



Handwriting Procedure

Rationale

At Evergreen Primary Academy, we take pride in our writing across all areas of the curriculum. Handwriting is a key aspect of showing pride through presentation. It also supports pace, spelling and physical control in writing. Our intention is to make handwriting an automatic process that does not interfere with creative and mental thinking.

Aims

We aim for children to:

- achieve a neat, legible style with correctly formed letters in cursive handwriting
- develop flow and speed
- eventually produce the letters automatically and in their independent writing

We are continually aiming to raise the standards of achievement of all pupils at Evergreen Primary Academy. In order to achieve these aims, the following principles are followed:

The National Curriculum

The National Curriculum describes what must be taught in Key Stages One and Two.

Key Stage One:

Year 1

Pupils should be taught to:

- 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' (ie letters that are formed in similar ways) and to practise these

Year 2

Pupils should be taught to:

- 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

Year 3 and 4

Pupils should be taught to:

- 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, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]

Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.

Year 5 and 6

Pupils should be taught to:

- 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

Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They 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 also be taught to use an unjoined style, 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.

Reception - the curriculum is guided by the Early Learning Goals which lead directly into the National Curriculum.

Teaching Methods and Approaches

Handwriting is taught regularly and systematically in classes, groups or individually as appropriate.

- Patterns are used initially, by writing with a variety of tools and using multisensory methods, to help free flowing hand motions
- Correct pencil hold and letter formation are taught from the beginning and handwriting is frequently linked with spelling.
- Correct posture will be encouraged with children sitting at the appropriate height with both feet on the floor
- Patterns are also re-introduced and extended later on to develop fluency, regularity and consistency
- Left-handed children sit to the left side of the right-handed children
- When marking or writing comments, members of staff use an unjoined style (Rec and Y1) or cursive handwriting as appropriate
- Display writing throughout the school includes an unjoined style (Rec and Y1) or cursive writing and computer-generated writing as appropriate

Reception and Year 1

In Reception, children take part in activities to develop gross and fine motor skills and recognition of patterns. Individual letter formation is taught, modelled and practised in working towards the objectives listed at Key Stage 1. The style is quick and easy to learn, particularly when it is practised from an early stage. In Reception, handwriting is initially taught daily and is linked to the phonics session. Children then begin to have discretely taught handwriting sessions in Term 3. In Year 1, handwriting is modelled daily and is linked to the phonics session using Unlocking Letters and Sounds. Children also have discretely taught handwriting sessions taught Term 2 onward.

- At Evergreen, we use the Letter Join (<https://www.letterjoin.co.uk/>) handwriting scheme to introduce handwriting patterns and letter formation in an accessible and engaging way.
- **Lower case and capital letters are displayed in Reception and Year 1 classrooms to show the formation of each letter.**

In Key Stages 1 and 2, teachers organise handwriting sessions which model the formation of letters and letter joins for the children to practise when they are taught spelling. From Year 2 onwards, or as appropriate, a joined script is modelled.

Year 2 – Year 6

During this stage the children continue to have direct teaching and regular practice of handwriting. We aim for them to develop a clear and fluent style and by the end of Key Stage 2.

Handwriting is embedded within our daily authors sessions. When children enter year 5, they are given the choice of writing tool: pen/pencil.

Whenever possible, teachers should ensure that writing in the classroom e.g. marking in books, mirrors the agreed style and provides a model for the children to aspire to. At Evergreen Academy we subscribe to www.letterjoin.co.uk, an on-line resource for teaching cursive handwriting. It provides teachers with interactive animations to demonstrate letter formation and joins and can generate worksheets. Log in information for this is available on the shared drive.

Handwriting Sequence Y2 – Y6

	Lesson 1 and 2	Lesson 3 and 4
Week 1	i l t	u w e
Week 2	c o	a d
Week 3	n m h	j y
Week 4	g q	b p k
Week 5	v s r	z x
Week 6	Class specific respond to need	Class specific respond to need

Left handed provision

Teachers demonstrate to left-handers on an individual or group basis. Left-handed learners are recommended to sit to the left of a right-handed child. Alternative resources – such as pencil grips and left-handed activity sheets – are provided when necessary.

New Arrivals and New to English

Learners who are new to Evergreen Primary Academy will have their handwriting assessed by the class teacher. If handwriting support is required, appropriate resources and interventions will be selected/implemented. New to English children will follow the EPA handwriting progression (script letter formation, precursive single phonemes with cursively joined diagraphs and trigraphs followed by a cursive script). These children will be exposed to the handwriting expectations for their year group but will be supported by adapted/additional resources appropriate for their handwriting level.

Interventions

- Teachers will identify learners who need additional handwriting support to meet their year group handwriting expectations. A range of support can be given to the child including:
- In class support (e.g. handwriting prompts, additional lines draw in books or on sheets, handwriting as a target).
- A regular handwriting intervention (small group or individual).
- Specific handwriting practise sent home in line with letterjoin.

Handwriting Posters displayed in classrooms

