

HARBORNE PRIMARY SCHOOL HANDWRITING SCHEME

INTRODUCTION

This scheme is based on the Penpals for handwriting (2nd Edition) scheme which is split into five developmental stages:

1. Physical preparation for handwriting: gross and fine motor skills leading to mark-making, patterns and letter formation (Reception)
2. Securing correct letter formation (Reception/Y1)
3. Beginning to join with a focus on relative size and spacing (Y2)
4. Securing the joins along with a focus on break letters, legibility, consistency and quality (Y3/4)
5. Practising speed, fluency and developing a personalised style for different purposes (Y5/6)

NOTES

- A handwriting font poster should be displayed in every classroom. There is a different font for Y5/6.
- The Sassoon Penpals font is available to use on desk top and laptop computers
- Teachers should model correct handwriting, including a joined style when appropriate.
- The scheme is arranged in year groups but teachers will need to decide when children are ready to progress using observation and assessment as appropriate.
- Handwriting is assessed as part of writing assessment and data entered on to Insight.
- Information for parents is available.

SEND

We provide quality first teaching for all pupils and adapt and scaffold tasks to enable all pupils to participate as much as possible. Some children need extra support with learning handwriting and we use targeted interventions as and when appropriate for these children. These include:

- TA support
- Use of specialised resources:
 - angle boards
 - pencil grips
 - squeezy balls
 - marble and figure of eight track for bilateral integration
 - list of suggestions for exercises
 - Write from the start, Warwickshire Fine Motor, Speed Up interventions
 - beads/pegs activities
 - tracing photocopiable worksheets
 - visual discrimination photocopiable worksheets
 - easylearn handwriting photocopiable worksheets
 - intermediate pictures and patterns photocopiable worksheets
- Other Literacy support
- Advice about joining for children with dyslexic tendencies.
- OT advice when needed

Interventions are monitored to assess the impact and children's progress is tracked through Insight data tracking and ITPs (Literacy Continuum) where appropriate. There is a system of referral, involving the SENCO, for children whose progress is causing concern. Progress of children on the SEN register is monitored as appropriate to their need, including through ITPs and reviews.

RECEPTION HANDWRITING SCHEME

EARLY YEARS PRIME AREA: PHYSICAL DEVELOPMENT ELG

Gross Motor Skills:

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills:

- Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

EARLY YEARS LITERACY ELG:

Writing:

- Write recognisable letters, most of which are correctly formed

NOTES

Correct pencil grip should be established early.

Good sitting position for writing also needs to be established.

Letters to be taught in Penpals letter families.

Penpals letter patten to be used as letters are introduced

Correct letter and number formation needs to be established early.

Children to be introduced to letter names as well as sounds.

Encourage children to be aware of the left-right orientation of writing.

Handwriting should be taught separately from phonics, although there may be opportunities for additional practice in phonics lessons. The Twinkl Phonics scheme demonstrates how to form individual letters as they are introduced in Level 2 and 3.

Children usually to write on plain paper/whiteboards without lines (although some children may benefit from 'tramlines' in their writing book)

Golden pencils to be awarded when children can form all their lower case letters correctly.

NB Extra practice homework leaflets available and information for parents/carers.

RESOURCES

Pen pals F1 Teacher Book and CD

Penpals F2 Teacher book

Penpals posters

Individual whiteboards

2handwrite software

Term 1

Penpals F 1

Developing gross motor skills

Developing gross motor control

- Consolidate the vocabulary of movement by talking about the movements children make such as going round and round, making curves, springing up and sliding down, making long, slow movements or quick, jumpy movements.
- Show children how to make large movements in the air with their arms, hands and shoulders (use ribbon sticks). Encourage the use of both sides of the body.
- Let the children make different body shapes/actions in response to music to help them to remember the shapes.

Penpals F 1

Developing fine motor skills

Developing fine motor control

- Make patterns using pegboards
- Sewing and weaving activities
- Chopping and peeling in cooking activities
- Using woodworking tools-pliers, screwdrivers, hammers
- Finger rhymes, counting fingers, playing with words and sounds etc.
- Use small construction toys
- Sieving, pouring, picking up toys using tools during sand and water play
- 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
- Use paints, finger paints etc. for making big patterns on different shaped paper e.g. fish, balloons, kites. Talk about the patterns they make
- Strengthen fingers using clay, play dough, plasticize etc. for modelling
- 'Dough disco' (see online- using dough and matching hand actions to music)
- Encourage dexterity by asking the children to cut out large letter shapes or patterns. Use different-coloured marker pens to trace along inside the shapes.
- Use thick paintbrushes and water to paint patterns on walls, fences etc.
- Threading beads, pasta necklaces
- Making pom poms
- Tap it
- Pegs on a washing line
- Cutting along lines
- Magnet pathways

Penpals F 1

Developing patterns

Penpals F 2

Developing letter shapes using gross motor movements

- Encourage sky writing with both hands
- Ask someone to model the movement with his/her back to the class (you stand behind to check they are following correctly)
- Let children make patterns in the air or on each other's backs
- Make and copy letter shapes in sand
- Reinforce the movement for a letter by getting children to write it with their eyes closed

Term 2/3

Continue with Penpals F1 activities above and Penpals F2 Term 1 pattern-making activities. Alongside this, begin to introduce the correct letter formation for each letter, teaching the letters in the Penpals families:

Long-legged giraffe letters

- Writing straight lines
- *l, i, t, u, y, j*

One-armed robot letters

- *r, n, m, h, b, k, p*

Curly caterpillar letters

- Drawing circles
- *c, o, a, d, g, q, s, e, f*

Zig-zag monster letters

- Making zig-zag patterns
- *v, w, x, z*

Letter focussed handwriting activities:

- Rainbow letters
- Boards and chalk
- IWB Tux Paint
- Pipe cleaner letters
- Sand/glitter tray
- Malleable materials (play dough, plasticene, clay)
- Cotton bud painting
- Finger-painting
- Cut and stick letters/words on letter family house
- Spot the letters in text
- Water-painting outside

YEAR ONE HANDWRITING SCHEME

NATIONAL CURRICULUM STATUTORY REQUIREMENTS

Pupils should be taught to:

- *Sit correctly at a table, holding a pencil comfortably and correctly*
- *Begin to form lower-case letters in the correct direction, starting and finishing in the correct 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.*

NATIONAL CURRICULUM NOTES AND GUIDANCE

Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for young pupil's hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided. Left-handed pupils should receive specific teaching to meet their needs.

NOTES

- Children to write on lines when appropriate
- Timetabled session for direct teaching
- Little and often approach may be used for practise e.g. five minutes a day during registration
- Continue to work on correct pencil hold and good sitting position for writing
- Letters to be taught in Penpals letter families.
- Penpals letter patten to be used as letters are introduced
- Correct letter and number formation should be established early
- Children should be introduced to letter names as well as letter sounds
- Children will also be learning letter formation alongside their phonics lessons.
- When children learn to join letters they should be encouraged to do this in all their writing.

*Golden pencils to be awarded when children can form all their lower case letters correctly.
NB Extra practice homework leaflets available and information for parents/carers.*

RESOURCES

Individual whiteboards
Penpals 1 teacher book (3)
Copies of F2 workbooks
Penpals 1 practice book
2Handwrite software

New teaching in Y1:

- Introducing capitals for long-legged giraffe letters
- Introducing capitals for one-armed robot letters
- Introducing capitals for curly caterpillar letters
- Introducing diagonal join to ascender: ch
- Introducing diagonal join, no ascender: ai
- Introducing horizontal join to ascender: wh
- Introducing horizontal join, no ascender: ow

YEAR TWO HANDWRITING SCHEME

NATIONAL CURRICULUM STATUTORY REQUIREMENTS

Pupils should be taught to:

- *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 unjoined*
- *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*

NATIONAL CURRICULUM NOTES AND GUIDANCE

Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.

NOTES

- Children to write on lines
- Timetabled session for direct teaching
- Little and often approach may be used for practice e.g. five minutes a day during registration
- Continue to work on correct pencil hold and good sitting position for writing
- Correct letter and number formation should be established early
- Children should be introduced to letter names as well as letter sounds
- Children who are confident at joining letters should be encouraged to use a joined style in all their writing

Golden pencils to be awarded when children can form all their lower case letters correctly.

NB Extra practice homework leaflets available and information for parents/carers.

RESOURCES

Penpals 2 teacher book (3)

Penpals 2 practice books (45)

Individual whiteboards

Y2 Handwriting sheets

2Handwrite software

New teaching in Y2:

- Introducing diagonal join to e: ie ue
- Introducing horizontal join to e: o eve
- Introducing ee
- Introducing diagonal join to anticlockwise letters: ea
- Introducing horizontal join to anticlockwise letters: oo oa
- Introducing mixed joins for 3 letters: air ear
- Introducing joins to s: as es is os ws ns ds ls ts ks

YEAR THREE HANDWRITING SCHEME

NATIONAL CURRICULUM STATUTORY REQUIREMENTS

Pupils should be taught to:

- *Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined*
- *Increase the legibility, consistency and quality of their handwriting (for example by ensuring the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch)*

NATIONAL CURRICULUM NOTES AND GUIDANCE

Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.

NOTES

- Timetabled session for direct teaching
- Children to practise handwriting using the same style book as their ordinary writing books
- Children to be taught to start writing at the margin in exercise books
- Children who are confident at joining letters should be encouraged to use a joined style in all their writing

Platinum pencils to be awarded when children are consistently using joins in their writing.

RESOURCES

Penpals 3 teacher book (3)
Penpals 3 practice books (45)
2Handwrite
Individual whiteboards

New teaching in Y3

- Introducing joining from s to ascender: sh sl s tsk
- Introducing joining from s, no ascender: sw si se s msn sp su
- Introducing joining from s to an anticlockwise letter: sa sc sd sg so sq
- Introducing joining from r to an ascender: rb rh rk rl rt
- Introducing joining from r, no ascender: ri ru rn rp
- Introducing joining from r to an anticlockwise letter: ra rd rg ro
- Introducing joining from r to e: are ere ure ore ire
- Introducing break letters: g j y f b p x z
- Introducing joining to f: if ef af of
- Introducing joining from f to an ascender: fl ft
- Introducing joining from f, no ascender: fe fi fu fr fy
- Introducing joining from f to an anticlockwise letter: fo fa
- Introducing ff
- Introducing rr
- Introducing ss
- Introducing qu

YEAR FOUR HANDWRITING SCHEME

NATIONAL CURRICULUM STATUTORY REQUIREMENTS

Pupils should be taught to:

- *Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined*
- *Increase the legibility, consistency and quality of their handwriting (for example by ensuring the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch)*

NATIONAL CURRICULUM NOTES AND GUIDANCE

Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling

NOTES

Timetabled session for direct teaching

Children to practise handwriting using the same style book as their ordinary writing books

Children to be taught to start writing at the margin in exercise books

Children who are confident at joining letters should be encouraged to use a joined style in all their writing

Children may use a pen for special handwriting tasks but should usually write in pencil

Platinum pencils to be awarded when children are consistently using joins in their writing.

RESOURCES

Penpals 4 Teacher book (3)

Penpals 4 practice books (45)

2Handwrite software

New teaching in Y4

- *Introducing diagonal join from p and b to ascender: ph pl bl*
- *Introducing diagonal join from p and b, no ascender: bu bi be pu pi pe*
- *Introducing diagonal join from p and b to an anticlockwise letter: pa po ps b abo bs*

YEAR FIVE HANDWRITING SCHEME

NATIONAL CURRICULUM STATUTORY REQUIREMENTS

Pupils should be taught to:

- *Write legibly, fluently and with increasing speed by:*
 - *Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters*
 - *Choosing the writing implement that is best suited for a task*

NATIONAL CURRICULUM NOTES AND GUIDANCE

Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.

NOTES

Timetabled session for direct teaching

Children to practise handwriting using the same style book as their ordinary writing books

Children to be taught to start writing at the margin in exercise books

Children who are confident at joining letters should be encouraged to use a joined style in all their writing

Children to use pens when teachers decide they are ready

Platinum pencils to be awarded when children are consistently using joins in their writing.

Pen licences to be awarded in Y5 and retained into Y6

RESOURCES

Penpals 5 teacher book (3)

Penpals 5 practice books (45)

Pencils (may be used at the start of the year and to be used in maths)

Manuscript handwriting pens

Pen licences

New teaching in Y5

- *Introducing sloped writing in letter families*

YEAR 6 HANDWRITING SCHEME

NATIONAL CURRICULUM STATUTORY REQUIREMENTS

Pupils should be taught to:

- *Write legibly, fluently and with increasing speed by:*
 - *Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters*
 - *Choosing the writing implement that is best suited for a task*

NATIONAL CURRICULUM NOTES AND GUIDANCE

Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.

NOTES

Timetabled session for direct teaching

Children to practise handwriting using the same style book as their ordinary writing books

Children to be taught to start writing at the margin in exercise books

Children who are confident at joining letters should be encouraged to use a joined style in all their writing

Children to use pens when teachers decide they are ready

RESOURCES

Penpals 6 teacher book (3)

Penpals 6 practice books (45)

Pencils (may be used at the start of the year and to be used in maths)

Pen licences

Manuscript handwriting pens available

Platinum pencils to be awarded when children are consistently using joins in their writing.

Pen licences to be awarded in Y5 and Y6

New teaching in Y6

- *Style for speed crossbar join from t: th tit r ta tt*
- *Style for speed looping from g: gl gi gr ga gg*
- *Style for speed looping from j and y: je jo ye yr yo*
- *Style for speed looping from f*
- *Style for speed different joins to s*
- *Style for speed looping from b*
- *Style for speed joining from v w x and z*