



Waterhouses CE Primary Academy and Nursery

"Let your light shine"

Make your light shine, so others will see the good you do and will praise your Father in heaven. Matt 5 v 16

2024



Handwriting Policy

At Waterhouses CE Primary Academy and Nursery we are very proud of our pupil's handwriting and take particular care in our handwriting style. We use Letter-join's on-line handwriting resource as the basis of our handwriting policy as it covers all the requirements of the National Curriculum.

Objective

Handwriting is a basic skill that influences the quality of work throughout the curriculum. By the end of Key Stage 2 all pupils should have the ability to produce fluent, legible and, eventually, speedy joined-up handwriting, and to understand the different forms of handwriting used for different purposes.

Our intention is to make handwriting an automatic process that does not interfere with creative and mental thinking.

Aims:

- To develop a neat, legible, speedy handwriting style using continuous cursive letters, which leads to producing letters and words automatically in independent writing.
- To establish and maintain high expectations for the presentation of written work.
- For pupils to understand, by the end of Year 6, the importance of neat presentation and the need for different letterforms (cursive, printed or capital letters) to help communicate meaning clearly.



Expectations

All teaching staff are encouraged to model the printed or cursive style of handwriting chosen for each year group in our school in all their handwriting, whether on whiteboards, displays or in pupils' books.

Consistency throughout the school

Pupils should experience coherence and continuity in the learning and teaching of handwriting across all school years and be encouraged to take pride in the presentation of their work. Our objective is to help pupils enjoy learning and developing their handwriting with a sense of achievement and pride.

Handwriting frequency

Handwriting is a cross-curricular task and will be taken into consideration during all lessons. Formal teaching of handwriting will be carried out regularly and systematically to ensure Key Stage targets are met.

Pens and pencils

Children will start handwriting using a soft pencil. When fine motor skills have been established a handwriting pen can be used. More competent pupils can use a ballpoint pen.

Inclusion

For children who experience handwriting difficulties due to fine motor development, including those who are left-handed and those with special educational needs, the appropriate additional support will be put into place. Letter-join's Lesson Planners all include differentiation activities for extra practice/challenge.

Handwriting at Home

Pupils are encouraged to practise their handwriting at home by using the Pupil log-in for Letter-join. Teachers can set Home Learning Tasks which may include:

- Magic Patterns
- Magic Words
- SoundMatch
- PhonicsMatch
- LetterMatch
- LetterLotto
- Letter Families activity
- Word Search
- Word Bank
- Spelling lists
- Write it Right!

Children can also watch the word and letter animations and practice and explore other handwriting resources on Letter-join.

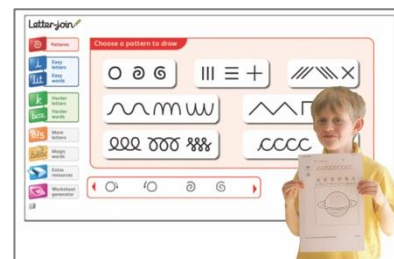


Key Stage Teaching

Early Years

For our youngest pupils we teach short handwriting lessons on a daily basis, which will include the following:

- enhancing gross motor skills such as air-writing, pattern-making and physical activities
- exercises to develop fine motor skills such as mark-making on paper, whiteboards, sensory trays, iPads, tablets, etc.
- becoming familiar with letter shapes, their sounds, formation and vocabulary
- correct sitting position and pencil grip for handwriting



Lesson Planners

Module 1 Print: Early Years teaches handwriting using the printed method. It starts with fine and gross motor skills warm-up exercises, correct sitting position and tripod pencil grip.

It is divided into three sections covering:

- pre-writing patterns
- easy letters and words
- harder letters and words

At the end of this module, children should be able to recognise and form all the printed, lowercase letters of the alphabet.



Key Stage 1: Years 1 and 2

Teaching progresses from five short, to three longer lessons per week:

- continuing with gross and fine motor skills exercises
- strengthening handwriting, learning and practice
- numerals, capitals and printed letters; where and when to use, learning and practice
- KS1 SATs SPaG exercises

Module 2 Print to Cursive teaches how to correctly write capital letters, uses of printed letters, numbers, punctuation, maths symbols and other symbols. Pre-cursive patterns and cursive letters are then introduced in preparation for Module 3 when children are required to start joining their handwriting.

It is divided into three sections covering:

- warm-ups, letter families and capital letters
- uses of printed letters
- numbers and symbols
- introducing pre-cursive patterns and cursive letters



their writing.


- letter families
- high frequency words
- joining techniques
- sequencing sentences
- dictation exercises
- times table facts
- SPaG practice for KS1 SATs


Name: _____ Date: _____


Sequencing Sentences 1: 1

Rewrite these sentences in the correct sequence:

Meg gave it to Mum.
She picked the flower.
Meg saw a flower.
She fell asleep.
Grandad sat in a chair.
The sun was warm.
Grandad sat in a chair.
The sun was warm.
He fell asleep.
He got wet and muddy.
Spot jumped in a puddle.
Spot was raining.
It was raining.
Spot jumped in a puddle.
He got wet and muddy.







Letter-join

Handwriting lessons will continue twice a week in Lower Key Stage 2.

[illegible]

A close-up photograph of a child's hands writing on a worksheet. The worksheet is titled 'The Water Cycle' and contains a diagram of the water cycle with labels: 'The sun heats the water in the oceans. Some of the water turns into vapor and rises into the air.' and 'The water vapor rises into the air and cools. It turns into tiny droplets of water that form clouds.' There is also a drawing of a fish in the ocean. The child is using a red pencil to write on the worksheet.

Module 5 for Year 4 focuses on using handwriting practice to support other subjects in the curriculum and, at the same time, builds on fluency and consistency. This module aims to promote meaningful links with other subjects such as English, maths, science and geography. Making such links enables children to apply the skills they are learning in context and also provides depth to the curriculum.

Learners will continue to build on producing fluent, consistent and legible handwriting through the regular practice offered in this module's lessons.

On concluding this module, children will have practised applying size-appropriate handwriting to all areas of the curriculum whilst maintaining fluency and legibility.

EXAMPLE
Word of the Week: precarious
 Write this week's word six times:
precarious precarious precarious
precarious precarious precarious
 Use a dictionary to find the definition of this week's word:
If something is precarious, it is not safe and likely to fall off or fall over.
 Write some synonyms of this week's word:
insecure risky hazardous
treacherous unsafe dangerous
 Write some antonyms of this week's word:
safe fixed strong
secure protected stable
 Write a sentence using this week's word:
The cat was in a precarious position in the tree.
Beware: this cliff edge is precarious.
Take care on that precarious old ladder.
The stranded climber was in a precarious situation.

Letter-join

Upper Key Stage 2: Years 5 and 6

More advanced handwriting techniques will be taught during two weekly lessons:

- reinforcing cursive handwriting across the curriculum
- form-filling/labelling using printed and capital letters
- dictation exercises promoting quick note-taking and speedy handwriting writing skills
- KS2 SATs SPaG practice

Module 6 for Year 5 continues to build on combining fluent handwriting with other subjects across the curriculum.

In this module, learners will have plenty of opportunity to develop the stamina and skills to write at length, with accurate spelling and punctuation. With Letter-join's wide range of resources they will be able to work towards producing consistently neat and well-presented handwriting in all curriculum subjects.

On completing this module, children should be producing cursive writing automatically, enabling them to focus on the content of their work rather than the process of writing.

Dictation Exercises

Key Stage 2
More challenging exercises

4 small octasumas
24-10-2003
My birthplace is Scotland but at seven I moved...
A shopping list, complex numbers and a longer written passage.

Key Stage 2
Traditional stories and poems.

Hansel and Gretel
Suddenly the door opened, and an old woman came out.
Dictation exercises using extracts from traditional stories and poems.

Handwritten notes on a grid background:

They had married in 1501 and had four sons.
 They were married and had four sons.
 They were married and had four sons.
 They were married and had four sons.
 They were married and had four sons.

ANNE BOLEYN
 Married to Henry VIII
 from 1532 to 1536
 in 1536
 was executed in 1536

[illegible]

Name:	Date:
<h2 style="text-align: center;">Spelling I</h2>	
<p>Words ending in <i>-ous</i> and <i>-ous</i></p>	
<p>delicious precious conscious apacious spacious ambitious superficial cautious ambitious scrupulous superstitious ruthless</p>	<p>luscious delicious precious conscious apacious spacious ambitious superficial cautious ambitious scrupulous superstitious ruthless</p>

Challenge: Write a paragraph using as many of these words as possible.

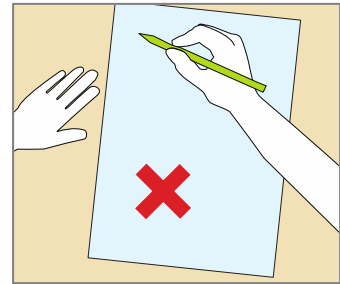
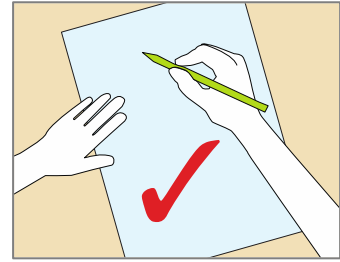
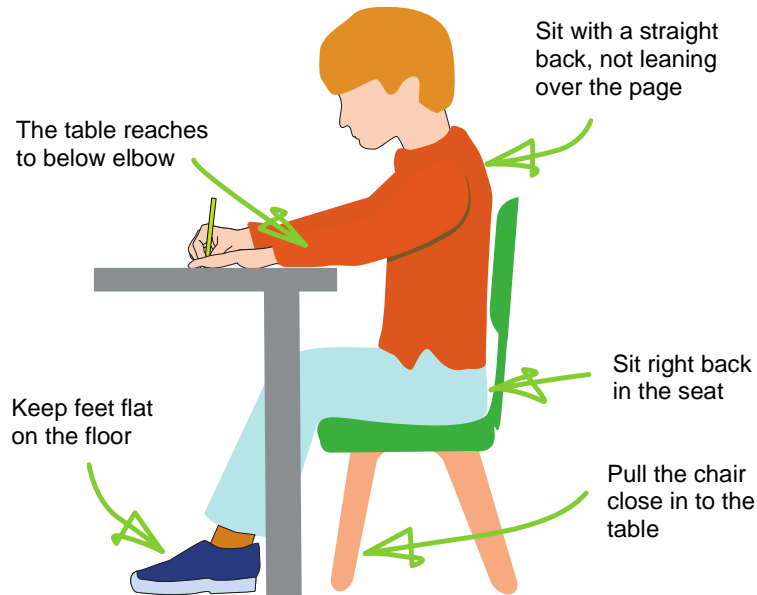
I was *ambitious* about the *ruthless* men being *luscious* because it was *really* *delicious*. The *chief* was *very* *precious* about the recipe and got *quite* *ambitious* when I asked for the ingredients. The kitchen was *really* *apacious*. I and I was *conscious* of the *ambitious* staff who were *deliberately* about their names. They would *hunt* into *superficial* laughter all the time.

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Correct posture and pencil grip for handwriting

Pupils should be taught to sit correctly at a table, holding a pencil comfortably and correctly.

SITTING POSITION

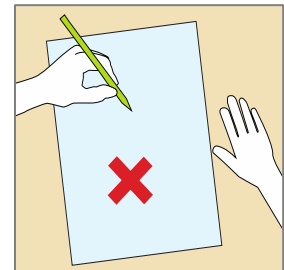
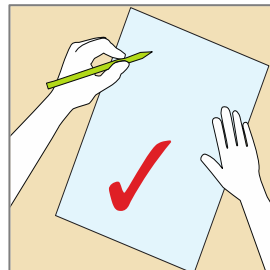
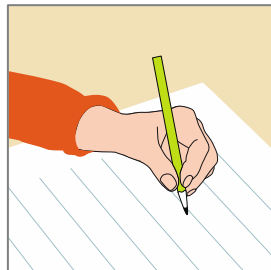
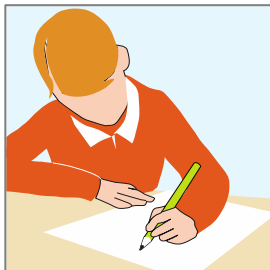


Paper position for right-handed children.

LEFT-HANDED CHILDREN

Left-handed children may find it difficult to follow the movements of right-handed teachers as they model letter formation (and vice versa). Teachers should demonstrate to left-handers on an individual or group basis.

- Left-handed pupils should sit to the left of a right-handed child so that they are not competing for space.
- Pupils should position the paper/book to their left side and slanted, as shown.
- Pencils should not be held too close to the point as this can interrupt pupils' line of vision.
- Extra practice with left-to-right exercises may be necessary before pupils write left-to-right automatically.



Paper position for left-handed children.

The Tripod Pencil Grip

Both right and left handed children should be encouraged to use the tripod grip which allows the pen/pencil to be held securely whilst allowing controlled movements of the pen/pencil nib. We use the Tripod Grip Rhyme:

Right-handed pencil grip



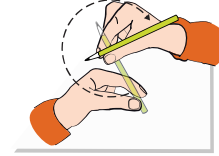
Point away the pencil,



Pinch it near the tip,



Lift it off the table,

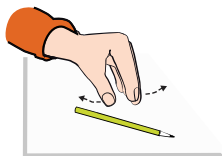


Spin it round...



and grip.

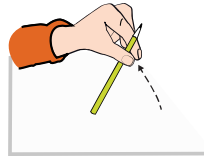
Left-handed pencil grip



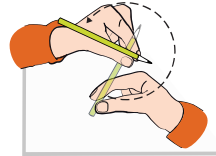
Point away the pencil,



Pinch it near the tip,



Lift it off the table,



Spin it round...



and grip.