	<i>qi hail al fall ow</i> <i>snow ol cold</i> trace and copy pattern, letters and words	copy poem
Check up	Check up	Check up
Flashback	Flashback	Flashback
Practising writing descenders <i>ning</i> <i>ping ting</i>	Practise writing <i>p</i> & <i>g</i> . Trace and copy pattern and words, trace and copy sentence.	trace and copy words ending in <i>ning ping</i> and <i>ting</i> and sentence containing descenders
Practising joining from the letter <i>o</i> : <i>oc od oo</i>	trace and copy pattern, letters and words: <i>ac</i> <i>lack clock od nod</i> <i>rod oo moon</i> <i>spoon</i>	practise speech marks and question marks copy questions, choose and copy the correct answer

<p>Practicing joining to the letter <i>e</i>: <i>ake</i> <i>ome ore</i></p>	<p>trace and copy pattern, letters and words: <i>ake</i> <i>cake lake ome</i> <i>dome home are</i> <i>hare share</i></p>	<p>change words by adding <i>ing</i> make and copy words</p>
<p>Practicing joining to the letter <i>l</i>: <i>fla</i> <i>flo fle</i></p>	<p>trace and copy pattern, letters and words: <i>fla</i> <i>flan flannel flo</i> <i>flower flowerpot</i> <i>fle flee fleece</i></p>	<p>copy homonyms choose words and copy sentences</p>
<p>Practicing joining from the letter <i>w</i>: <i>who wha whe</i></p>	<p>trace and copy pattern, letters and words: <i>who</i> <i>whoever whose</i> <i>wha whale what</i> <i>whe wheel when</i> <i>where</i></p>	<p>copy words choose the correct word to complete sentences copy sentences</p>
<p>Practicing joining from the letter <i>i</i>: <i>ie</i> <i>in il</i></p>	<p>trace and copy pattern, letters and words: <i>ie</i> <i>sunnier funnier il</i> <i>silly hilly in thin</i> <i>thinner</i></p>	<p>Copy words ending in suffixes <i>ier iest</i> Copy words and sentences</p>
<p>Practising diagonal joins to the letter <i>y</i>: <i>ly ky ny</i></p>	<p>trace and copy pattern, letters and words: <i>ly</i> <i>bully fully ky</i> <i>smoky cheeky ny</i> <i>sunny funny</i></p>	<p>add suffix <i>ly</i> or <i>ny</i> to words copy sentences</p>
<p>Practicing joining from the letter <i>a</i>: <i>a</i> <i>ap ar an</i></p>	<p>trace and copy pattern, letters and words: <i>ap</i> <i>approve</i> <i>disapprove ar</i> <i>arm disarm al</i> <i>allow disallow</i></p>	<p>add the prefix <i>un</i> copy sentences choosing correct word</p>
<p>Practicing joining to the letter <i>k</i>: <i>ick</i> <i>uck ack</i></p>	<p>trace and copy pattern, letters and words: <i>ick</i> <i>tick chick uck</i> <i>buckle chuckle ack</i> <i>black crack</i></p>	<p>write an informal letter</p>
<p>Practicing joining to the letter <i>e</i>: <i>he</i> <i>we re</i></p>	<p>trace and copy pattern, letters and words: <i>he</i> <i>heavy weakest re</i> <i>strength</i> <i>strengthen</i></p>	<p>copy words and choose the correct contractions</p>

Practicing joining from the letter <i>f</i> : <i>fte</i> <i>fir fin</i>	trace and copy pattern, letters and words: <i>aft</i> <i>after afterwards</i> <i>after all fin finish</i> <i>final finally</i>	Copy poem
Practicing writing silent letters: <i>wra</i> <i>wri kni</i>	choose word to match picture write word and silent letter	Copy words in the correct column
Practicing forming double letters: <i>ii ll</i> <i>tt rr nn mm cc aa dd ss</i> <i>ff ee</i>	trace and copy letters and word: <i>dd saddle</i> <i>paddle oo noodle</i> <i>poodle rr horrible</i> <i>terrible tt kettle</i> <i>nettle</i>	practise lists
Practicing spacing letters consistently: <i>ew ev ex</i>	trace and copy pattern, letters and words: <i>ew</i> <i>view preview ev</i> <i>event prevent ex</i> <i>exchange exit</i>	copy poem
Practicing letters with ascenders in proportion: <i>th ht fl</i>	copy words and odd suffixes: <i>lye r en</i> and <i>ing</i>	practise adjectives and adverbs, add suffix <i>ly</i> to adjectives to make adverbs choose an adverb to complete sentence
Practice joining from the letter <i>a</i> : <i>ac</i> <i>ag af</i>	trace and copy pattern, letters and words: <i>ac</i> <i>back pack ag</i> <i>cage page af raft</i> <i>daft</i>	practise sequencing
Practicing forming capital letters	copy patterns write down own name and address	copy shape poem
Practising writing decorating capital letters: letters of the alphabet	trace and copy decorated alphabet	copy poem
Practicing with punctuation ! ? ... " , ' ,	copy questions and complete the answer	copy sentences and put in the speech marks
Check up	Check up	Check up
Flashback	Flashback	Flashback
Practising consistency in size and proportion of letters: <i>rr ll tt dd</i>	trace and copy pattern, double consonants and words	copy passage
Practising using a diagonal joining line: <i>ship ment ness less</i>	trace and copy pattern, suffixes and words	choose correct words, complete and copy sentences

Practising leaving an equal space between letters: <i>ary ery cry dry</i>	trace and copy pattern and words ending with <i>ary ery cry dry</i>	choose correct words, complete and copy sentences
Practising joining to the letter y: <i>ly ily ity ify</i>	trace and copy pattern and words ending <i>ily ity ify</i>	choose correct words, complete and copy sentences
Practising using a horizontal joining line: <i>row now how bow</i>	trace and copy pattern and words featuring <i>row now how bow</i>	match and copy words in past and present tense
Practising the size and height of letters: <i>ried ries rief</i>	trace and copy pattern and words ending with <i>ried</i> and <i>ries</i>	complete tables adding <i>s ed</i> and <i>ing</i> to words
Practising joining from the letter i: <i>lig rig nig mig</i>	trace and copy pattern, make and copy words ending with <i>ight</i> write own sentence	complete and copy sentences choosing missing <i>ight</i> or <i>ite</i> word
Practising joining to and from the letter v: <i>live tive sive five</i>	trace and copy pattern and words ending with <i>ive</i> and <i>tive</i> write down sentence	complete and copy sentences choosing a word ending with <i>sive</i> or <i>tive</i>
Practising consistency in forming and joining letters: <i>ear are new new</i>	trace and copy pattern, make words ending with <i>ear</i> and <i>are</i>	Practise writing homophones using ee and ea words, write own sentence
Practising speedwriting: <i>speedily quickly swiftly briskly</i>	copy sentences to practise speedwriting	copy passage and work out writing speed
Practising crossing double tt on completing the word: <i>tt utt ott att</i>	trace and copy pattern, copy words containing <i>att</i> and <i>ott</i>	copy poem
Practising joining to and from the letter e: <i>rec red ved ves</i>	trace and copy pattern, copy words ending with <i>f</i> and <i>fe</i> that change to <i>ves</i> in the plural	copy poem
Practising joining to and from the letter w: <i>awf owb owm owd</i>	trace and copy pattern and compound words using base words ward and work	copy haiku and cinquain poems
Practising joining to the letter a from the letter w: <i>wan was waw wax</i>	trace and copy pattern and words containing wa, write own sentence	complete and copy sentences choosing a word containing wa
Practising joining to the letter t: <i>its tts uts</i>	choose words and complete sentences	copy poem
Check up	Check up	Check up

Monitoring and Review:

Next Review: Dec 2020

Signed .....

Date: Dec 2018

**K. Law      Headteacher**

Signed .....

Date: Dec 2018

**J. Dossey    Chair of Governors**