



Ferham Primary School

Handwriting and Presentation Policy

November 2024

INTENT

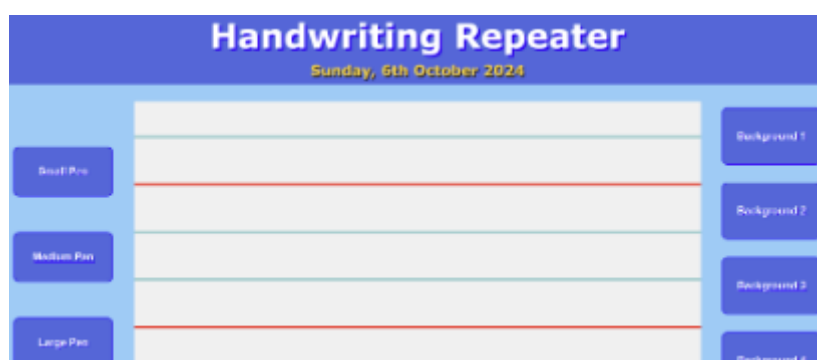
At Ferham Primary we believe in the importance of clear and neat presentation in order to communicate effectively. Pupils will be able to write legibly with increasing fluency and speed in both printed and joined styles. Ferham handwriting will have several distinguishing features:

- Formed with a correct pencil grip
- All letters formed correctly
- All letters correctly sized and orientated
- Ascenders and descenders will be clearly defined
- Increasingly joined handwriting from the end of Year 2 upwards
- Capital letters and lower case distinct and appropriately sized.

IMPLEMENTATION

Handwriting will be a discrete lesson usually taught at least three times a week in pupils' Transcription or Composition books.

It is vital that teachers model the correct style for each year group, and explicitly teach letter and number formation and joins (where appropriate) in each of these sessions. In addition to live modelling, we make use of IT to provide ongoing models throughout sessions while teachers provide live feedback. Our favourite IT tool is Handwriting Repeater.



Handwriting in Foundation Stage and KS1 will be implemented as follows:

- Children will develop hand eye co-ordination, gross and fine motor skills to support handwriting.
- Children will use a range of tools to develop drawing lines and circles using gross motor skills e.g. swirling ribbons, batting balls, painting.
- Children will use a range of materials to develop fine motor skills e.g. wax crayons, markers, pencils, sponges, chunky brushes, cotton wool balls, shaving foam, finger paints, etc
- Children will practice manipulative skills e.g. cooking, playing with construction, threading and playing instruments.
- Children will use variety of tools and paper, indoors and outdoors for purposeful writing. e.g. role play, labelling, making cards.
- Children will physically develop the movements of letter shapes using gross motor skills (linked to music and sounds) to gain confidence with the basic movements and flow of writing.
- Children will be taught to form letters and numbers using a variety of strategies and materials.

FS/KS1 children will be taught how to form letters and numbers using the printed style and follow the letter and number patterns below. (Appendices 1 & 2)

Pupils who are new to Ferham (or International New Arrivals) may also benefit from the above strategies in order to develop their gross and fine motor skills.

Handwriting from the Summer term in Year 2 upwards will be implemented as follows:

- Children will be taught how to form letters using the cursive style where all letters start on the line. Individual letters to start as shown in stage one.
- Teachers will teach letter formation following Appendix 3

Children should:

- Take pride in their work
- Learn to write clearly recognisable letters and form them correctly (EYFS & Y1)
- Learn to write individual letters cursive style using some diagonal and horizontal lines (Summer term Y2)
- Write cursive style and start to join letters (Y3)
- Enhance speed and fluency in order to develop a legible cursive style (KS2)

Expectations of Bloodline Pupils:

By the end of FS2, most pupils will be expected to be at stage 2 of the programme (see appendix 1) using **Read Write Inc print** handwriting.

By the end of Y1, all pupils will be expected to be at stage 2 of the programme (see appendix 1) using **Read Write Inc** handwriting.

By the end of Y2, all pupils will be expected to be at stage 2 of the programme (see appendix 1) and beginning to use **cursive** handwriting.

By the end of LKS2, all pupils will be expected to use **cursive** handwriting.

UKS2 pupils will be expected to write fully cursive in all of their writing.

Across the Primary Age Range Teachers and Teaching Assistants should:

- Be 'presentation pests' - expect the highest quality presentation in all subjects - valuing work that is the child's best effort and challenging and supporting when it clearly is not.
- Identify left-handed children and make sure they have sufficient space in which to work.
- Provide appropriate paper and pencils and/or pens (i.e. all pencils must be sharp and of a reasonable length).
- Model how to hold a pencil correctly and anchor books/sheets with the other hand (Two Hands)
- Model the correct handwriting when writing in lessons, in the children's books and on some displays.
- Reinforce how to form letters, using a variety of strategies and materials.
- Implement intervention for those children not forming letters or numbers correctly.
- Understand the development of the 'pencil grip' and at what point each should be achieved by children.
- Expect children to assume a correct sitting position in order to write -

Useful Acronyms

These are displayed as posters in all classrooms. (Appendix 5)

BBC – Back, bottom and chair

TNT – Tummy near table (but not touching)

Paper Position – Book/Paper anchored by spare hand and not over the edge of the table

Handwriting books

In EYFS, pupils will write in A4 oversized, 12mm yellow handwriting books.

In KS1 and 2, pupils will write in purple 4/ 15 mm Handwriting Books (in English lessons) until they have developed and maintained fluent and joined handwriting.

All pupils in school will be taught number formation using Appendix 4.

IMPACT

Handwriting is a skill which affects written communication across the curriculum. Our aim is that children are able to write with ease, speed and legibility (also know as automaticity) .

By Year 6, children will use joined handwriting using flowing movements. This handwriting should be demonstrated in all writing across the curriculum. Writing should be fluid in style: such automaticity will allow our children to apply themselves to the content of their writing as opposed to the formation of the letters themselves.

Appendix 1

EYFS and KS1 Order of Teaching and Accompanying Letter Patter

Stage 1

- Letter formation (using R W Inc letter formation patten, Appendix 2)
- Number formation
- Name writing (first and surname)

Order letters are taught:
(in line with RWI phonics)

- m a s d t
- i n p g o
- c k u b
- f e l h r
- j v y w
- z x
- Capital letters

Stage 2 (once formation of all letters is mastered)

- Simple words
e.g. to, the, and

First Letter Patter

- m Maisie, mountain, mountain
a round the apple, down the leaf
s slither down the snake
d round his bottom, up his tall neck and down to his feet
t down the tower, across the tower
i down the body, dot for the head
n down Nobby, over his net
p down the plait and over the pirate's face
g round her face, down her hair and give her a curl
o all around the orange
c curl around the caterpillar
k down the kangaroo's body, tail and leg
u down and under, up to the top and draw the puddle
b down the laces to the heel, round the toe
f down the stem and draw the leaves
e lift off the top and scoop out the egg
l down the long leg
h down the head to the hooves and over his back
r down his back and then curl over his arm
j down his body, curl and dot
v down a wing, up a wing
y down a horn, up a horn and under his head
W down, up, down, up
Z zig-zag-zig
q round her head, up past her earrings and down her hair
X down the arm and leg and repeat the other side



Images of each letter below



Summer Y2 upwards Order of Teaching and Accompanying Letter Patter

As pupils transition to joined handwriting, each join will be explicitly taught and practiced as per the sequence and letter patter below.

- **Simple words**
e.g. to, the, and
- **Diagonal joins:**
if, in, it, is (bin, win, fit, kit, list)
as, at, an, am (has, bat, cat, can, sam)
up, us, un, ut (cup, bus, fun, but)
et (net, wet, set, bet, get)
nd (and, hand, bend)
- **Horizontal joins:**
of, op, on (top)
v, w, r (wet, van, red)
- **Joining from the bottom of a letter:**
b, p (bet, back, pink, pot)
- **Looped joins:**
z, g, j, y (yet, yes, got, get, zoo, jet, jam)
- **Dictation** and modelling of simple sentences with letters practised
e.g. The bed is red.

- a = start at the line, go up, go round but come back and go all the way round, up to the top, down and flick.
- b = start at the line, go all the way up, all the way down, bounce up, round and flick.
- c = start at the line, go up, go round but come back and flick.
- d = start at the line, go up, go round but come back, all the way up, all the way down and flick.
- e = start at the line, go up and all the way round and flick.
- f = start at the line, go up, come round but come back, all the way down, under the line, loop the loop and flick.
- g = start at the line, go up, go round but come back and go all the way down, under the line, loop the loop and flick.
- h = start at the line, all the way up, all the way down, bounce up, over the bridge and flick.
- l = start at the line, bounce up, down and flick then dot.
- j = start at the line, bounce up, go all the way down under the line, loop the loop and flick.
- k = start at the line, go all the way up, all the way down, bounce up, round, kick and flick.
- l = start at the line, go all the way up, all the way down and flick.
- m = start at the line, bounce up, down, up over the bridge, down, up over the bridge and flick.
- n = start at the line, bounce up, down, up over the bridge, down and flick.
- o = start at the line, go up and go round, but come back, all the way round and flick.
- p = start at the line, bounce up, go down under the line, up, round and flick.
- q = start at the line, go round but come back, all the way round, all the way down under the line and flick.
- r = start at the line, bounce up, down, back up, over and flick.
- s = start at the line, go up, all the way up, all the way down, flick and cross.
- t = start at the line, go all the way up, all the way down and flick then cross a line through the middle.
- u = start at the line, bounce up, down, up, down and flick.
- v = start at the line, bounce up, down, up and flick.
- w = start at the line, bounce up, down, up, down, up and flick.
- x = start at the line, bounce up, round, down, up, come back and flick.
- y = start at the line, bounce up, down, up, all the way down under the line, loop the loop and flick.
- z = start at the line, bounce up, round, number three under the line, loop the loop and flick

Ferham Number Formation Patter

0:

Around, around and around we go, that's how we make the number zero.

1:

Start at the top and down we run, that's how we make the number one.

2:

Around and down and back we flew, that's how we make the number two.

3:

Around the tree, around the tree, that's how we make the number three.

4:

Down, across, pen off and down once more, that's how we make the number four.

5:

Across and down and around the bee hive, that's how we make the number five.

6:

Start at the top and scoop up sticks, that's how we make the number six.

7:

Across the sky and down from heaven, that's how we make the number seven.

8:

Down the snake and close the gate, that's how we make the number eight.

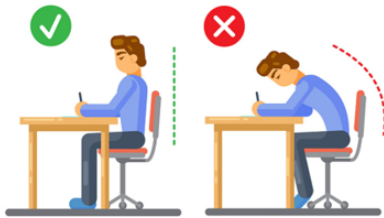
9:

Make a circle and then a line, that's how we make the number nine.

10:

Put a 1 and 0 together then that's how we make the number ten.

Handwriting Helpers

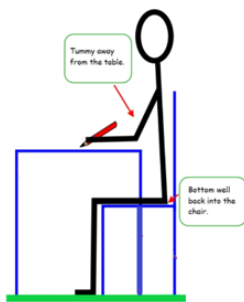


BBC



Back, bottom and
chair.

TNT



Tummy near table (but
not touching).

Paper Position



Book/Paper anchored by
spare hand and not over the
edge of the table.