

Policy for Handwriting



At Beddington Infants' School we **enjoy learning all aspects** of English to become **excellent communicators** and **good members of our community** with **strong core skills, ambition and respect.**



Intent

The vision for our school is rooted in an understanding of, and respect for, the incredible capacity of every child. With a focus on both self-regulated deep learning and a knowledge rich provision, our curriculum has evolved to enable each child to engage with their learning at the level of metacognition and therefore to achieve to his/her personal best. Our provision is inspired by the Italian **Reggio Emilia Approach**. It is an experiential provision for both children and adults.

'Tell me and I forget. Teach me and I remember. Involve me and I learn.' Benjamin Franklin

Children

- are respected as individuals with something valuable to say
- have a genuine input into the direction of their learning
- are empowered to engage fully with the learning process, to take personal responsibility and to develop skills for life.
- are given a variety of opportunities to explore the world in which they live, indoors and outside, developing positive attitudes to all weathers
- are supported in developing positive relationships with children and adults across the school
- are given regular, meaningful opportunities to express themselves

Implementation

Nursery

Throughout the year Nursery focus on developing gross and fine motor skills. From January, Nursery follow the Bug Club letter writing techniques. From January, weekly, supervised practice should develop the children's handwriting skills and practitioners must make sure children are starting the letters at the correct place. Independent writing opportunities are available for children to practise their handwriting throughout the learning environment.

Reception

Teachers teach phase 2 and 3 in Phonics and use Bug Club to continue and consolidate the progress made in Nursery. Again, emphasis must be on all children starting every letter from the correct place. Bug Club will be used until children no longer need this support (when they are independently forming **all** letters correctly).

KS1

To make sure that consistent handwriting is happening across KS1 the first two weeks will contain no independent challenges involving writing. Daily, supervised handwriting practise will continue for at least the first term and it is based on Beddington Infants' School's Handwriting Scheme. Children start writing with 'green grass lines' in their books. Handwriting will be practised in English books, green, grass lines printed out and stuck into books where necessary. Descenders should travel below the line, ascenders above. All capital letters should come out of the green grass.

An example session should look like this:

Today we are going to practise the letter c, as you know, from your time in Reception and Nursery, to write the letter c we 'curl around the caterpillar'. We must start at the top and 'curl around the caterpillar'. (model this on the board – use Writing Repeater) Show me with your magic fingers, write the letter on your hand, write it on your partner's back. C,c,c, curl around the caterpillar. When you are writing the letter 'c' I will see you starting at the top and curling round the caterpillar. This letter fits within the green grass lines as it has no ascenders or descenders.

Use a range of resources in your teaching practise to model handwriting or to allow the children to practise independently. For example



<http://www.ictgames.com/writingRepeater/>

- 2simple
- Writing repeater
- Smart Notebook

Children are then split into adult focus groups and teachers make sure their group is successful. **Children must be starting all letters in the correct place.**

An example handwriting timetable:

9-9:10am	Group 1 (10 children)
11:30-11:40am	Group 2 (10 children)
1:40-1:50pm	Group 3 (10 children)

Mixed ability groups so that adult can focus on weaker writers.

Please progress through the letter formation and common exception words schedule as follows:

AUTUMN TERM	Year 1	Year 2
Week 1	c a o q g d f s e	c a o q g d f s e

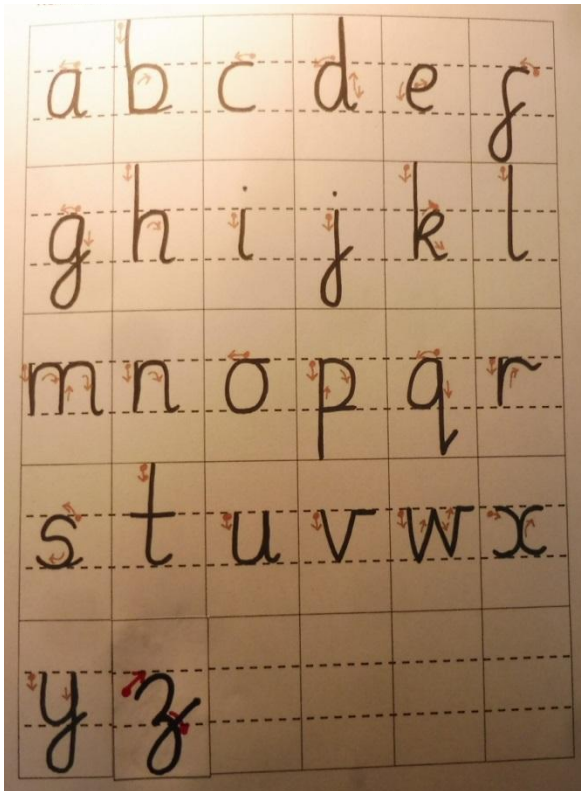
Curly Caterpillars	<i>do of so go</i>	<i>door floor poor</i>
Week 2 Ladder Letters	l i t u j y <i>you to</i>	l i t u j y <i>gold hold told old cold</i>
Week 3 One Armed Robots	r b n m h k p <i>no me he be</i>	r b n m h k p <i>most only</i>
Week 4 Zigzag Monsters	v w x z <i>we was</i>	v w x z <i>water who</i>
Week 5 Curly Caterpillars	C A O Q G D F S E <i>Is One</i>	C A O Q G D F S E <i>Every After</i>
Week 6 Ladder Letters	L I T U J Y <i>The They</i>	L I T U J Y <i>Last fast past</i>
Week 7 One Armed Robots	R B N M H K P <i>My His</i>	R B N M H K P <i>Mr Mrs</i>
Week 8 Zigzag Monsters	V W X Z <i>Where Were</i>	V W X Z <i>Plant Behind</i>
		Autumn 2 Start explicit teaching of joining. Follow the letter groups and include modelling and displaying on CEWs too.
Week 9 Curly Caterpillars	c a o q g d f s e <i>come some</i>	c a o q g d f s e <i>even everybody</i>
Week 10 Ladder Letters	l i t u j y <i>full your</i>	l i t u j y <i>class grass pass</i>
Week 11 One Armed Robots	r b n m h k p <i>pull put</i>	r b n m h k p <i>because many any</i>
Week 12 Zigzag Monsters	v w x z <i>were where</i>	v w x z <i>move prove improve</i>
Week 13 Curly Caterpillars	c a o q g d f s e <i>she are</i>	Targeted Support <i>Christmas eye</i>
Week 14 Ladder Letters	l i t u j y <i>today your</i>	Targeted Support <i>Revise insecure CEW</i>
Week 15 One Armed Robots	r b n m h k p <i>has by</i>	Targeted Support <i>Revise insecure CEW</i>
Week 16 Zigzag Monsters	v w x z <i>love was</i>	Targeted Support <i>Revise insecure CEW</i>

SPRING TERM	Year 1	Year 2
Week 1 Curly Caterpillars	c a o q g d f s e come some	c a o q g d f s e child children
Week 2 Ladder Letters	l i t u j y you they your	l i t u j y path bath
Week 3 One Armed Robots	r b n m h k p pull put	r b n m h k p kind mind find
Week 4 Zigzag Monsters	v w x z was were	v w x z wild whole
Week 5 Curly Caterpillars	C A O Q G D F S E Are One	C A O Q G D F S E Should Would Could
Week 6 Ladder Letters	L I T U J Y The They	L I T U J Y both hour
Week 7 One Armed Robots	R B N M H K P By Push	R B N M H K P People Busy
Week 8 Zigzag Monsters	V W X Z Where love	V W X Z sure sugar
Week 9 Curly Caterpillars	c a o q g d f s e once ask	c a o q g d f s e great steak break
Week 10 Ladder Letters	l i t u j y full your	l i t u j y clothes pretty
Week 11 One Armed Robots	r b n m h k p here there	r b n m h k p beautiful both
Week 12 Zigzag Monsters	v w x z were where	v w x z climb father
Week 13 Curly Caterpillars	c a o q g d f s e school said	Targeted Support again half
Week 14 Ladder Letters	l i t u j y says your	Targeted Support money parents
Week 15 One Armed Robots	r b n m h k p house here	Targeted Support Revise insecure CEW
Week 16 Zigzag Monsters	v w x z friend where	Targeted Support Revise insecure CEW

SUMMER TERM – REVIEW AND PLAN IN SPRING 2020

Handwriting in the Environment

All adults should model perfect handwriting in all displays, on all smart notebooks, in all marking, indeed any writing that children will see. Adults in Year 2 will always join their handwriting, adults in Y1, Reception and Nursery will model non-cursive handwriting, unless a differentiated support plan was put in place for an individual child's benefit.



Whole School Language

It is important to use a shared language so that the children understand exactly what is expected of them. Starting at the correct place when writing a letter should be praised, as should effort, consistency and perseverance.

In KS1 we remind the children to start at the top and use anti-clockwise movements. The words ascender (b, d, h, k, l, t) and descender (f, g, j, p, q, y) will be used.

TSGs

Targeted support groups should use green handwriting lines and to develop and consolidate what is happening during whole class / adult focus teaching. All handwriting should go into children's Handwriting books. Teachers to guide support staff in how and what to teach during handwriting TSGs.

Impact

National Curriculum and Early Years Framework Expectations

	ALL children	How we meet the expectations
Nursery	<ul style="list-style-type: none"> - 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, c, r. 	<ul style="list-style-type: none"> • multi-sensory approach to learning letter shapes • Write-Dance, Dough-Disco, Wriggly Ribbons • teach tripod pencil grip • start every letter from the top
Reception	<ul style="list-style-type: none"> • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0-9 	<ul style="list-style-type: none"> • reinforce left → right hand movements, moving from the top to the bottom, start every letter from the top • teach tripod pencil grip • supervised when they are practising handwriting until letter formation is secure
Year 1	<ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • 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. 	<ul style="list-style-type: none"> • Short, weekly, monitored practice • Weekly adult focus practice • Shared language across the school • Consistency, insistency, persistency
Year 2	<ul style="list-style-type: none"> • 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 un-joined • 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. 	<ul style="list-style-type: none"> • Short, weekly supervised practise • Weekly adult focus practice • Shared language across the school • Modelling step into cursive