

Handwriting Guide for HCPS



In EYFS the progression in letter formation is taught using the Little Wandle Handwriting Programme which provides a structured approach to teaching handwriting right from the start of Reception. In Reception, the first few weeks of teaching focus on patterns to provide the opportunity for children to practise correct grip of the pencil, pressure on the page and flow of handwriting. Lessons then move on to letter families. Letters are taught in families rather than following the order of the Little Wandle phonics progression because this enables the children to practise letters that have the same direction, thereby reducing the cognitive load.

In Year 1, children should continue to practise and apply the lower case and capital letters. The children should only move on to joined handwriting once they can form unjoined letters correctly and consistently. This will typically be in Year 2. The children revisit the letter formation in letter families but begin to learn the pre-cursive handwriting style. Children practise adding lead-ins and lead-outs to letters, which then ensures the letters start and finish in the correct place for writing to be joined.

The cursive handwriting style joined handwriting is taught from Year 2. By the end of Year 2, pupils will have been taught to form all joins and from then on children are encouraged to use joined handwriting for all of their writing. The children need to see the joins being written, before practising themselves.

When children are secure in the use of all four joins, short bursts of regular practice will help to build up speed and fluency.

There are four different joins taught:

1. Diagonal join to letters without ascenders e.g. *ai ar un in am ear aw ir hu ti ki du up ag*
2. Horizontal join to letters without ascenders e.g. *ou vi wi op ow ov ri ru ve we re fe fu ob ol*
3. Diagonal join to letters with ascenders e.g. *ab ul it ib if ub th ck ch it*
4. Horizontal join to letters with ascenders e.g. *ol wh ot ft fl of rt rk wh ol ob*

Teaching and Learning

At HCPS we adopt a continuous cursive style of writing for the majority of children.

Teachers and Teaching Assistants should model the agreed style when modelling writing both in class, on displays and in feedback in books.

Our agreed letter formation is as below:

a b c d e f g h i j k l m n o p q r s t u v w x y z

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Our agreed cursive style is as below:

a b c d e f g h i j k l m n o p q r s t u v w x y z

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

abcdefghijklmnopqrstuvwxyz

abcdefghijklmnopqrstuvwxyz

Early Years Foundation Stage (EYFS):

- Children to be introduced to single letter formation at the earliest stages of writing.
- Displays in Reception should include models of correct letter formation.
- Implements such as chunky triangular pencils, large chalks, chunky pens and paint brushes etc are used by pupils to rehearse skills on paper, chalk boards, pavement etc. Pupils also use sensory trays with sand, paint, etc to rehearse letter formation.

Key Stage 1 & Key Stage 2

Within KS1 and KS2 every class will have four 10 minute handwriting sessions per week. At least two of these will be a specific taught session and the other may be to practise and apply letter formation or gross/fine motor control activities.

During handwriting sessions, children may apply taught formations to letters, words or parts of text relevant to their current learning. For example, they may practise the letters from their current phonics focus, the letter strings used in their weekly spellings, key vocabulary related to core texts /topics or use parts of text from guided reading or English texts.

Any targeted handwriting is completed in pupils' handwriting books. This enables children to both practise and refer back to handwriting to ensure accuracy and consistency.

Handwriting session times will be clearly indicated on class timetables and indicated to the children on class visual timetables.

Posture

Chairs and desks within Key Stage One classrooms are matched to children's age and height.

For formal writing, children's bottoms should be at the back of the chair and their feet should be on the floor. A right-handed child should have their book slanted to the left. For a left-handed child the book should be slanted to the right.

Left-handed children will usually be seated on the left hand side of a table.

The hand which is not holding the pencil or pen should be used to hold the paper.

Adaptations are made for this when children are emergent writing or have a SEN which may impact on their fine or gross motor skills.

Implements

Children use a standard HB pencil which is well-sharpened.

Children will be taught joined up handwriting as soon as ready (usually from Y2 onwards) and will use pencil until their joined handwriting is secure. When a child demonstrates that they are writing in a consistently joined and legible style they will be given a pen licence and a blue ink pen.

A pencil is always used within maths regardless of whether children have a pen licence.

Resources

The school uses several electronic font versions of our letter formation and cursive script to support the teaching of handwriting. This provides models of forming letters, sample words and a way to producing text using the agreed school cursive system. From Year 3 onwards, children practice handwriting in books with guided lines. Where required, children may use adapted pencils/pens and different grips. Coloured paper is used to reduce visual stress where required.

Techniques for teaching letter formation

- Model good handwriting all the time
- Demonstrate
- Talk through the process
- Encourage children to verbalise the process using the letter formation mantras
- Children form letters in the air
- Finger trace over tactile letters
- Write over highlighter pen
- Write in sand with finger or stick
- Multi-sensory approaches
- Write with chalk on chalkboard
- Finger trace the outline of letters on the back of the person in front of you.
- Match and copy captions
- Trace and copy patterns
- Copy words
- Copy sentences
- Copy text
- Write out a block of text
- And many more...

Equal Opportunities and Inclusion

See Hornsea Community Primary School Equality Policy including the Accessibility Plan.

For pupils who do not achieve the age-expected standard of handwriting, teachers will use rigorous and systematic handwriting intervention to help the child to catch up.

A child who joins the school with a neat, legible and joined style of handwriting will be allowed to maintain and refine the script they have been taught.

Assessment, Record Keeping and Reporting

Children in the EYFS are assessed on an ongoing basis through observation and handwriting (including children's pencil grip) informs part of this.

Within Key Stage One and Key Stage Two, handwriting is assessed as part of children's writing assessments on a half termly basis.

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant program of study. Formal Assessment will take place as part of the KS2 Statutory Assessments. DASH (Detailed Assessment of Speed of Handwriting) is used for Access Arrangements for the Key Stage Two Statutory Assessments.

Monitoring and Evaluation

The English Subject Leader under supervision of the Governors, Headteacher and Senior Leadership Team is responsible for ongoing monitoring and evaluation in order to ensure high standards and improved outcomes across the subject.

Handwriting Progression

Usual Year Group Progression							Patterns/ Letters	Letter formation phrase/Examples/Notes
EYFS	Year One						Horizontal lines Vertical lines	Develops: • hand stability • pressure awareness • hand-eye coordination. Lays the foundations for forming letters with straight lines
							Wavy lines	Develops: • hand stability • pressure awareness • hand-eye coordination • ability to create a shape without lifting the pencil, which is important for smooth flow. Lays the foundations for forming letters with wavy lines.
							Circles	Develops: • smooth controlled movement • pressure awareness • wrist and finger coordination. Letter formation: a c g o q
							Up curves	Develops: • smooth curved movement • muscle memory for up and down strokes • precision when changing direction. Letter formation: u y and the starting point and direction for these letters (starting at the top and going down the line and then up the right-hand side and back down the same line).
							Down curves	Develops: • smooth curved movement • muscle memory for up and down strokes • precision when changing direction. Letter formation: b d h m n p r and the starting point and direction for these letters (starting at the top and going down the line and back up the same line either halfway or full height).
							Mixed-height curves	Develops: • precision and coordination when changing height, spacing and rhythm • muscle memory for up and down strokes • precision when changing direction. Letter formation: f i j l t y Also supports advanced letter formation, especially words with letters of different heights.
							C shape	Develops: • smooth curved movement • ability to create a shape without lifting the pencil, which is important for smooth flow • understanding of direction and orientation. Letter formation: a c d e g o q s
							Spirals	Develops: • precision • spatial awareness • pressure awareness • smooth curved movement • ability to create a shape without lifting the pencil, which is important for smooth flow • understanding of direction and orientation.
							Crosses	Develops:

							• line precision • ability to lift and reposition the pencil • spatial awareness (crossing at the centre) • precision when changing direction. Letter formation: f t x (letters with intersecting strokes).
						Turrets	Develops: • ability to start, stop and change direction quickly • precision with sharp controlled movements • wrist and finger coordination • control of stroke height and width.
						Diagonals	Develops: • fine motor coordination for angled movements • directional control and precision along a slant. Letter formation: A K M N R V W X Y Z (letters with slants).
						Zig-zags	Develops: • precision when changing direction • hand stability • muscle coordination • precision, rhythm and start and stop stroke • control of stroke height • spatial awareness • pressure awareness. Letter formation: M N V W Z (letters with angular components).
						Sideways V	Develops: • directional control and precision along a slant • ability to change direction smoothly, make sharp angles and controlled movements • consistent movement. Letter formation: K Y Z
						Letter X	Develops: • precision in intersecting diagonal lines • precision when changing direction • line precision • spatial awareness of where to put the cross • understanding of the structure and proportion of letters. Letter formation: x
						Triangles	Develops: • stroke control for diagonal lines, angle precision and pencil lifts. Letter formation: A M N V W X
						c, a, d	Curl around the cat. Around the astronaut's helmet and down into space. Round the duck's body, up to its head and down to its feet.
						g, o, q	Round the goat's face, up to his ear; down and curl under his chin. All around the octopus.
						e, s, f	Around the elephant's eye and down its trunk. Under the snake's chin, slide down and round its tail. Down the flamingo's neck, all the way to its foot, then across its wings.
						l, I, t	All the way down the lollipop. Down the iguana's body, then draw a dot [on the leaf] at the top. From the tiger's nose to its tail, then follow the stripe across the tiger.

						j, u, y	All the way down the jellyfish. Dot on its head Down and around the umbrella, stop at the top and down to the bottom and flick Down and round the yo-yo, then follow the string round.
						m, n, r	Down, up and over the mouse's ears, then add a flick on the nose Down the stick, up and over the net. From the cloud to the ground, up the arch and over the rainbow.
						b, p, h	Down bear's back, up and round his big tummy. Down the penguin's back, up and around its head Down, up and over the helicopter
						v, w, x	Down to the bottom of the volcano and back up to the top. From the top of the wave to the bottom, up the wave, down the wave, then up again. Start at the top, then across to the bottom of the box. Start at the top, then across to the bottom of the box.
						z, k	Zip across, zag down and across the zebra. Down the kite, up and across, back and down to the corner.
						Cc, Aa, Dd	From the top, curl around to the left to sit on the line. From the top, diagonally down to the left, up to the top, diagonally down to the right. Lift up and across. From the top, down, back to the top. Curve right, down to the bottom
						Gg, Oo, Qq	From the top, curl around to the line, carry on up, then straight down. Lift up and across. From the top – all around the o. From the top – all around the o. Lift off. Short line diagonally down.
						Ee, Ss, Ff	From the top, down, back to the top. Across, back. Lift up and across the middle. Lift up and across the bottom line From the top, under the snake's chin, slide down and round its tail. From the top, down, back to the top. Across, back. Lift up and across the middle.
						Ll, Ii, Tt	From the top, down and across the line. From the top to the bottom and stop From the top, down and stop. Lift up and from the left, make a line across the top.
						Jj, Uu, Yy	From the top, all the way down, then short curl to the left. From the top, down and curve right, then straight up to the top. From the top diagonally right to the middle. Space. From the top diagonally left to the middle. Straight down to the bottom.
						Mm, Nn, Rr	From the top, down, back to the top. Diagonally down, diagonally up. Straight down to the line. From the top, down, back to the top. Diagonally down, then straight up to the top From the top, down, then back up. Curve right to halfway down. Diagonally down to the line.
						Bb, Pp, Hh	From the top, down, back to the top. Round to the middle, round to the bottom From the top, down then back up. Curve right to halfway down. From the top and down. Space. From the top and down. Lift up and join the lines across the

							middle.
						Vv, Ww, Xx	From the top diagonally right to the bottom, then diagonally up to the top From the top, diagonally right to the bottom. Space. Start at the top, then diagonally left to the bottom From the top diagonally right to the bottom, diagonally up to the top, diagonally down to the line, then diagonally up again.
						Zz, Kk	From the top go across, diagonally down to the left and across the bottom. From the top, down, up to the middle. Diagonally up, back and diagonally down to the line.
						ff, ll, ss	Down the flamingo to its foot and across its wings. All the way down the lollipop. Under the snake's chin, slide down and round its tail.
						zz, ck, qu	Zip across, zag down and across the zebra. Rock that sock! Quick, it's the queen!
						ch, sh, th	Chew the cherries, children. Share the shells. Thumbs up, we're having fun.
						ng, nk, ai	Bling on a ring. I think I am pink. tail in the rain
						ee, igh, oa	sheep in a jeep a light in the night soap that goat
						oo, ar, or	zoom to the moon hook a book march in the dark born with a horn
						ur, ow, oi	curl the fur wow owl boing boing
						ear, air, er	get near to hear chair in the air a bigger digger
						<i>c o a d g</i> <i>q</i>	<i>dog, cog, dad, gag, coo, ado</i>
						<i>i l j k t f</i>	<i>lit, till, kilt, pit, fill, jilt</i>
						<i>r n m h b</i> <i>p</i>	<i>ran, nan, man, ham, bap, pan</i>
						<i>u y</i>	<i>yuck, yum, buy</i>
						<i>v w x z</i>	<i>vow, wow, zoo, wax</i>
						<i>e s</i>	<i>see, seed, geese, bees, peas</i>
						L F E H T I	Lee, Fin, Ed, Hornsea, Tim, Ian
						U C O Q G S J D P B R	Una, Carl, Owen, Quent, Gus, Sam, Jim, Dora, Pam, Ben, Rob
						K A M N V W X Y Z	Kim, Ann, Max, Nina, Viv, Will, Xena, Yan, Zac
						0 1 2 3 4 5 6 7 8 9	
						<u>Four Handwriting Joins</u>	<u>Examples</u>

			Diagonal joins to letters without ascenders	un, um, big, id, ed, eg, an, ing, ung, pig,		
			Horizontal joins to letters without ascenders	or, ou, vi, wi, oon, oom, vo, wa		
			Diagonal joins to letters with ascenders	ch, sh, th, ll, ill, sli, slu, ck, ack, st, sti, ink, unk, gl, ph, bt		
			Horizontal joins to letters with ascenders	wl, vl, ol, wt, ol,		
Year Four			<u>Practise and Refinement of Joins - Examples</u>	<u>Skill</u>		
				Further practice of the 4 handwriting joins		
			in ine			
			ut ute			
			ve vi			
					ok oh	
					sh as es	Two ways of joining s
					ri ru ry	Joining from r
					oa ad as	Joining to and from a
					ee ea ed	Joining from e
					ow ov ox	Joining from o
					ky hy ly	Joining to y
					ha ta fa	Joining to a
					od oo og	Joining from o
					er ir ur	Joining to r
					ai al ay	Joining from a
					you, oi,	Joining to and from o
					re oe fe	Horizontal join to e
					fu uu vu	Horizontal join to u
					ot ol ok	Joining o to ascenders
					if fit fun	Joining to and from f
		iv va ov	Joining to and from v			
Year Five			ning ping ting			
			oc od oo			
			ake ame are			
			gla glo gle			
			who wha whe			
			ie in il			
			inly ky ny			
			a par an			
			ick uck ack			
		he we re				

							<i>pte fir fin</i>	
							<i>wra wri kni</i>	silent letters
							<i>ii ll tt rr nn</i> <i>mm cc oo dd</i> <i>ss ff ee</i>	double letters
							<i>ew ev ex</i>	
							<i>th ht fl</i>	
							<i>ac ag af</i>	
							<i>LFEHTI</i>	Correct formation and sizing of CL
							<i>UCOQGSJDP</i>	
							<i>BR</i>	
							<i>KAMNVWXY</i> <i>Z</i>	
							<i>? ! . ,</i>	
							<i>' " " -</i>	
							<i>() : ;</i>	
							<i>n't y're y've</i> <i>o'll e's</i>	Letters surrounding an apostrophe
							<i>it th to lt ty</i>	Height of ascender on t
							<i>sitting patting</i> <i>knitting</i>	Crossing double t
							<i>man size</i> <i>craze</i>	Consistency in sizing of letters
							<i>third child</i>	Consistency in sizing of letters with ascenders
							<i>pay page quilt</i> <i>giggle</i>	Consistency in sizing of letters with descenders
							<u>Further skills</u>	<u>Examples</u>
							<i>Spacing of</i> <i>letters within</i> <i>words</i>	
							<i>Fluency and</i> <i>Speed writing</i>	
							<i>Different</i> <i>handwriting</i> <i>styles</i>	
							<i>Decorated</i> <i>capital letters</i>	

Progression in Handwriting at H.C.P.S.

<u>EYFS</u>	<u>Early Learning Goals</u>
Fine Motor Skills ELG	Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.
Writing ELG	Children at the expected level of development will: - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.

<u>Yr</u>	<u>National Curriculum Objectives</u>	<u>Insight Objectives</u>
1	• sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0-9 • understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.	• Begin to form lower case letters in the correct direction, starting and finishing in the right place • Form capital letters and the digits 0 - 9 • Sit correctly at the table, holding a pencil comfortably • Understand which letters belong to which handwriting families
2	• form lower-case letters of the correct size relative to one another • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters • use spacing between words that reflects the size of the letters.	• Form lower case letters of the correct size relative to one another • Begin to use some of the diagonal and horizontal strokes needed to join letters • Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters • Use spacing between words that reflects the size of the letters.
3	• use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	• Increase the legibility, quality and consistency of handwriting • Understand which letters, when adjacent to one another are best left unjoined • Use the diagonal and horizontal strokes that are used to join letters
4		• Increase the legibility, quality and consistency of handwriting
5	• write legibly, fluently and with increasing speed by: ➢ choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters ➢ choosing the writing implement that is best suited for a task.	• Write legibly and fluently with increasing speed
6		• Write legibly and fluently with increasing speed