



Our children leave Mile Oak thinking big with no limit on their potential. The school family works together to inspire and support every child. They learn and achieve through inspirational teaching in a lively, ambitious environment. Every child is nurtured to gain the creativity, responsibility and full breadth of skills required to take an active and fulfilling role in society.

Mile Oak Primary School:

Handwriting Policy

Date:	January 2023
Review Date:	January 2024

Handwriting at Mile Oak School:

Aim: To ensure that all children have clear legible writing which is in the cursive script from year one, which is formed and orientated correctly. By the end of year three all children will be joining their letters and using a handwriting pen.

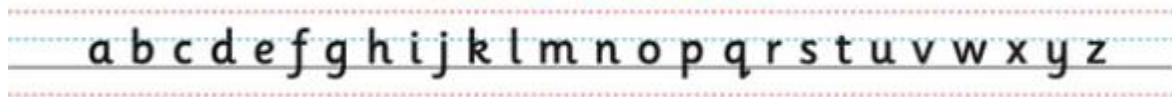
What makes good handwriting?

- Correct pen/pencil grip
- Correctly orientated letters
- Letters that are on the line, with an awareness of the 'magic middle line'
- Use of cursive script
- Good posture

Letter formation:

Reception

How to write letters



Year 1

Cursive 1

abcdefghijklmnopqrstuvwxyz

Year 2- 6

JoinitC1

abcdefghijklmnopqrstuvwxyz

Number Formation.



Key Stage 1 and Key Stage 2

. All children from Year 1 are taught the cursive handwriting scripts as shown above. The reason for using cursive handwriting at Mile Oak School is so:

- Letters are produced in a flowing movement, which helps the development of a physical memory of how each letter is written.
- Letters all start in the same place and flow from left to right, which reduced the likelihood of reversal mix-ups such as b/d and p/g; cursive handwriting styles are recommended by the British Dyslexic Association for this reason.
- Writing soon becomes quicker and easier because of the smooth flow. However, when children are in the early stages of learning cursive handwriting, writing may look slightly messy so teachers allow for this.
- Children should always be trying their best to write neatly and should understand the importance of presentation in all books.

Progression of Handwriting Skills:

Reception:

Children will start to learn legible, handwriting style through:

- good gross and fine motor control
- a recognition of pattern
- a language to talk about shapes and movements
- the main handwriting movements involved in the three basic letter shapes as exemplified by: **l r c**

Activities to develop letter shapes using gross motor movements

- Skywrite with both hands using the correct formation- model the actions a talk through each step. E.g *l* start at the, curve- whoosh , stretch high into the sky pointing as high as you can (on tiptoes), slowly down down and finish with a curve- whoosh.
- Ask another adult or a confident child to model the movement with her/his back to the rest of the children. Stand behind the children to check they are all following the movement correctly.
 - Let children make patterns in the air or on each other's backs.
 - Make a letter shape in the damp sand tray. Invite each child in the group to trace over the shape, going a little deeper each time. The object is to get down to the base of the sand tray without the sides falling in.
 - Reinforce the vocabulary of movement, for the letter families. Talk about the movements as you make them. While this is helpful in the early stages, it is purely to help to establish the movement. Reinforce a letter movement by asking the children to write the letter with their eyes closed.

Activities to develop patterns:

- focus on patterns which build on the three basic letter shapes: **l**, for tall letters; **c**, for over the bridge; **r**, for divers.
- include patterns that move across the body, from left to right
- use pattern-making for different purposes. Sometimes, allow children to produce the pattern across the entire line. To encourage fluency of movement and helps to emphasise the right to left direction of our writing system.

At other times, restrict the number of repetitions to four or five so that the child learns a little about the need to leave spaces between words.

- keep talking about the movements you make in the patterns

Activities to develop fine motor control

- Let the children make patterns using pegboards.
 - Provide sewing and weaving activities.
 - Involve the children in chopping and peeling in cooking activities.
 - Use finger rhymes, counting fingers, playing with words and sounds, etc.
 - Provide small construction toys.
 - Structure sand and water play to include sieving, pouring, picking up toys using tools, etc.
 - Develop the pincer movement: show the children how to use tweezers to pick up and sort sequins, small beads, etc., sprinkle coloured sand, glitter, salt, etc. on pictures. the children with paints, finger paints, etc. for making big patterns on differently shaped paper, for example fish, balloons, kites. Talk about the patterns they make. Focus on developing the letter families.
 - Encourage the
 - Provide
- children to strengthen their fingers by using clay, play dough, Plasticine, etc., for modelling. They can make letter shapes and patterns using the modelling media.
- Encourage dexterity by asking the children to cut out large letter shapes or patterns. They can use different coloured marker pens for tracing along inside the shapes. Emphasise that circles and curly caterpillars need to be traced from the top and anti-clockwise.
 - Give the children thick paintbrushes and water to paint patterns on walls, fences, etc.

Writing their names:

Each child will have a name card to trace over daily with their name on. Daily routine to select their name and trace over it using their finger and then a white board pen. On the line indicate where each letter starts its lead in and remind the children to start with the whoosh at the beginning and ending of each letter. In small groups teach to ensure they are using the correct formation. Correct formation is shared with parents so they can support this at home.

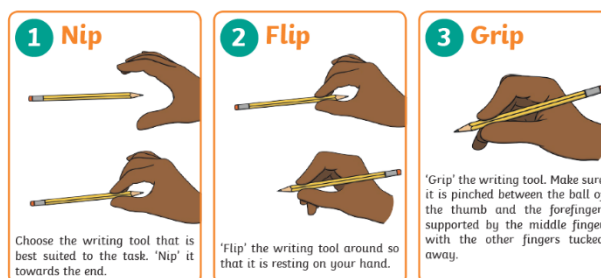
Published Work:

Children's handwriting will be regularly displayed and celebrated.

Writing Tool Grip:

By the end of reception children should know grip their pencil/pen/ paintbrush using the tripod grip. This can be taught using **Nip. Flip. Grip.**

How to Grip a Writing Tool



Resources for reception:

A large selection of writing materials should be made available to the children with a variety of a coloured pens, pencils, crayons, chalks, paints, paintbrushes.

A large range of resources to write on such as: white boards, chalk boards, lined and plain paper of varying colours shapes and sizes.

A large selection of resources for fine motor control such as: squeeze ball, play dough, lego, peg boards, tweezers etc.

Pre-cursive Sponge letters, plastic/wooden letters.

Year 1**The focus for this year is letter formation and orientation.**

Developing children's gross and fine motor control will continue using strategies listed in Reception with a range of resources to support this as well as using the warm up activities in 'penpals' (see software).

The children in Year 1 should be starting the year with a correct pen grip using the tripod grip.

Carrying on from the work in Reception, by the end of Year 1 all the children should have a good knowledge of how each letter is formed and its orientation in relation to the line.

Letters are taught initially by the letter families, then handwriting lessons will be linked to the tricky words being taught that week to support the teaching of spelling.

Strategies for teaching orientation and formation:

- Sorting letter into orientation groups. Stick masking tape lines onto desk.
- Daily handwriting in which the teacher models under the visualiser. This can also be recorded so the children can watch it back whilst they practise.
- Modelled by the teacher through marking and modelled writing.
- Improvement time in writing books.
- Published Pieces of writing to celebrate and showcase their skills.



Resources for Year 1: Some children will benefit from using a chunky pencil. Please ensure their pencil is labelled. Plastic pre-cursive letters and sponge letters,

Year 2:**The Focus for this year is joining letters: See progression of joins in appendix_____**

By the time the children reach Year 2 the children should be secure with the orientation and formation of pre- cursive letters. Some GDS children may have started to join their letters.

- Children will be taught in daily handwriting sessions using the group of letter formations.

- At the start of the year, lessons will focus on recapping the letter families. After this, lessons will be linked to the common exception words being taught that week to support the teaching of spelling.
- Handwriting exercises can be used to support phonics and spellings.
- Writing repeater is a good online resource to use on the IWB to demonstrate handwriting.
- Modelled by the teacher through marking books and modelled writing in all areas of the curriculum.
- During handwriting lessons, teachers should model under the visualiser. They can record this and the children can watch it back whilst they are practising.
- Improvement time in books.
- Consistent high expectations of the children's joined writing every time they write.
- Pen licence to reward good joined writing when the success criteria has been achieved
- Published pieces of writing to showcase and celebrate their handwriting skills

Year 3:

The focus for this year is fluency of joined letters.

By the time children reach Year 3 the children should be secure with how to join letters. Some children will have achieved their pen licence, so will be using a pen every time they write.

- Children will be taught in regular handwriting sessions using the group of letter formations.
- Handwriting exercises can be used to support spellings.
- Modelled by the teacher through marking books and modelled writing in all areas of the curriculum
- Improvement time in books.
- Consistent high expectations of the children's joined writing every time they write.
- Pen licence to reward good joined writing when the success criteria has been achieved.
- Through AFL highlighting joins that are incorrectly formed need to be identified and re taught.

Year 4,5,6

The focus for these years is to speed, fluency and accuracy of joins.

By the time children reach Year 4 all the children will be using handwriting pens and their handwriting must be joined, correctly orientated, correctly formed and legible. This high expectation is expected from them every time they write- even on a whiteboard. The children will no longer have a handwriting book all handwriting will be practised in their writing book or through publishing pieces of writing.

- Handwriting exercises can be used to support spellings.
- Resources are available for children to copy out poems, song lyrics to practise speed and fluency.
- Exemplary handwriting will be modelled by the teacher through marking books and modelled writing in all areas of the curriculum


- Teachers will have consistent high expectations of the children's joined writing every time they write.
- Through AFL highlighting joins that are incorrectly formed need to be identified and retaught.

Jointit:

Resources can be made using the Jointit font, which is on all computers around school. Spelling lists should be sent home using this font so children can practice both their handwriting and spellings.

To ensure all letters are joined correctly use the join it link on the desktop. Write your text on or copy and paste it into the join it programme. Highlight text, go to add ins find joined font and convert. If you just use the font in the font list not all the letters join correctly.

Pen licences:

Pen Licence	
Name _____	
Class _____	
Issue Date: _____	
I understand that in order to keep my pen licence, I must continue to enter my name on the pen licence every year.	
Signature of pupil/teacher _____	
Signature of teacher _____	

Success Criteria licence

Letters must be joined

Letters are orientated correctly

b d f h k l t - ascenders go to the top of the line

a c e i m n o r s u w x z go to the magic middle line.

g j p q y - descenders go under the line.

Capital letters sit on the line, go to the top of the line and are never joined

Children use a handwriting pen confidently in their handwriting books. |

Handed out in Year2 and Year 3. By the end of Year 3 all children will have achieved their pen licence.

They will need to have achieved all the success criteria.

The certificates will be handed out in Friday's assembly.

Children will then be able use a pen to write in all their books (not maths).

Assessment:

Formative- From handwriting lessons and writing tasks the teacher will identify next steps in class learning. Incorrect orientation or formation of letters needs to be identified in children's writing and if it is a common class error, then it must be taught in a handwriting lesson or in a starter as part of a writing lesson. Children may need further support with their handwriting through regular intervention tasks or home learning tasks.

Summative- Children's handwriting will be assessed as part of the writing assessment and the recorded on the target sheet in the front of their writing book as well as reported on at the end of the year.

'the quick brown fox jumps over the lazy dog.' Contains all the letters of the alphabet and can be used to identify incorrect formation/orientation of letters.

Learning Environment:

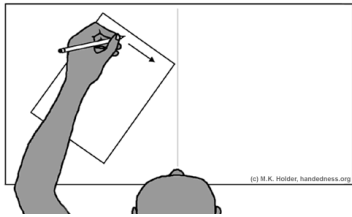
Key Stage 1 & 2

- Posters with the letter families displayed
- Banner poster how to write letters.
- Success criteria.
- Small versions of these on the children's desk to support their learning as appropriate.



All resources for handwriting are found in **Planning/ handwriting (this may change)**

Handwriting posture:



Teachers should encourage children to adopt a good posture in handwriting lessons and sit up straight, with their book straight and chair tucked under the table with both feet on the floor.

For left-handed children, this is the posture to be encouraged from **Reception**. It allows the left-handed child to write comfortably without smudging their work.

SEND:

Where children experience difficulty in writing legibly due to gross or fine motor control, they may need a series of carefully planned activities to strengthen the muscles in their hand and to improve dexterity. In Appendix ___ are a number of activities which support fine and gross motor control, which can be used as extra sessions and also supported at home in home learning activities.

In some cases, where handwriting is holding back a child's progression in writing it may be important that a child learns to touch type and use a keyboard as part of their daily writing.

Also available for children should be a variety of supporting pen grips, chunky pencils and pens to support the tripod grip.

Faber-Castell Jumbo Grip Pencil

