



“Love to Learn”

HANDWRITING PROCEDURE

ADOPTED DATE: FEB 2019

REVIEW DATE: SEP 2020

Malcolm Sargent Primary School

Empingham Road

Stamford PE9

Engage & Inspire

Nurture & Growth

Pride & Joy

Aims

To have a consistent cursive (joined, flowing writing style) approach across the whole school to ensure high levels of presentation, speed and fluency of writing and spelling (dyslexic friendly). Handwriting is a cross-curriculum skill which is taken into consideration during all lessons.

Principles

- To adopt a common approach towards handwriting by **all adults** when writing in children's books, **on the whiteboard**, or on displays/resources.
- **To lead by example.**
- **To have high expectations**

Teaching and Learning

The cursive script is as follows:

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

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

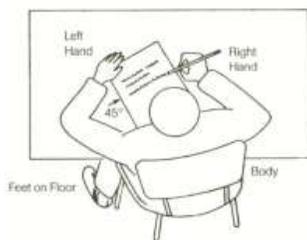
0 1 2 3 4 5 6 7 8 9

Age related expectations:

Year group	Teaching expectations	Pupil expectations (by the end of the year.)
Foundation stage	<ul style="list-style-type: none"> Cursive script introduced alongside phonics teaching. Form capital letters <i>s a t p i n</i> <i>0 1 2 3 4 5 6 7 8 9</i> Sitting comfortably at the table Hands use tripod grip Pencil grips may be used 	<ul style="list-style-type: none"> Correct cursive letter formation of each letter (ascenders and descenders) Correct formation of each number (ascenders and descenders) Writing is legible Correct, confident and comfortable grip of pencil
Year 1	<ul style="list-style-type: none"> 10 minutes daily of formal teaching in handwriting book of formation and joining. Focusing on either: <ul style="list-style-type: none"> Weekly letters and sounds Cursive letter formation order, 'families'. See additional notes Incorrect letter formation is highlighted with yellow pen By summer term, increased formal teaching of cursive joins. 	<ul style="list-style-type: none"> Correct cursive letter formation Writing is legible Joined up writing emerging Children confidently correct errors Pupils beginning to join writing correctly Use of handwriting books Letters correctly positioned in relation to one another
2	<ul style="list-style-type: none"> Joined cursive writing taught. Pupils understand which letters, when adjacent to one another, are best left unjoined Proper size of lower and uppercase letters and in relation to one another 	<ul style="list-style-type: none"> 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
3	<ul style="list-style-type: none"> Reinforcement of skills taught in year two 	<ul style="list-style-type: none"> increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch
4	<ul style="list-style-type: none"> Pupils will not receive formal handwriting lessons Teachers model cursive, joined up writing, having high expectation of all pupils 	<ul style="list-style-type: none"> Intervention used to recognise and support pupils requiring continued support
5 and 6	<ul style="list-style-type: none"> Teachers model cursive, joined up writing, having high expectation of all pupils 	<ul style="list-style-type: none"> Mastered consistent cursive (joined, flowing writing style) with good speed and fluency Intervention used to recognise and support pupils requiring continued support

Additional notes for teachers

- **Teaching:**
 - Handwriting may be taught to the whole class in short, sharp bursts or to small groups according to age related expectations. Links should be made to handwriting in all lessons, particularly when teaching spelling patterns.
- **Posture:** children should sit upright and correctly on their chair, with their feet on the floor.
- **Pencil Grip:** children should use a tripod grip, and be given constant reminders until this is established. Children can use pencil grips to support their grip.
- **Paper position:** left-handed children should be encouraged to tilt their paper slightly to the right to improve their view of what they are writing, and to reduce smudging later on when they write in ink. Right-handed children may find it helpful to tilt paper slightly to the left. Paper should be steadied with their free hand.



- **Correct Letter Formation:** children are taught to form letters correctly, starting each letter at the bottom, the direction of pencil movement, the shape and orientation of the letter and the relevant heights of the body of each letter including ascenders and descenders. In FS and Year 1, letters will be taught in the order of the 'Letters and Sounds' programme which will support children in their 'blending' and 'segmenting.'

Resources

- Cursive style font is available on school laptops (CCW Cursive/XCCW Cursive)
- Cursive handwriting booklets – available to print from the Shared Drive
- Modelling clearly and slowly; using Malcolm Sargent handwriting rhymes (see below)
- Hand-huggers, pencil grips
- HB pencils, blue pens.

Cursive letter formation order or 'families'

c o a d q g s

b h l k p t

f j i

m n r

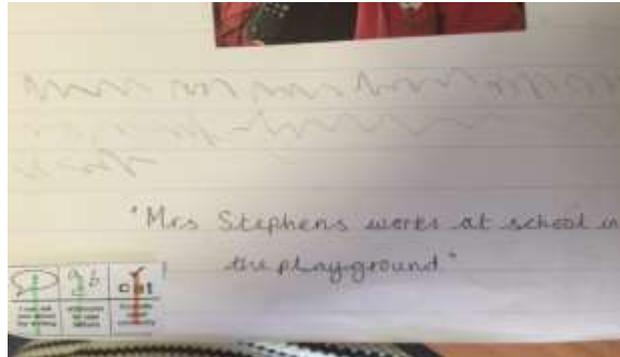
u y

v w x z

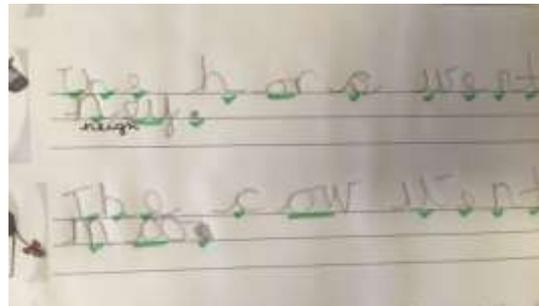
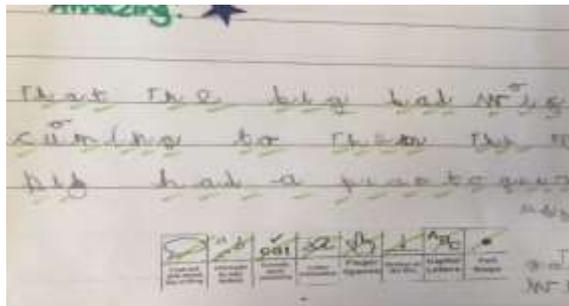
- **Writing implements:** when children have achieved neat, legible handwriting with a hand-hugger pencil, they will progress to a HB black and yellow pencil. Children who achieve neat joined handwriting will then move onto a blue school pen. This is measured by progress of writing not age or year group

Developmental stages of handwriting:

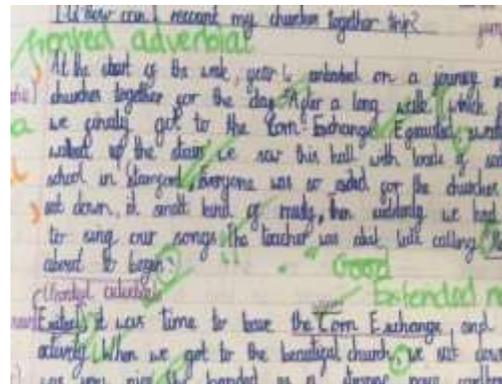
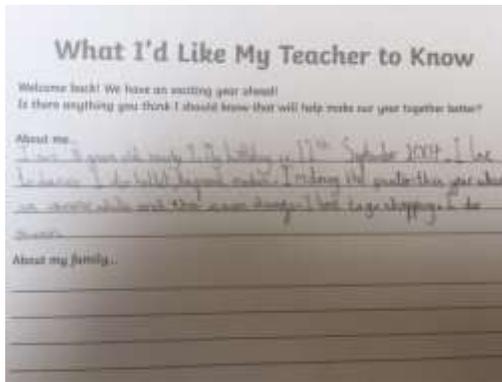
1. The ability to produce writing patterns/marks showing preference to a dominant hand.



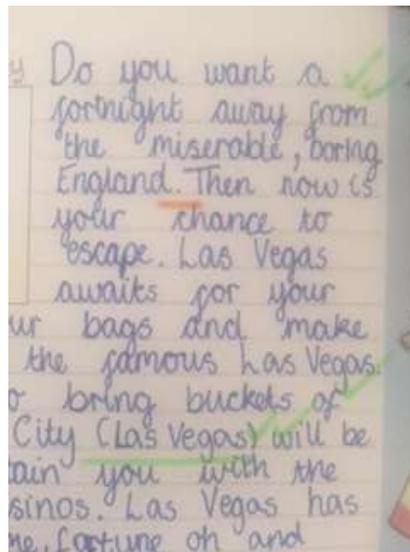
2. The ability to write each letter in print/un-joined cursive; with reasonable speed, ensuring regularity of size and spacing. Consideration of ascenders and descenders.



3. The ability to produce joined up writing.



4. individualised style.



Cursive Script Letter Formation Rhymes

s– Snaky ‘s’ goes over the hill, slides around and around again and off with a flick.

a – ‘a’ the ant goes over the hill, walks back around the garden path, up to close the gate and down again, and off with a flick.

t – Tennis ‘t’ goes up the road, falls back down to the ground and off with a flick....don’t forget to put his hat on.

p – ‘p’ the pig goes up the road, slides down underground, jumps back up and over, and off with a flick.

i – Inky ‘i’ goes up the road, straight back down with curly toes and a dot.

n – Noisy ‘n’ goes up the road, falls down to the ground, then up again to make one tunnel, and off with a flick.

m- Mighty ‘m’ goes up the road, falls down to the ground then up again to make two tunnels and off with a flick.

d- ‘d’ the drum goes over the hill, walks around the garden path, sits up tall, falls back to the ground and off with a flick.

g – Gluggy ‘g’ goes over the hill, walks around the garden path, up to close the gate, slides down under ground, loops his tail and off with a flick.

o– ‘o’ ‘o’ ‘o’ goes over the hill, walks all the way around the garden path and off with a flick.

c – Clicky ‘c’ goes over the hill and walks back around the garden path.

k – Clacky ‘k’ goes up the road to the top, falls down to the ground, kneels up, touches his tummy then kicks a ball.

e – Eggy ‘e’ goes up the road, across and back around the garden path.

u – Uppy ‘u’ goes up the road, falls down to the ground, up to close the gate, back down again and off with a flick.

r – Raggy ‘r’ goes up the road, falls down to the ground, up again and over.

f – Fishy ‘f’ goes up the road to the top, slides under ground, loops his tail and off with a flick.

l – Lolly ‘l’ goes up the road to the top, falls down to the ground and off with a flick.

h – Huffy ‘h’ goes up the road to the top, falls down to the ground, then up again to make one tunnel and off with a flick.

b – Batty ‘b’ goes up the road to the top, falls down to the ground, back up and over and off with a flick.

j– Jelly ‘j’ goes up the road, slides down underground, loops his tail and off with a flick. Don’t forget the dot!

v– ‘v’ the van goes up the road, drives down and up again and off with a flick.

w – Windy ‘w’ goes up the road, drives down and up, down and up again and off with a flick.

x – ‘x’ goes up the road, makes a kiss and off with a flick.

y– Yoghurt ‘y’ goes up the road, goes down and up then underground and loops his tail.

z = ‘z’ goes up the road, buzzes forwards, buzzes back then buzzes off with a flick.

q – Quacking ‘q’ goes over the hill walks back around the garden path, up to close the gate, slides underground and off with a flick.