



Handwriting at CTA

Intent

Handwriting is a skill which, like reading and spelling, affects written communication across the curriculum. We want all our children to develop fluent handwriting skills, ensuring they can focus on writing composition without cognitive overload.

Implementation:

In all handwriting sessions teaching staff will refer to the 'P' and 'S' checks to ensure good writing procedures are in place. Teachers will actively teach children the routines to ensure they are 'ready to write' before any writing activity (not just in English lessons).

'Ready to Write Routines'

Children will be taught and reminded about:

- How to sit correctly on a chair at a table ensuring bottoms are at the back of chairs and tummy is near the table (BBC and TNT).
- How to position their paper correctly (both for right-handed and left-handed writers), including what to do with their non-writing hand. *See Appendix A.*
- How to hold their pencil in a comfortable tripod grip and about correct pressure to apply. *See Appendix B.*
- To ensure their pencil is sharp.

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| EYFS | <p>Focused Teaching</p> <p>Daily Daily discrete handwriting lessons that are additional to the daily phonics session. These will begin from the start of the year and will begin with focusing on 'ready to write' routines and motor-skill development before progressing to letter formation. Letters will be taught using the RWI letter formation scripts. <i>See Appendix C.</i></p> <p>RWI lessons – focus on correct formation (not focusing on the line or size yet) Write Dance – Taught daily to all children in Autumn term, taught to specific children daily in Spring and Summer term. Pre-writing – hand-eye co-ordination activities. Pre-writing skills – basic shapes.</p> <p>Weekly Specific children engage in fine motor/ hand manipulation activities 2x per week.</p> <p>Continuous provision Access to fine motor activities. A range of writing and mark making tools. Indoor and outdoor enhancements.</p> |
| Year 1 | <p>Daily handwriting lessons 15-20 minutes.</p> <p>Autumn Term Focus on fine motor tasks and gross motor tasks including crossing the mid-line. Pencil grip and hand strength. Pre-writing skills – basic shapes. Introduction of correct terminology.</p> <p>From Autumn Term Correct formation on the line (Using RWI scripts to support). Letters will be taught in a set order based on starting positions. (see Appendix D) Correct sizing.</p> |



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| | <p>Increasing stamina for writing.</p> <p>Every lesson will consist of a handwriting warm-up incorporating exercises to warm up the fingers, wrists and core. Hand-eye coordination, crossing the mid-line, bi-lateral coordination and proprioception.</p> |
| Year 2 | <p>Daily handwriting lessons 10-15 minutes.</p> <p>Autumn Term Recapping formation, on the line and sizing. From Autumn Term Focus on the positioning of descenders and ascenders. Focus on the consistency of all of the above. Maintain stamina. Summer Term If children are confident at forming letters individually they should begin explicit teaching of joining.</p> |
| LKS2 | <p>Daily handwriting lessons 10 minutes.</p> <p>Autumn Term Recap KS1. From Autumn Term Explicit teaching of joining. Build stamina. By the end of year 4 the majority of children will:</p> <ul style="list-style-type: none"> • Use joined handwriting the majority of the time. • Have ascenders and descenders in the correct place in relation to the lines. • Write with increasing speed and stamina. |
| UKS2 | <p>Daily handwriting lessons 10 minutes.</p> <p>Autumn 1 Recap from LKS2. From Autumn Term Maintain stamina.</p> <p>In UKS2 children will demonstrate an ability to write fluently and develop their own style of handwriting style. The majority of children will:</p> <ul style="list-style-type: none"> • Write with consistent size and letter spacing. • Have a cursive, legible, accurate style. • Be able to write at speed. |

Lesson outline

- Explicit teaching and reminding of the 'ready to write' procedures and routines.
- Explicit modelling of process of forming the letter by the teacher.
- Set time given. Time for teacher to move around the room and monitor children's letter formation – don't get caught up correcting children for lengthy periods.
- Looking for 'perfect' letters not a specific number.
- Time's up. Back to the front pencils down!
- Remodel. Use what you see to inform your next practise – I saw this, what do we notice?
- Re-monitor.
- Repeat.



Supporting Children with SEND

The vast majority of pupils will be able to write fluently and legibly. However, some pupils may need additional support to develop handwriting skills.

During handwriting lessons, teachers will:

- Closely observe how children are forming letters and how they are holding their pencils.
- Provide immediate feedback and individual support during the handwriting lesson to address the aspect a child is having difficulties with.
- Provide additional opportunities focussed on a child's identified specific difficulty as needed.

Teachers should be aware of the specific needs of left-handed pupils and make appropriate provision. Paper should be positioned to the left for right-handed pupils and to the right for left handed pupils.

Left-handed pupils should be positioned to the left of a right-handed pupil so that they are not competing for space. Extra practice with left-to-right exercises may be necessary before pupils write left-to right automatically

Specific adaptations to resources may be needed for some children including:

- Pencil grips.
- Writing slopes.

Adults as models

All adults own handwriting should provide a model of high-standards, across the curriculum and not just in handwriting lessons.

Terminology

Ascenders – the parts of certain lowercase letters such as b/h that extend above the waistline.

Baseline – bottom line.

Exit stroke – diagonal / horizontal stroke leaving one letter and connecting to the next.

Waistline – imaginary line for height of lowercase letters (often a dotted line in HW books)

Skyline – top line.

Handwriting Appendix A

Paper Positioning for right-handed and left-handed writers



Paper positioning for left-handers:

Paper positioning for right-handers:



Children should be taught that the non-writing hand is used to support the paper.

Handwriting Appendix B

Holding a pencil correctly

Most pupils find the tripod grip the easiest to learn. Support grips and stickers on pencils can be used to support correct pencil grip.

Finger positioning using the tripod grip:



Handwriting Appendix C:

RWI letter formation prompts

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| <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> | | | | |



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| a | Round the apple, down the leaf (Apple) | n | Down Nobby and over his net (Football net) |
| b | Down the laces to the heel, round the toe (Boot) | o | All around the orange (Orange) |
| c | Curl around the caterpillar (Caterpillar) | p | Down the plait and over the pirate's face (Pirate) |
| d | Round his bottom, up his tall neck, down to his feet (Dinosaur) | q | Round her head, up past her earrings and down her hair (Queen) |
| e | Lift off the top and scoop out the egg (Egg) | r | Down his back, then curl over his arm (Robot) |
| f | Down the stem and draw the leaves (Flower) | s | Slither down the snake (Snake) |
| g | Round her face, down her hair and give her a curl (Girl) | t | Down the tower, across the tower (Tower) |
| h | Down the head to the hooves and over his back (Horse) | u | Down and under, up to the top and draw the puddle (Umbrella) |
| i | Down the body, dot for the head (Insect) | v | Down a wing, up a wing (Vulture) |
| j | Down his body, curl and dot (Jack in a box) | w | Down, up, down, up (Worm) |
| k | Down the kangaroo's body, tail and leg (Kangaroo) | x | Down the arm and leg and repeat the other side (Exercise) |
| l | Down the long leg (Leg) | y | Down a horn up a horn and under his head (Yak) |
| m | Maisie, mountain, mountain (Maisie with mountains) | z | Zig-zag-zig (Zip) |



Handwriting Appendix D:

Order letters to be taught in

1. All waistline letters that sit on the line

coa iu xvw rmn esz

2. Descenders that start at the waistline

g **q** **y** **j** **p** **f**

3. Ascenders with d at the end (the only tall letter that starts at the waistline)

l **t** **k** **h** **b** **d**

Types of joins

There are two basic joins: diagonal joins and horizontal joins.

The diagonal join connects:

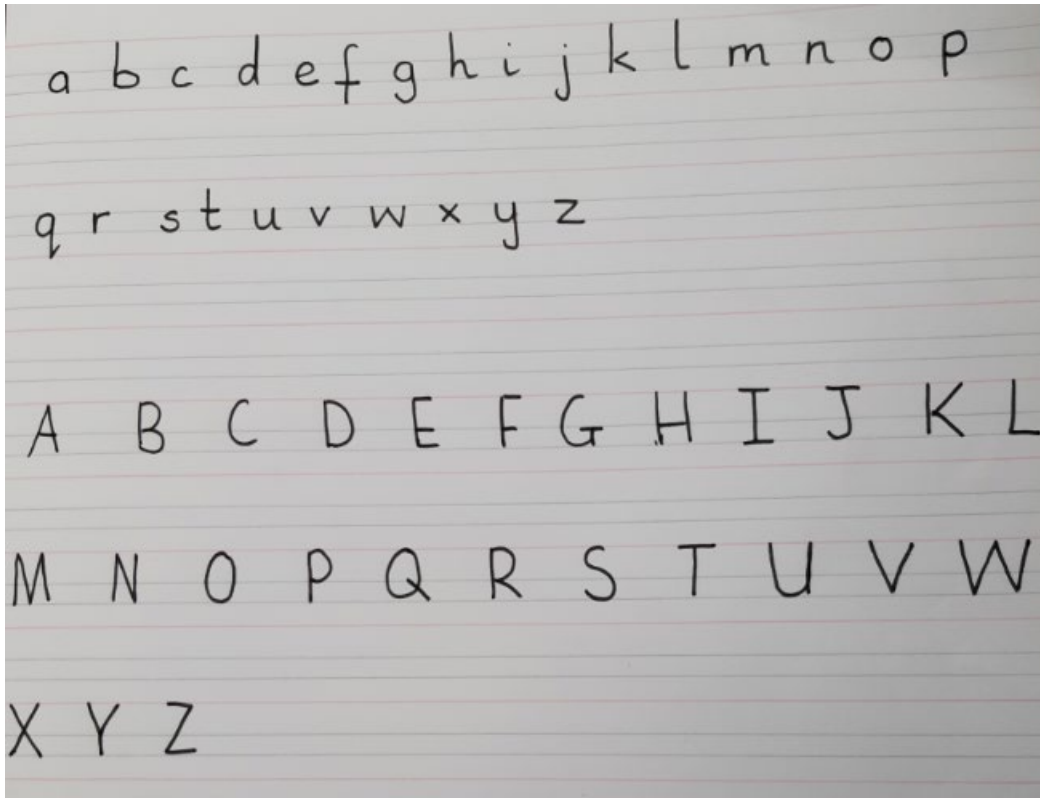
- Letters from the line to small letters.
- Letters from the line to tall letters.
- Letters from the line to a, d, g, c, o, q (These letters need an extra stroke backwards across the top of the a, d, g, c, o.)

The horizontal join connects:

- v, w, x, f, r to small letters.
- v, w, x, f, r to tall letters.
- v, w, x, f, r to a, d, g, c, o, q



CTA letter font style





**Handwriting Appendix E:
National Curriculum Requirements**

National Curriculum

Year 1:

Statutory requirements

Handwriting

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' (i.e. letters that are formed in similar ways) and to practise these.

Notes and guidance (non-statutory)

Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided.

Left-handed pupils should receive specific teaching to meet their needs.

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Year 2:

Statutory requirements

Handwriting

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.

Notes and guidance (non-statutory)

Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.

LKS2:



Statutory requirements

Handwriting

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].

Notes and guidance (non-statutory)

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.

UKS2:

Statutory requirements

Handwriting and presentation

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.

Notes and guidance (non-statutory)

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.