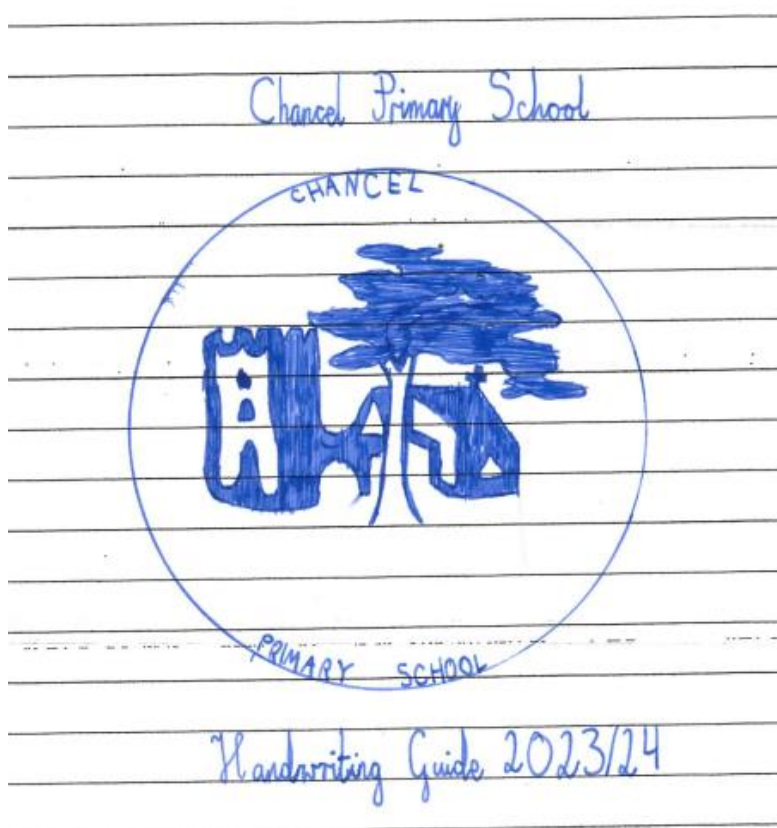


Chancel Primary School



Handwriting Guide 2023/24

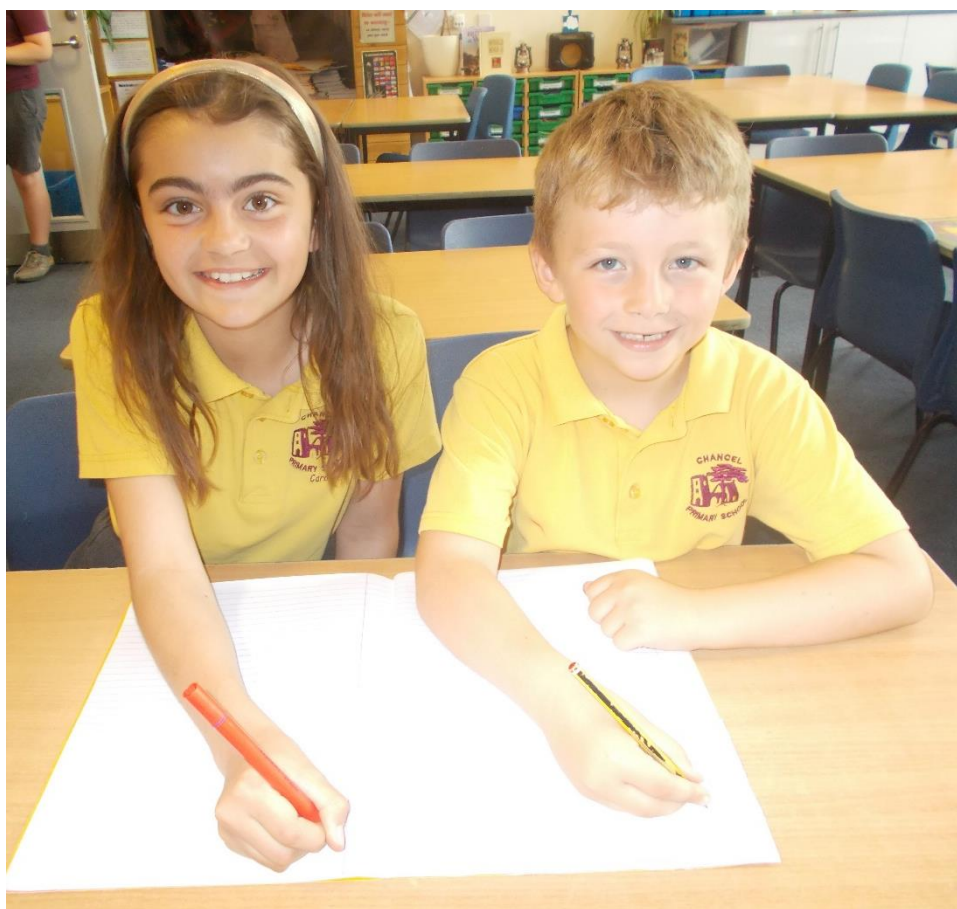


Rationale Statement:

At Chancel, our children's handwriting journey begins immediately. EYFS staff are conscious of building physical strength and dexterity through PE and physical play. This is supported by an array of fine-motor activities, which are planned for and support the development of a child's emerging pencil grip. In Reception onwards, handwriting is taught explicitly focusing on consistent letter formation and the correct joining of letters. This builds throughout KS2 where the emphasis on presentation and a pride in one's own work continues (supported by school presentation guides). Children are taught stamina and encouraged to apply their own handwriting style consistently across all work. By UKS2, the emphasis on presentation continues and encourages children to join letters legibly and at speed over extended pieces. Handwriting in school is measured against a robust guide which rewards children with stickers as they move through the stages in their handwriting journey. Our children know, therefore, what they can do to get even better. All classes use targeted interventions to ensure that progress is rapid. Examples of the excellent handwriting produced in school can be found in school's weekly newsletter.

Handwriting Guide Aims:

- For a consistent cursive approach to handwriting across school leading to high-quality presentation;
- For all adults to model this approach when writing in books and on the whiteboard;
- For all children to write neatly, legibly style with correctly formed letters;
- For all children to develop fluency and speed cursive handwriting whilst writing at speed.



Letter (and number) Formation

The Continuous Cursive Script

abcdefghijklmnopqrstuvwxyz

As a Dyslexia Friendly School, we adopt the Continuous Cursive style as recommended by the British Dyslexia. Words are formed in one continuous movement without the pencil/pen leaving the paper.

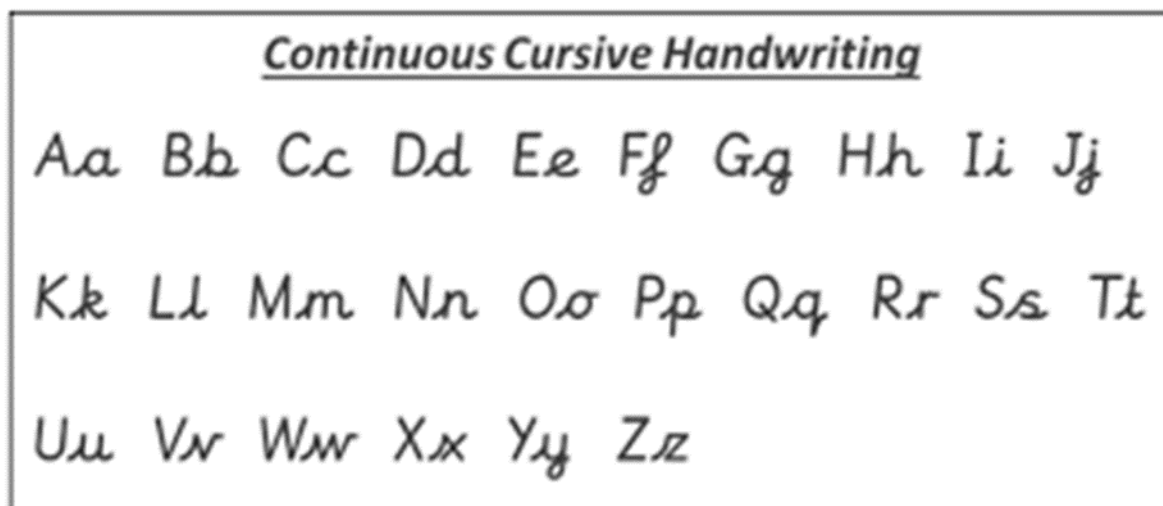


Advantages of the Continuous Cursive Script:

- The continuous movement allows children to develop a 'physical memory' of letter formation, making the correct forming of letter shapes easier;
- The starting and finishing points of the individual Continuous Cursive letters are consistent. Most start and finish on the line, with few exceptions, meaning they are easier to remember;
- Letters 'flow' from left to right, which means children are less likely to make common reversals of formed letters (e.g. b/d and p/q);
- Lower and Upper case letters are distinct from one another;
- The transition to joined writing is simplified, allowing it to occur sooner so as children can concentrate on composition as opposed to letter formation;
- A continuous and flowing style improves speed (and spelling).

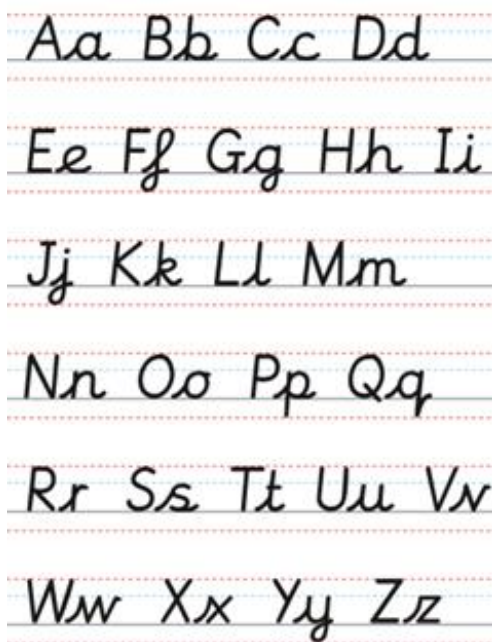
<https://www.bdadyslexia.org.uk/advice/children/how-can-i-support-my-child/handwriting>

At Chancel, we believe that effective teaching of handwriting is best achieved through modelling where teachers demonstrate letter formation and joins and children practise by copying and repeating.



Pre-cursive

Pre-cursive handwriting is the transition between printing (unjoined) letters and joining all letters in cursive handwriting. In pre cursive handwriting, 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.



Phraseology



























We use the phraseology from our phonics scheme, *Read Write Inc*, with the additional lead in and lead out strokes.

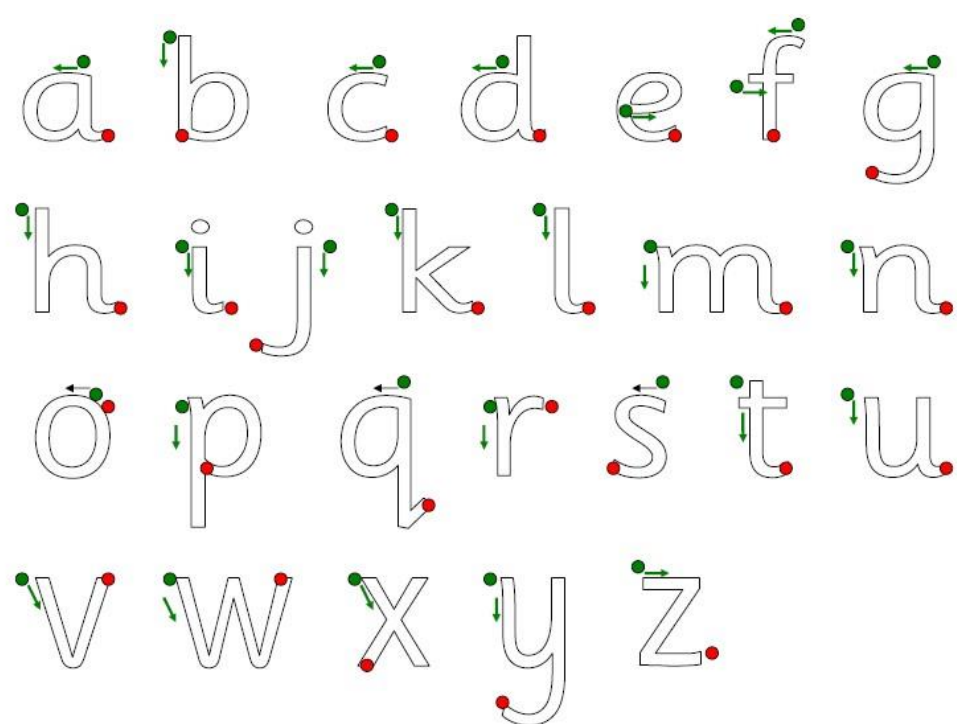
m In Maisie Mountain mountain out	j In down his body, loop out and dot his head
b In down the laces to the heel, round the toe and out	p In down the plait, up and around the pirate's face and out
a In round the apple down the leaf out	v In down a wing, up a wing and out
f In round the flower, down the stem, loop out and across the leaves	g In round her face, down her hair and loop out
s In slither down the snake out	y In down a horn, up a horn, under his head and loop out
e	o

In cut off the top, scoop out the egg and out	In all around the orange out
t In down the tower out and across	w In down up down up and out
l In down the long leg and out	c In curl around the caterpillar
d In round his bottom, up his tall neck, down to his feet and out	z In zig zag zig and out
h In down the head to the hooves over his back and out	k In down the kangaroo's body, round his tail, down his leg and out
i In down the body, out and dot the head	x In down the arm and leg, off, up the leg to the arm and out
r In down his back, over his arm and out	u In down and under, up to the top, down and out
n In down Nobby, over his net and out	q In round her head, up to the top, down her hair and out



Rhymes for letter formation - taken from Read Write Inc.

<p>a</p>  <p>Around the apple and down the leaf.</p>	<p>b</p>  <p>Down the laces to the heel and around the toe.</p>	<p>c</p>  <p>Curl around the caterpillar.</p>	<p>d</p>  <p>Around the dinosaurs bottom, up his tall neck & down to his toes.</p>	<p>e</p>  <p>Lift off the top and scoop out the egg.</p>	<p>f</p>  <p>Down the stem and draw the leaves.</p>
<p>g</p>  <p>Around the girls face, down her hair and give her a curl.</p>	<p>h</p>  <p>Down the head, to his hooves and over his back.</p>	<p>i</p>  <p>Down the body and dot for the head.</p>	<p>j</p>  <p>Down his body, curl, dot for his head.</p>	<p>k</p>  <p>Down the kangaroo's body tail and leg.</p>	<p>l</p>  <p>Down the long leg.</p>
<p>m</p>  <p>Down Maisie, mountain, mountain.</p>	<p>n</p>  <p>Down Nobby and over his net.</p>	<p>o</p>  <p>All around the orange.</p>	<p>p</p>  <p>Down the pirates plait and around his face.</p>	<p>qu</p>  <p>Round her head, up past her earring, down her hair, and flick.</p>	<p>r</p>  <p>Down the robots back and curl over his arm.</p>
<p>s</p>  <p>Slither down the snake.</p>	<p>t</p>  <p>Down the tower, across the tower.</p>	<p>u</p>  <p>Down and under, up to the top and draw the puddle.</p>	<p>v</p>  <p>Down a wing, up a wing.</p>	<p>w</p>  <p>Down, up, down, up.</p>	<p>x</p>  <p>Down the arm and leg, repeat the other side.</p>
<p>y</p>  <p>Down a horn, up a horn and under head.</p>	<p>z</p>  <p>Zig-zag-zig.</p>				

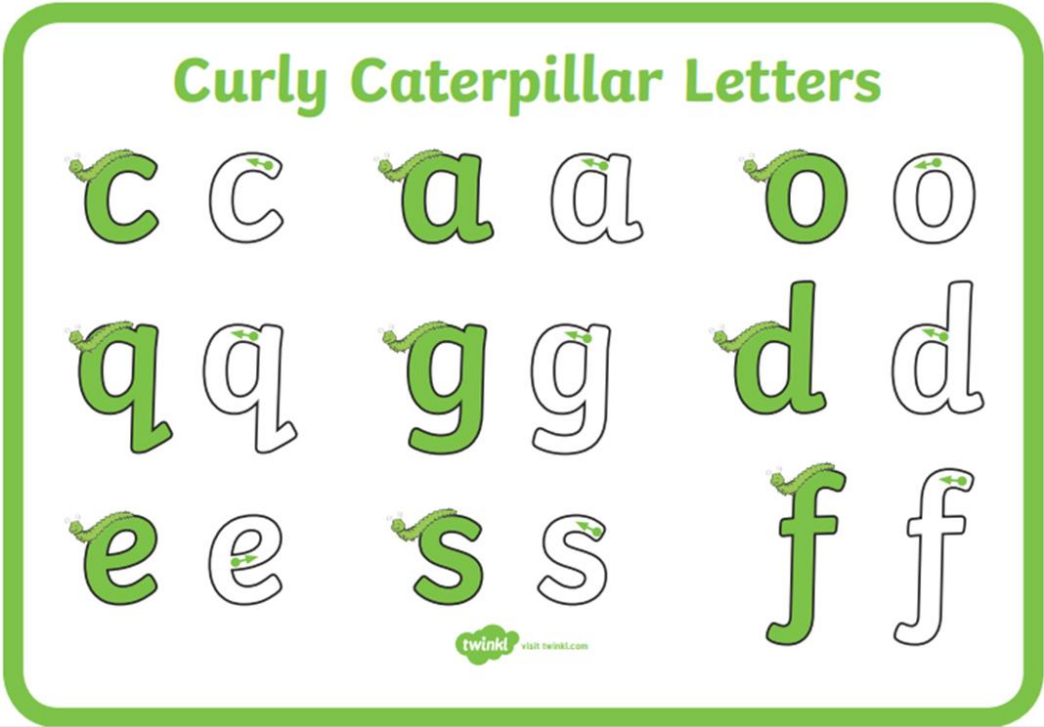


Handwriting Families

When teaching handwriting discretely, children are taught to form and classify letters according to similarities.

'Anticlockwise Round'

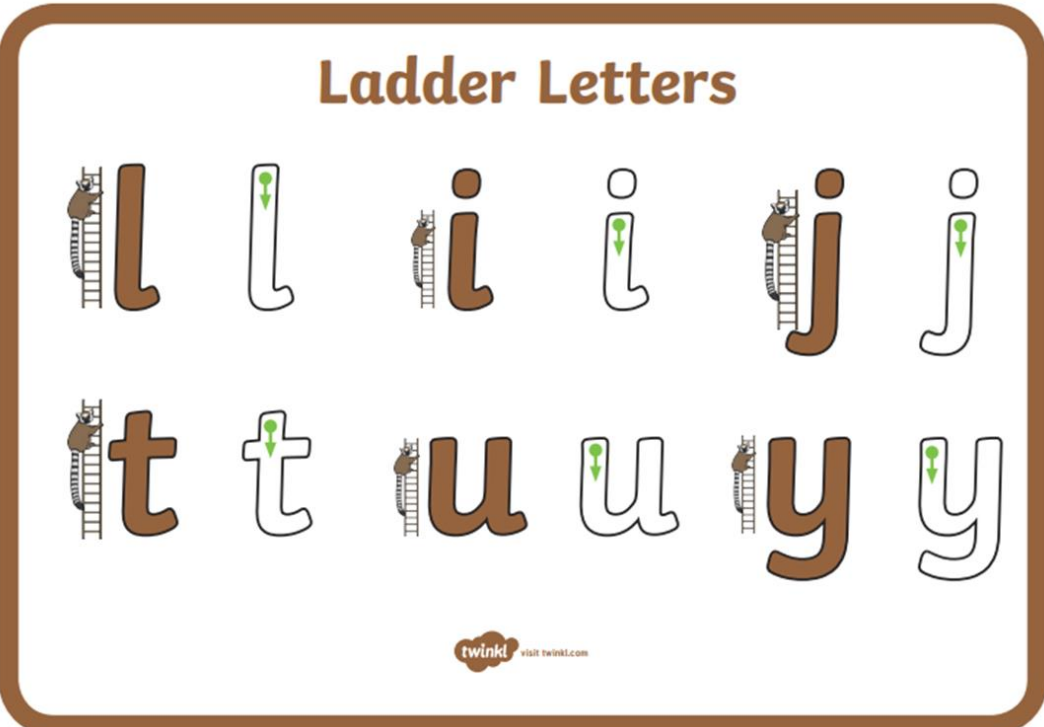
Curly Caterpillar Letters



twinkl visit [twinkl.com](https://www.twinkl.com)

'Down and Off in Another Direction'

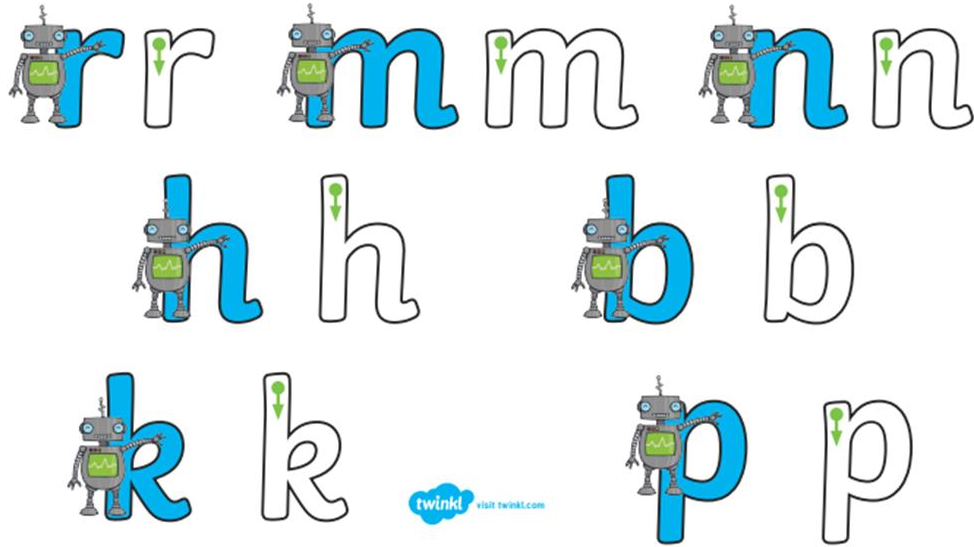
Ladder Letters



twinkl visit [twinkl.com](https://www.twinkl.com)

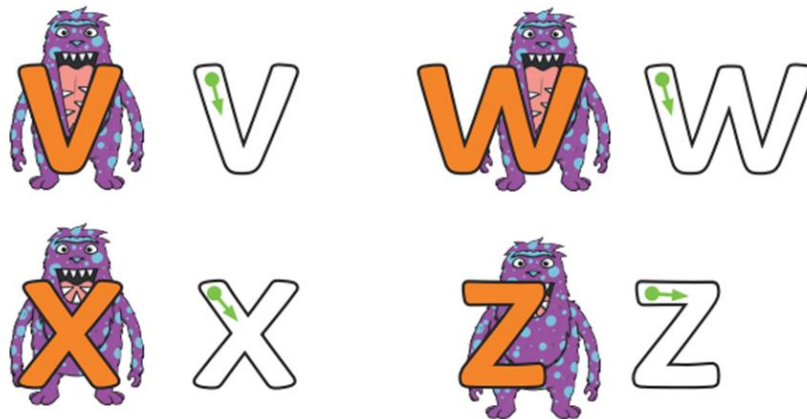
'Down and Retrace Upwards'

One Armed Robot Letters



'Zig Zags'

Zigzag Monster Letters

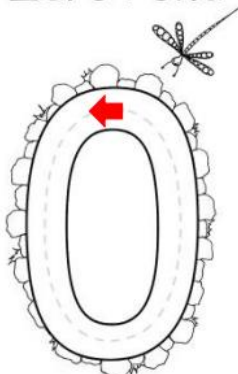


Number Formation

At Chancel, we are conscious that handwriting also encompasses the correct formation of numbers as well as letters. We use the Ten Town number formation rhymes.



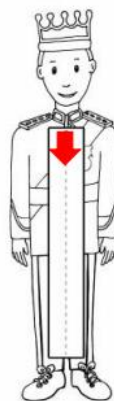
Zero Pond



"Start at the top, nice and slow,
All the way round and there you go"

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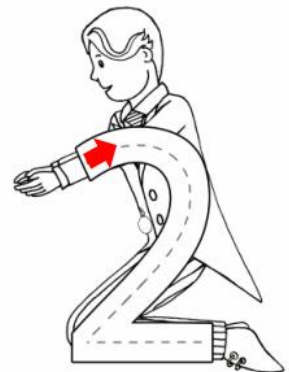
King One



"Top to toe and there you go!"

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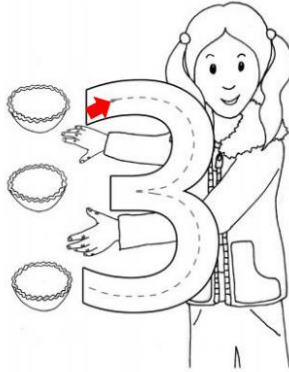
Tommy Two



"Hands round to knees,
Then straight across please!"

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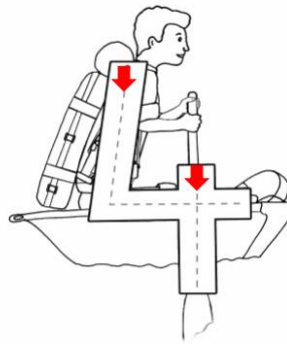
Thelma Three



Over one hand, over the next,
Stop and think, which choice is best?

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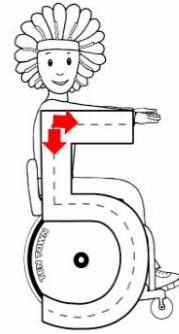
Freddie Four



Down, across, oar in the water

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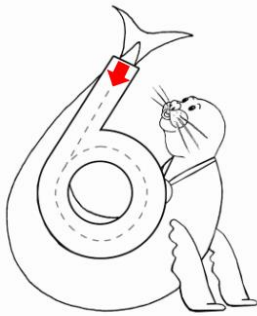
Fiona Five



"Down her back, round you go,
Now arms out straight, don't be slow!"

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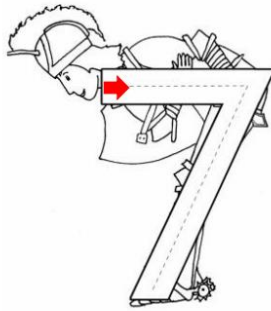
Seal Six



"Slide down his tail, curl under his nose,
nearly there so strike a pose!"

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Sir Seven

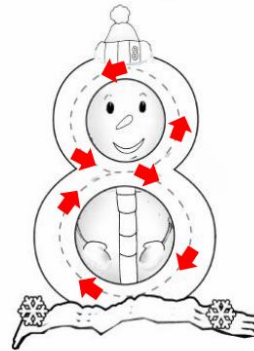


Across his back, then down to his feet
Take your time and keep it neat!

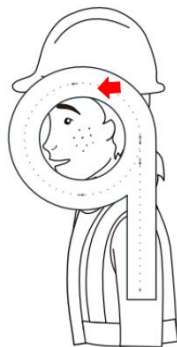
"All the way round, don't you stop,
not until you're back to the top!"

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Eric Eight

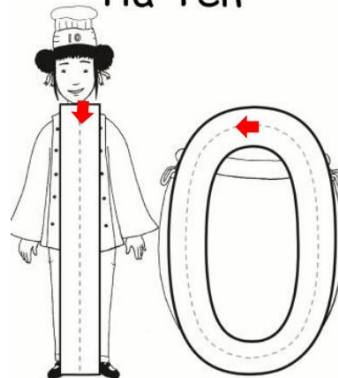


Nina Nine



Round her head and back to the start,
Down her back, she's so smart!

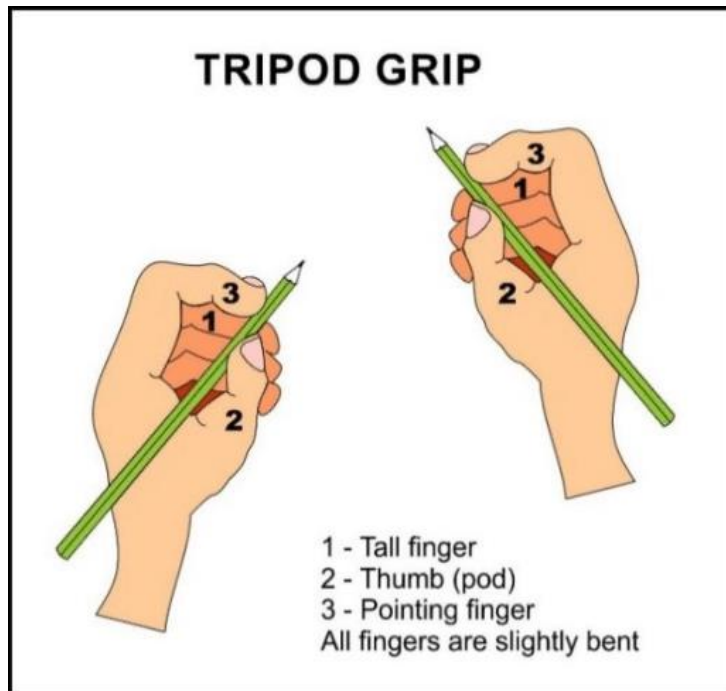
Tia Ten



Draw a one and then a zero,
Tia Ten is everyone's hero!

Holding the Writing Implement

Children are taught the tripod grasp as detailed in the picture below.



The tripod grip should be reinforced at the beginning of handwriting lessons in order to correct other awkward grips. Children who consistently hold a writing implement 'incorrectly' should be closely monitored and interventions planned for. If a child has an established alternative grip, which they find comfortable for sustained periods of writing, this will be considered when planning for the way forward (insisting on a new grip can often create rather than solve problems).



National Curriculum Expectations

EYFS:

Good handwriting relies on hand eye coordination and secure motor control. Therefore, during the Foundation Stage, we will provide lots of opportunities for the children to develop physical control through large scale movements, manipulative skills and fine motor control.

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 position, starting and finishing in the right place;
- Form capital letters;
- Form digits 0-9;
- Understand which letters belong to which handwriting families.

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

Years 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.



Delivering National Curriculum Expectations

EYFS:

Letter formation is taught as part of RWI and children are taught the letter formation in line with the Read Write Inc program. As soon as Sound Set One has been taught, additional handwriting sessions are then introduced.

KS1 (Years 1 and 2):

Children in Key Stage 1 are taught the pre-cursive script which prepares them for joining their handwriting.

Year 1: Handwriting is taught discretely up to 4 times a week for 20 minutes.

Year 2: Handwriting is taught discretely, 3 times a week for 15-20 minutes.

Our aim is to make the transition into continuous cursive during years 1 and 2 depending on the ability of the children.

Lower KS2 (Years 3 and 4)

Year 3: Handwriting is taught discretely at least once a week for 30 minutes. Letters are taught in their isolated groups first.

Year 4: Handwriting is taught discretely once a week.

Upper KS2 (Years 5 and 6)

Year 5: Handwriting is taught discretely once a week.

Year 6: The importance of neat, joined handwriting at speed is emphasised. Handwriting is not necessarily taught discretely but individuals have handwriting intervention in small groups if required.



Expectations: Stamina

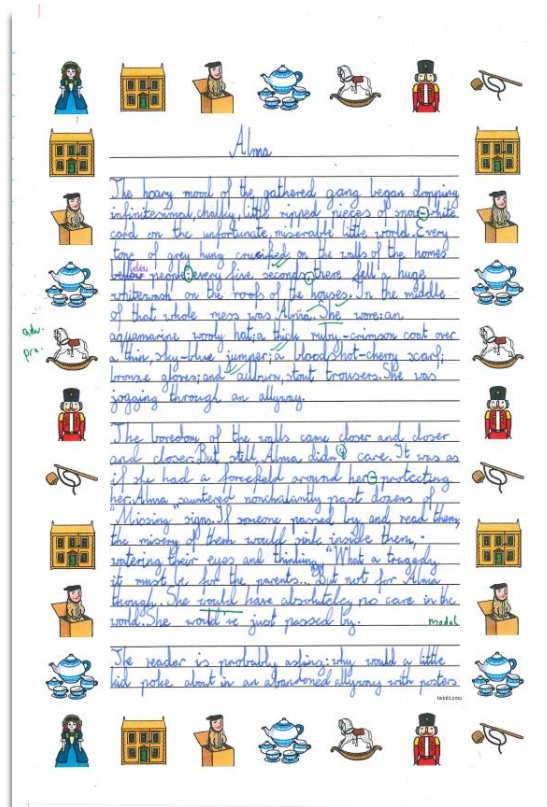
Writing stamina means being able to write for an extended period of time without losing focus, being distracted by another task or giving up. Building writing stamina is important for any writer and is particularly useful for children who may not have written for a sustained period of time, like over the summer holidays.

Writing stamina develops after the physical act of holding a pencil correctly to form letters and generate sentences.

Writing stamina allows children to confidently write for an extended period of time, so they can begin to work on more specific English curriculum aims. This usually comes with time as their ability to concentrate and hold a pencil for longer becomes second nature. As children get older and move up through school (including the transition to High School) they will be expected to write for longer and also on-demand, in exams for example.






As such, school has high expectations for the quantity of work produced. These build incrementally across year groups:

<u>Year Group</u>	<u>Quantity</u>	<u>Time</u>
1	1 paragraph (large lines)	20-30 mins
2	1 side of A4 (large lines)	30-45 mins
3	1 side of A4 (narrow lines)	45-60 mins
4	1.5-2 sides of A4	50 mins
5	2-2.5 sides of A4	60 mins
6	2.5 sides of A4	Go mins



Writing implements

Chancel's award system recognises and rewards progress in presentation. All children begin with a pencil before obtaining a Berol handwriting pen, and finally a fountain pen.

	<p>From <u>Nursery</u> onwards children are encouraged and praised for their emerging handwriting skills:</p> <ul style="list-style-type: none"> • Fine motor skills are strengthened; • Comfortable grip with good control encouraged; • Mark making and letter formation in different mediums are explored; • Letter play consistently form handwriting activities; • Form some letters accurately; • Spacing is explored and rehearsed.
	<p>From <u>Reception</u> onwards children can achieve the Bronze Award (including a pencil available from Year 2 classroom) - handwriting stickers given at teacher's discretion:</p> <ul style="list-style-type: none"> • The majority of letters are consistently formed correctly; • Words are starting to be joined consistently; • Evidence of a consistently positive approach to handwriting is found across extended written work.
	<p>From <u>Year 2</u> onwards children can achieve the Silver Award (including a <i>Berol</i> handwriting pen) – 5 handwriting stickers:</p> <ul style="list-style-type: none"> • All letters are consistently formed correctly. • All words are consistently joined correctly with few mistakes. • High standards of presentation are evident consistently across extended pieces of work.
	<p>From <u>Year 3</u> onwards children can achieve the Gold Award (a pen licence permits children to bring in their own fountain pen from home [pens available from school if required]) – 10 handwriting stickers:</p> <ul style="list-style-type: none"> • Handwriting consistently sets a good example to younger children. • Errors are always corrected neatly (including those in purple pens). • Own handwriting style is consistently evident and applied throughout the curriculum and during extended writing opportunities.
	<p>From <u>Year 4</u> onwards children can achieve the Platinum Award including personalised Chancel commemorative handwriting pen (available from Year 6 classroom) – 5 handwriting stickers:</p> <ul style="list-style-type: none"> ▪ Gold standard criteria consistently evident with a fountain pen. ▪ Children in receipt of this award continue to write in fountain pen.

CHANCEL PEN LICENCE

THIS IS TO CERTIFY THAT:



Name: _____

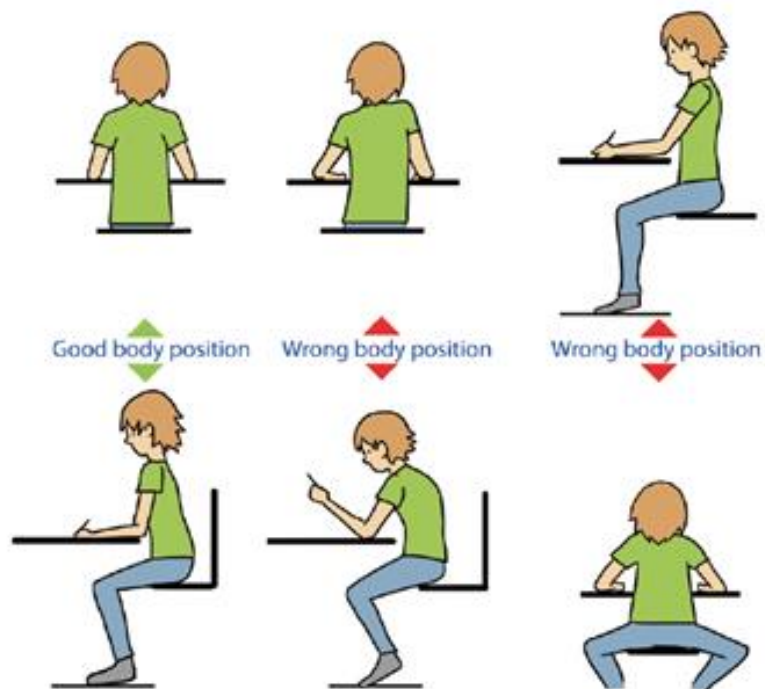
Has been consistent with legible and joined handwriting. This licence permits the holder to bring their own fountain pen into school.

Awarded by: _____

Posture



Correct posture is integral to handwriting and should be taught explicitly in school. Discrete handwriting sessions should begin with reminders about posture and its importance. Children should sit with their feet flat on the ground, knees below thigh level, back straight and leaning slightly forward. The elbows and forearms should be free to move easily. The non-writing arm can be used for support, as long as the back remains straight. All the muscles in the hand should be at rest, with the forearm extended naturally, without flexing or rotating. Right-handed children should rotate their paper slightly to the left and vice-versa. Pupils should be actively discouraged from over-rotating their paper so that the lines are positioned in almost vertical fashion.



Induction for new staff and pupils

New staff members should be given a copy of this guide and training organised if appropriate. The English lead will be responsible for monitoring the application of the guide throughout school.

Support for learning

Children experiencing difficulties with handwriting and presentations will be brought to the attention of both the English lead and SENco via school's commitment to a graduated approach to learning; interventions will be set up as appropriate and reviewed periodically.

Parents

Copies of the letter/number formation and phraseology are distributed to parents and available on the school website (along with helpful links).

Assessment, monitoring and moderation

Children in EYFS are assessed on an ongoing basis through observations. Within KS1 and KS2, handwriting is monitored as part of school's monitoring cycle, assessed as part of the children's writing assessments and discussed at Pupil Progress Meetings.

General Advice

- Good presentation in all books can be praised and highlighted.
- Achievements for handwriting awards can be from any work book.
- Certificates should also be celebrated in assembly.
- Handwriting stickers do not carry over across year groups. For example, a child with just three silver awards at the end of Year 4 would start Year 5 with no silver awards.
- Pencils and pens, however, do carry over across year groups.
- If a child's handwriting deteriorates, they can be put back a stage (i.e. Berol or fountain pens withdrawn). Children must then regain the award at the teacher's discretion and depending on the individual circumstance.
- Relevant parts of the handwriting procedure should be displayed in classrooms.

