



### Handwriting Expectations

#### AIMS:

- To adopt a consistent approach towards handwriting by ALL adults when writing in children's books, on the whiteboard or on displays/resources.
- To unify our handwriting across the academy to communicate a consistent use of cursive handwriting with links to print across Nursery and KS1.
- To be consistent across the academy from Nursery to Y6.
- Children to achieve neat, legible style of cursive handwriting with legible, correctly formed letters.
- Develop flow and speed.

#### Teaching and Learning:

- As recommended by the British Dyslexia Association, <http://www.bdadyslexia.org.uk/parent/help-with-handwriting> we adopt a continuous cursive style of writing from Nursery to Y6.
- Teachers, HLTA's and TA's model the agreed cursive style of writing in class, on displays and when marking.
- Encouraging pupils to take pride in handwriting and presentation of handwriting using gold star stickers in Nursery, Reception, Y1 and Y2. Using Pen Licences in Y3-Y6 (to be earned each year.)
- Using our agreed cursive style across the whole academy.
- Teach letters in the specific order – see attachment.
- Alternatively – in conjunction with Jolly Phonics for EYFS.

#### Knowledge, Skills and Understanding

##### EYFS

- Children to be introduced to pre-cursive and cursive script at earliest stages of writing.
- Taking part in activities to develop fine and gross motor skills (write dance and funky fingers?)
- Learning correct pencil grip.
- Displays to be in cursive script.
- Use of resources such as chunky chalk/pencils, pens. Practice skills on paper/boards/outside/sand/shaving foam etc.

##### KS1

- Continue development of fine and gross motor skills – possible continuation of funky fingers exercises.
- Handwriting linked to phonic sessions – learn a new sound, use the sound in handwriting. Blends and phonemes used in handwriting.
- 2 x 15 minute handwriting sessions a week.
- Provision area set up for handwriting linked to phonics.
- All spellings/LACAWAC presented on handwriting paper and high expectations of similar modelled and explained.

## KS2

- Regular practice of handwriting, at least 2 sessions per week – possible continuation through guided reading sessions and/or intervention groups.
- Chairs and desks to match heights of children.
- Use of pencil grips if needed.
- Pen Licences.

## Capital Letters

- Not to be joined to the next letter.

## Parental Involvement

- Parents to be given a copy of our chosen cursive handwriting style.
- Parents Handwriting sessions.
- Pen Licence agreement/information letter to be sent home.

## Implements:

- Standard HB pencil, well sharpened. Pencils ONLY in maths – no pens.
- Handwriting pens.
- Handwriting books/LACAWAC/sentence homework books.
- Examples of agreed cursive style on each table and displayed in class.

## Left Handed Writers

- Paper/handwriting books should be positioned to the left for right handed pupils and to the right for left hander – to be modelled by the teacher.
- Possibly supply right to left LACAWAC/spellings homework sheets so that the word can be seen and not covered up when writing.

## Pen Licences –from Y3

- To be given at the teachers discretion when handwriting reflects new cursive style consistently, across the curriculum.
- Pen Licences to be given out in special mentions assembly with a handwriting pen to be used in the class. Note – pencil only in maths at all times.

## Special Pencils – KS1 and FS

- To be given as above, replacing the pen licence idea.
- Pupils must show consistently appropriate use of cursive handwriting across the curriculum.

## APPENDIX I

### TEACHING LETTER ORDER

#### EYES

In accordance with Letters and Sounds learning. Learn a new sound and also the correct letter formation.

Learning single letters with lead-ins and joining flicks.

abcdefghijklmnopqrstuvwxyz

1. s, a, t, i, p, n
2. c k, e, h, r, m, d
3. g, o, u, l, f, b
4. ai, j, oa, ie, ee, or
5. z, w, ng, v, oo, oo
6. y, x, ch, sh, th, th
7. qu, ou, oi, ue, er, ar

#### YI

Consolidation of single letters with lead INS and joining flicks.

Progressing on to joins if appropriate.

abcdefghijklmnopqrstuvwxyz

#### Single letters

- cadgqo
- esf
- ilt
- uyjk
- rnm
- hbp
- vwxz

#### Supporting activities

- tracing patterns

- tracing
- copying over (letters, numbers and words)
- copying under (letters, numbers and words)

## Y2

### Joins Y2 (going into Y3)

abcdefghijklmnopqrstuvwxyz

#### Introduction of the four handwriting joins

- First join; un um ig id ed eg an or ing ung
- Second join; ch sh th tl ll ill sli slu ck ack st sti ink unk
- Third join; od pg re ve oon oom
- Fourth join; wl vl of ff fl flo
- Practise capital letters
- Practise with break letters and move on to joining when ready

#### Supporting activities

- Match and copy captions
- Trace and copy patterns
- Copy words
- Copy sentences
- Write out menu
- Copy poem
- Alphabetical ordering

## Y3

### Revision

- Practise capital letters

#### Further practise of the four handwriting joins

- in ine
- ut ute
- ve vi
- ok oh
- sh as es (practising two ways of joining the letter s)
- ri ru ry (practising joining from the letter r)
- oa ad as (practising joining to and from the letter a)
- ee ea ed (practising joining from the letter e)
- ow ov ox (practising joining from the letter o)
- ky hy ly (practising joining to the letter y)
- ha ta fa (practising joining to the letter a)
- od oo og (practising joining from the letter o)
- er ir ur (practising joining to the letter r)
- ai al ay
- o you oi
- re oe fe (practising the horizontal join to the letter e)
- fu wu vu (practising the horizontal join to the letter u)
- ot ol ok (practising joining to ascenders)



- Practising drafting and editing
- Practising joining to the letter t
  
- Ensuring letters are consistent in height and size
- Practising with punctuation
- Practising joining from the letter m
- Ensuring the ascender on the letter t is the correct height
- Practising spacing within words
- Developing fluency
- Practising printing
- Practising forming and joining the letter f
- Practising presentation
- Practising printing
- Practising speed writing
- Revision
- Looking at different handwriting styles
  
- Revision of all skills