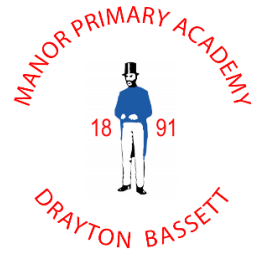




Inspiring All to Excellence



Manor Primary Academy

Handwriting Policy

Document Control

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1	August 2024	S Robson and R Armstrong	Transferred to Fierté format.

Rationale

It is the aim of this school that every child should be enabled to develop a fluent legible style of handwriting. We believe that children's self-esteem and confidence are increased when they are able to produce well-presented work which they can feel proud of.

Upper and lower case letters should be used appropriately, and the letter size should be consistent. We will explicitly teach the correct formation of letters and joins and provide opportunities for children to develop, practise and perfect skills.

The ability to write fluently and legibly gives children a means to communicate their thoughts and ideas efficiently. Cursive handwriting helps children to learn and remember spelling patterns.

Guidelines

Handwriting is a purposeful activity which:

Involves practise.

Is often quiet and demands concentration.

Requires good quality writing instruments.

Requires warm up activities for our muscles

At Manor we follow the progression set out by Teach Handwriting

<https://www.teachhandwriting.co.uk/handwriting-resources-children.html>

We use the back of our writing books or a separate handwriting book.

Once a child's handwriting is sized appropriately and they have mastered the correct formation in a cursive font they will be allowed the choice (in consultation with the teacher) to be able to write using a pen and on regular lined paper.

Our Expectations

During Foundation Stage children will:

- Establish dominant and support hand.
- Concentrate on the correct arm, wrist and hand movement (fine and gross motor skills).
- Learn how to grip a pencil correctly.
- Learn to write from left to right and top to bottom.
- Begin to learn Little Wandle letter formation mantras.

By the end of Year 1 most children should:

- Form numbers, lower and upper case letters correctly.
- Space words correctly.
- Begin to write ascenders and descenders correctly, guided by lined paper.

By the end of Year 2 most children should:

- Write showing clear ascenders and descenders.
- Write on lined paper.

- Not mix upper and lower case letters.
- Attempt to join their everyday writing

By the end of Year 3 most children should:

- Join all of their writing.

By the end of Year 4 most children should:

- Be developing the fluency of their joined handwriting.

During Year 5 and before the end of 6 most children should:

- Have their own fluent and legible handwriting style.

SEND

Teachers will be sensitive to the needs of children with Special Educational Needs (such as dyspraxia) and to developmental needs. These needs will be taken into account when using this policy with advice from SENDCo and/or English Lead

Children who have a particular difficulty with handwriting and spelling will be supported using individualised programmes, including Lois Addy's 'Speed Up' programme (Amazon), dough disco, threading etc.

Pre-Reception/ Early Reception - Ducklings

Developing gross motor skills	<ul style="list-style-type: none">• Large movements with equipment• Large movements with malleable materials• Body responses to music
Developing fine motor skills	<ul style="list-style-type: none">• Hand and finger play• Dough Disco• Making and modelling• Messy play• Using one handed tools and equipment• Hand responses to music
Developing Patterns using resources from pre-handwriting patterns https://www.teachhandwriting.co.uk/pre-handwriting-patterns.html	<ul style="list-style-type: none">• Pattern Making• Investigating dots• Investigating straight lines and crosses• Investigating circles• Investigating curves, loops and waves

- | | |
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| | <ul style="list-style-type: none">• Investigating straight lines, and angled patterns• Investigating eights and spirals |
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Reception- Robins

Term 1

- Dots
- Straight lines
- Circles
- Waves
- Loops and bridges
- Joined straight lines
- Angled patterns
- Spirals
- Left to right orientation
- Mix of patterns
- Letter formation will also be part of the daily phonics lesson using the Little Wandle rhymes and not necessarily sitting on a line.

Term 2

- Using the handwriting rhymes from Little Wandle and the Print beginners font from <https://www.teachhandwriting.co.uk/cursive-beginners-letter-choices.html> choice 3.

Term 3

- Introducing the 'straight line' letters – i, l, t
- Introducing the 'curves to start' letters – c, a, d, o, g, q, e, s
- Introducing the 'tunnel' letters – n, m, h, b, p, u, y
- Introducing the 'diagonal line' letters – v, w, k, x, z
- Introducing the 'hooks, loops and line' letters – f, j, r

Year One

Term 1	<p>Using the handwriting rhymes from Little Wandle and the Cursive beginners font from https://www.teachhandwriting.co.uk/cursive-beginners-letter-choices.html choice 3.</p> <ul style="list-style-type: none"> • Practising the straight line cursive letters: i, l, t, x, z • Practising the curves to start cursive letters: c, a, d, g, q, o, e, s • Practising the top exit cursive letters: r, v, w • Practising the tunnel cursive letters: i, j, k, t • Practising the hooks, loops and lines cursive letters: j, y, f, k • Writing numbers 1-100
Term 2	<ul style="list-style-type: none"> • Practising the tunnel cursive letters: i, j, k, t • Practising the hooks, loops and lines cursive letters: j, y, f, k • Writing numbers 1-100
Term 3	<p>Using the handwriting style Continuous Cursive font choice 3 https://www.teachhandwriting.co.uk/continuous-cursive-beginners-choice-3.html</p> <ul style="list-style-type: none"> • Introducing the straight line cursive letters: i, l, t, x, z • Introducing the curves to start cursive letters: c, a, d, g, q, o, e, s • Introducing the top exit cursive letters: r, v, w • Introducing the tunnel cursive letters: i, j, k, t <p>Introducing the hooks, loops and lines cursive letters: j, y, f, k</p>

Year Two

Term 1

Using the Cursive joins font 3 <https://www.teachhandwriting.co.uk/cursive-joins-letter-choices.html>

- Introduce and practise the cursive letter bottom joins: ai, ar, au, aw, ay, ch, ck, er, ew, ff, ir, kn, ll, qu, sh, th, ur
- Introduce and practise the cursive letter bottom to c shaped joins: as, ra, ed, ng, ss, igh, ing, squ

Term 2

- Introduce and practise the cursive letter bottom to e shaped joins: ea, be, de, ee, fe, ge, ie, pe, se, ue
- Introduce and practise the cursive letter top e joins oe, re, ve, we, ere, ure

Term 3

- Introduce and practise the cursive letter top joins oa, oo, oh, oi, on, op, or, ou, ov, ow,oy, wh
- Writing numbers 1-100

Year Three

Term 1

Using the Continuous Cursive joins font 3 <https://www.teachhandwriting.co.uk/continuous-cursive-joins-choice-3.html>

- Introducing the continuous cursive letter bottom joins: ai, ch, ck, er, ff, sh, th, but, jig
- Introducing the continuous cursive letter bottom to c shaped joins: as, ea, ed, ss, igh, ing, sat

Term 2

- Introducing the continuous cursive letter bottom to e shaped joins: be, ie, se, her, men
- Introducing the continuous cursive letter top e joins oe, re, ve, we, ere, ure

Term 3

- Introducing the continuous cursive letter top joins oa, oo, oh, oi, on, or, ou, ov, ow, oy, wh

Year Four

Term 1

Using the Continuous Cursive joins font 3 <https://www.teachhandwriting.co.uk/continuous-cursive-joins-choice-3.html>

- Refine the continuous cursive letter bottom joins: ai, ch, ck, er, ff, sh, th, but, jig
- Refine the continuous cursive letter bottom to c shaped joins: as, ea, ed, ss, igh, ing, sat

Term 2

- Refine the continuous cursive letter bottom to e shaped joins: be, ie, se, her, men
- Refine the continuous cursive letter top e joins oe, re, ve, we, ere, ure

Term 3

- Refine the continuous cursive letter top joins oa, oo, oh, oi, on, or, ou, ov, ow, oy, wh

Year 5 and 6	
Term 1	<ul style="list-style-type: none"> • Revision of previously taught join where necessary • Practise writing fluently at an increased speed.
Term 2	<p>Pupils should continue to practise handwriting and be encouraged to increase speed of it so that problems with forming letters do not get in the way of them writing down what they want to say.</p>
Term 3	<ul style="list-style-type: none"> • Joined practise of common exception words • Joint practise of words containing current spelling patterns • Improving handwriting: the importance of consistent sizing Improving handwriting: the importance of proportion • Improving handwriting: the importance of spacing • Improving handwriting: the importance of consistent sizing of parallel ascenders and descenders • Handwriting for different purposes: annotations • Handwriting for different purposes: note taking <p>Pupils should be clear about what standard of handwriting is appropriate for a particular task for example quick notes or a final handwritten version. They should be taught to use different styles for example for labelling a diagram or data writing an email address or for algebra and capital letters for example for filling in a form.</p> <ul style="list-style-type: none"> • Choice of handwriting tools