



Respect Responsibility Relationships

Hollydale School Handwriting Policy

September 2016

Review date September 2018

HOLLYDALE'S HANDWRITING POLICY

PURPOSE OF STUDY

Handwriting is a skill which, like reading and spelling, affects written communication across the curriculum. Children must be able to write with ease, speed and legibility. Cursive handwriting teaches pupils to join letters and words as a series of flowing movements and patterns. Joined up handwriting is taught with a sequential and progressive approach from EYFS. Handwriting should be taught regularly and Teachers and TAs are expected to model the handwriting style.

AIMS

At Hollydale our aims in teaching handwriting are to teach children the correct letter formation, joining and good handwriting habits, so that they can write fluently and legibly and by the end of KS2 begin to develop a distinctive style. Each aim is considered equally important:

- To teach children to write with a flowing hand which is legible, swift and pleasant to look at of which they can be proud.
- To ensure that children of differing abilities are provided with appropriate and achievable goals.
- To teach correct letter formation.
- To establish and maintain a high profile of handwriting and presentation skills by displaying and rewarding work that meets the standard.
- To ensure all pupils understand the importance of clear and neat presentation in order to communicate meaning clearly.
- To experience coherence and continuity in learning and teaching of handwriting across the school.

TEACHING AND ORGANISATION

Daily Supported Handwriting Scheme Overview

	Term 1	Term 2	Term 3
Reception 	Daily Supported Handwriting Stage 1 Book 1	Daily Supported Handwriting Stage 1 Book 2	Daily Supported Handwriting Stage 1 Book 3
Year 1 	Daily Supported Handwriting Stage 2 Book 1	Daily Supported Handwriting Stage 2 Book 2	Daily Supported Handwriting Stage 2 Book 3
Year 2 	Daily Supported Handwriting Stage 3 Book 1	Daily Supported Handwriting Stage 3 Book 2	Daily Supported Handwriting Stage 3 Book 3
Years 3, 4, 5 & 6 	Daily Supported Handwriting Stage 4 <i>Focus: Diagonal and horizontal Joins to letters without ascenders</i>	Daily Supported Handwriting Stage 4 <i>Focus: Diagonal and horizontal Joins to letters with ascenders</i>	Daily Supported Handwriting Stage 4 <i>Focus: Diagonal and horizontal Joins to letters with descenders and spellings from the NC Spelling Appendix</i>

In order to prepare the children to be successful in continuous cursive, pupils within the EYFS are taught the basic letter formation linking to letters introduced in phonics lessons, and begin to learn continuous cursive in Year 1.

Continuous Cursive Handwriting

Continuous Cursive Handwriting

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj
Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt
Uu Vv Ww Xx Yy Zz

KS1 & KS2 CONTINUOUS CURSIVE STYLE KEY FEATURES

- The handwriting style is what is known as the '**continuous cursive**' which means we use joined-up writing where each letter is formed without taking the pencil off the paper, so each word is formed in one, flowing movement.
- There is a clearer distinction between capital letters and lower case letters.
- The continuous flow of writing ultimately improves speed, spelling and fluency.
- The majority of letters start on the line with an 'approach stroke'.
- The majority of letters end on the line with a 'flick'.
- The pencil does not leave the paper until the word is complete.
- 'ts' and 'xs' are crossed and 'i's' are dotted when the whole word is complete.
- There are six basic joins that children are taught.
- Alphabet is organised into stroke-related groups for easy teaching.
- Children should be taught to use the handwriting lines efficiently to ensure that the cap height of letters and descenders and ascenders are formed correctly.

KS1 & KS2 CONTINUOUS CURSIVE LETTER GROUPS

Rockin' Round Letters	<i>c a g q d o s</i>
Climb and Slide Letters	<i>i l t u y j</i>
Tunnel Letters	<i>r n h b p k m</i>
Loop and Hook Letters	<i>e f</i>
Square Letters	<i>x z</i>
Zig Zag Letters	<i>v w</i>

A model of the agreed handwriting style and the letter groups should be displayed in all classrooms.

KS1 & KS2 THE SIX BASIC JOINS

Diagonal joins to letters without ascenders	<i>ai, ar, us, au, aw, er, ew, ir, ur, ss, as, ea, ae, ee, ie, se, ue</i>
Horizontal joins to letters without ascenders	<i>ou, vi, wi, xe, ere, oe, re, ure, ve, we, oi, on, oo, or, ov, ow, oa</i>
Diagonal joins to letters with ascenders	<i>ab, ul, it, ch, kn, ll, sh, th, ed, be, de, br</i>
Horizontal joins to letters with ascenders	<i>ol, wh, ot</i>
Diagonal joins to letters with descenders	<i>ff, ph, qu, igh, ing, ng, squ, fe, ge, pe</i>
Horizontal joins to letters with descenders	<i>op, oy</i>

STAGE 1 – RECEPTION OVERVIEW

Daily Supported Handwriting needs to take place at least 4 times a week.

In Term 1 pupils are taught the basic letter formation. The basic letter formations are taught in this order:

'Rockin' Round' Letters: c a g q d o s

'Climb and Slide' Letters: i l t u y j

'Tunnel' Letters: r n h b p k m

'Loop and Hook' Letters: e f

'Square' Letters: x z

'Zig Zag' Letters: v w



Although the letters are taught in this order, Reception teachers can choose to teach the letter that the children have been learning in phonics that day. A space is provided for children at the bottom of each page for children to practice writing their name every day.

RECEPTION TERMS 2 & 3

Daily Supported Handwriting needs to take place at least 4 times a week.

In Terms 2 and 3, children continue to practice forming their letters and are given the opportunity to practice CVC and Reception High Frequency Words.

STAGE 1 – RECEPTION LESSON STRUCTURE

MAIN FOCUS

Introduce the main focus and link to phonics.

SHORT DATE

Model writing the short date on the IWB for children to copy.

MY TURN

Model on the IWB DSH notebook, constantly talking about what you are doing.

YOUR TURN – (1) lots of praise (2) constant assessment as you walk about the room.

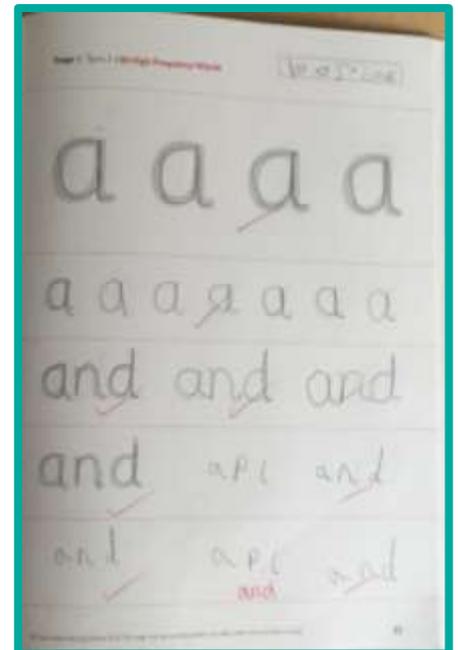
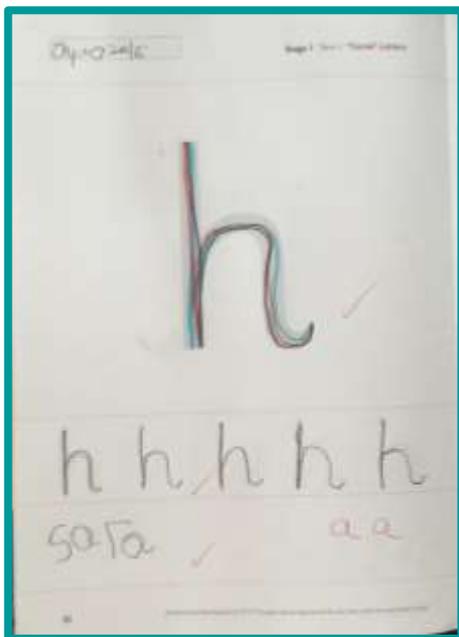
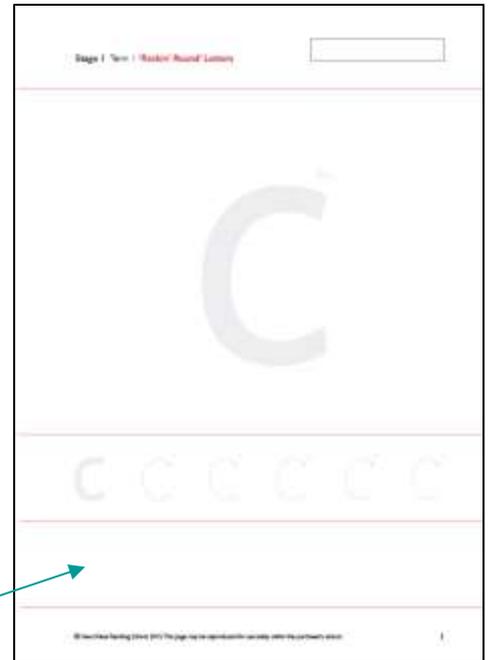
What is the impact of your teaching – does it need to be re-taught?

NAME

Children practise writing their name independently.

CLOSING

Give the children immediate feedback and final teacher modelling to correct any errors.



During their Reception year the children are given a wide range of opportunities to develop an understanding that writing conveys meaning, e.g. books, storytelling, signs, labels etc. Children experience a wide range of handwriting-related skills, e.g. letter and number formation in sand trays, through tracing, use of ribbons, with chalk, felt tips, pencils, crayons, writing over and under teacher models in various forms, word building with magnetic letters and pattern making in various media.

Coloured felt tip pens and pencils are used in conjunction with the handwriting exercise books. Pencil grips for correction of pencil hold are also used where appropriate.

STAGE 2 – YEAR 1 OVERVIEW

YEAR 1 TERM 1

In Term 1, Pupils begin to learn the ‘continuous cursive’ handwriting style. Pupils are taught the ‘continuous cursive’ letter groups in this order:

‘Rockin’ Round’ Letters: c a g q d o s

‘Climb and Slide’ Letters: i l t u y j

‘Tunnel’ Letters: r n h b p k m

‘Loop and Hook’ Letters: e f

‘Square’ Letters: x z

‘Zig Zag’ Letters: v w

Pupils move on to learn the ‘continuous cursive’ **six joins** and practice words with these joins.

- Diagonal joins to letters without ascenders: eg. ai, ar, us
- Horizontal joins to letters without ascenders: eg. ou, vi, wi
- Diagonal joins to letters with ascenders: eg. ab, ul, it
- Horizontal joins to letters with ascenders: eg. ol, wh, ot
- Diagonal joins to letters with descenders: eg. ff, ph, qu, igh
- Horizontal joins to letters with descenders: eg. op, oy



YEAR 1 TERMS 1 & 2

Pupils are taught the Grapheme Phoneme Correspondence for sounds as outlined in the Spelling Appendix in the National Curriculum. Children focus on a different vowel digraph or trigraph each day and practise joining words containing the focus sound.

STAGE 2 – YEAR 1 LESSON STRUCTURE

MAIN FOCUS

Introduce the main focus and link to phonics if appropriate.

SHORT DATE

Model writing the short date on the IWB for children to copy.

MY TURN

Model on the IWB DSH notebook constantly talking about what you are doing.

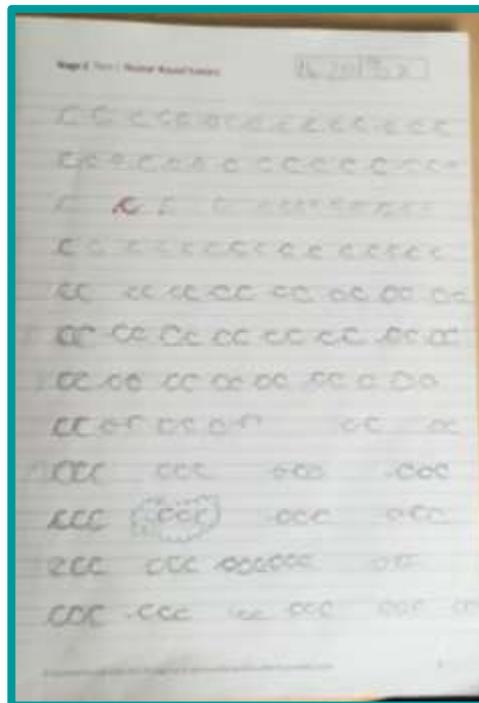
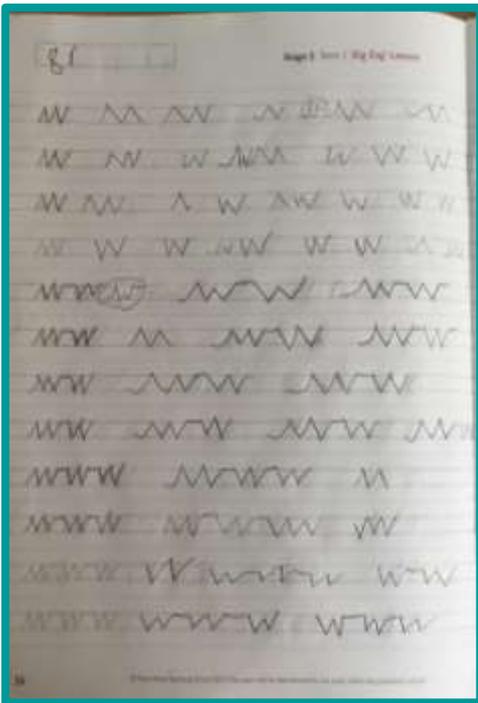
YOUR TURN – (1) lots of praise (2) constant assessment as you walk about the room. What is the impact of your teaching – does it need to be re-taught?

SELF ASSESSMENT

Give the children a purple pen to tick their 3 best attempts.

CLOSING

Give the children immediate feedback highlighting in green or re-modelling in green pen and final teacher modelling to whole class correcting any errors.



STAGE 3 – YEAR 2 OVERVIEW

YEAR 2 TERMS 1-3

- Pupils begin the year refreshing on the six joins and revising the Grapheme Phoneme Correspondence for the vowel digraph and trigraphs as taught in Year 1.
- This is followed by children being introduced to a new spelling focus each day as outlined in the Spelling Appendix in the National Curriculum.
- It is expected at this stage that all children are able to join consistently and correctly by the end of Year 2.

STAGE 3 – YEAR 2 LESSON STRUCTURE

MAIN FOCUS

Introduce the main focus and link to phonics if appropriate.

SHORT DATE

Model writing the short date on the IWB for children to copy.

MY TURN

Model on the IWB DSH notebook constantly talking about what you are doing.

YOUR TURN – (1) lots of praise (2) constant assessment as you walk about the room.
What is the impact of your teaching – does it need to be re-taught?

SELF ASSESSMENT

Give the children a purple pen to tick their 3 best attempts.

CLOSING

Give the children immediate feedback highlighting in green or re-modelling in green pen and final teacher modelling to whole class correcting any errors.



STAGE 4 – KEY STAGE 2 OVERVIEW

- Pupils should enter KS2 with a clear understanding of all the cursive letter groups.
- Any children who have left KS1 unable to join, need to be quickly identified for Daily Supported Handwriting Intervention, which can be accessed through the KS1 DSH books.
- DSH in KS2 should take place three times a week

STAGE 4 – KEY STAGE 2 LABEL FOR BOOKS



The handwriting sticker template is completed and goes into children's books.

STAGE 4 – KEY STAGE 2 LESSON STRUCTURE

WARM UP

Patterns in coloured pencil- MY TURN, YOUR TURN

MAIN FOCUS

Linked to the spelling pattern or rule being taught that week in SPAG.

MY TURN

Model on the IWB DSH notebook, constantly talking about what you are doing

YOUR TURN – (1) lots of praise (2) constant assessment as you walk about the room. What is the impact of your teaching – does it need to be re-taught?

AFL

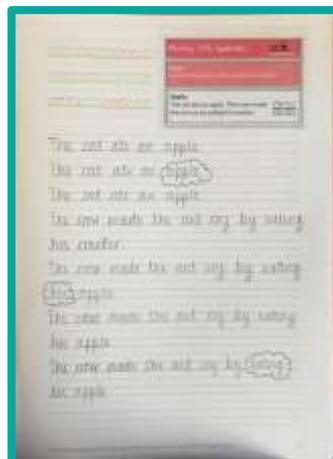
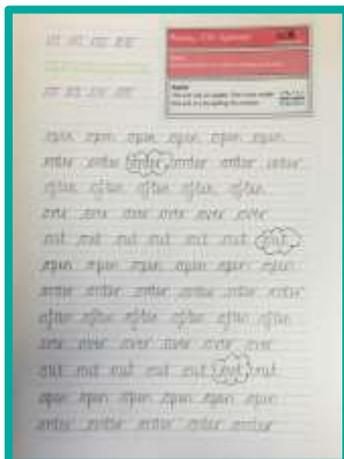
Children are asked to write a word/sentence without modelling. This is what you would mark in most detail.

SELF ASSESSMENT

Give the children a purple pen to tick their 3 best attempts.

CLOSING

Give the children immediate feedback highlighting in green or re-modelling in green pen and final teacher modelling to whole class correcting any errors.



KS2 HANDWRITING PATTERNS

The patterns should link to the focus and activity eg if you're focusing on letter height, you might practice the strokes pattern or short/tall arches pattern.

Handwriting patterns

Patterns to teach pencil control	
Zig-zag	
Scallop	
Arch	
Semicircular	
More patterns	
Vertical/horizontal strokes	
Diagonal strokes	
Ascending/descending strokes	
Curves with uprights	
Curves with ascenders / descenders	
Circles	

PATTERNS : HEIGHT

MAIN FOCUS

ululu solution solution
 jllllll pollution pollution
 uululu revolution revolution

Handwriting challenge

A solution is an answer to a problem. A problem can also be a mixture of two substances.
 A solution is an answer to a problem.
 A solution can also be a mixture of two substances.

MORE COMPLEX HANDWRITING PATTERNS

More complex patterns
 Use colours sometimes – only ever two

EYFS, KS1 & KS2 WHAT MAKES A SUCCESSFUL HANDWRITING SESSION

Do's

- Do focus upon correct starting place, direction, formation, continuous motion for whole letter and speed.
- Do make sure that the children have a strong visual image that they can articulate before they write.
- Do move around the room ensuring that every child is forming the letter/ join correctly. Model in children's books or highlight their work to show that children received verbal feedback from teacher.
- Do praise the specific correct formation so other children eavesdrop on what is good.
- Do support the children as they write - take the child's hand and keep repeating the action with her/him.

Don'ts

- Don't try to do too much in one lesson.
- Don't let the children just copy off the board. It is vital that children build a strong visual image of the letter/ join that they will retain longer than the lesson.
- Don't criticise. The child is not getting it wrong to irritate you!

PEN LICENCE

- As children become confident in their joined up writing in Year 3, children begin to work towards their 'Pen Licence'. The 'Pen Licence' is a plastic card awarded to each child by the Headteacher, granting them the permission to use a pen during all lessons (except mathematics).
- It is at the teacher's discretion when to award a child with the 'Pen Licence', but all children should aim to have one by the time they leave Year 3.
- There should be a display in each KS2 classrooms celebrating children who have been awarded pen licences.

