

Handwriting Protocols at Great Dunham Primary

At Great Dunham we believe in the importance of clear and neat presentation in order to communicate effectively. Pupils should be able to write legibly in both joined and printed styles with increasing fluency and speed by:

- Having correct pencil grip
- Knowing all letters start from the top, except d and e which start in the middle
- Forming all letters correctly
- Knowing the size and orientation of letters

Teaching time

Handwriting practise should happen three times each week, in the children's red writing books. This will include adult modelling.

Some children will be targeted for more intensive intervention.

Model used

At Great Dunham we use the cursive unlooped handwriting style developed by Twinkl. This is downloaded onto teacher laptops.

Ladder letters: unlooped with no lead ins~ l, i, u, t, y, j

One armed robots: unlooped with no lead ins~ n, m, h, k, b, p, r

Curly caterpillars: unlooped with no lead ins~ c, a, d, e, s, g, f, q, σ

Zigzag Monsters: unlooped with no lead ins~ z, v, w, x

Letter formation:

Lower case letters:

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

Capital letters:

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

Numbers:

0 1 2 3 4 5 6 7 8 9

The four joins:

- To letters without ascenders
- To letters with ascenders
- Horizontal joins
- Horizontal joins to letters with ascenders

abcdefghijklmnopqrstuvwxyz

The quick brown fox jumps over the lazy dog.

The break letters (letters that aren't joined from) are:

g, j, q, x, y

Teaching ideas

- Hand and finger strength
- Physical preparation
- Tracing
- Patterns
- Over teacher's writing or laminated cards
- Under teacher's writing
- Independence

Getting ready to write

Seating and posture (see appendix 1 & 2)

- Chair and table should be at a comfortable height
- Encourage children to sit up straight and not slouch
- Tables free of clutter
- Room well lit

Right handers

- Paper(book) should be placed to the right, slightly titled to the left
- Left hand should be used to steady the paper

Left handers

- Paper (book) should be placed to the left and slightly tilted to the right
- Right hand used to steady the paper
- Sit to the left of the other child at their desk to avoid bumping elbows

Pencil grip

- Children should write in pencil (or pen when they are correctly forming and joining handwriting)
- A tripod grip is the most efficient way of using a pencil and should be encouraged in early writing.

Teaching sequence

See appendix 3

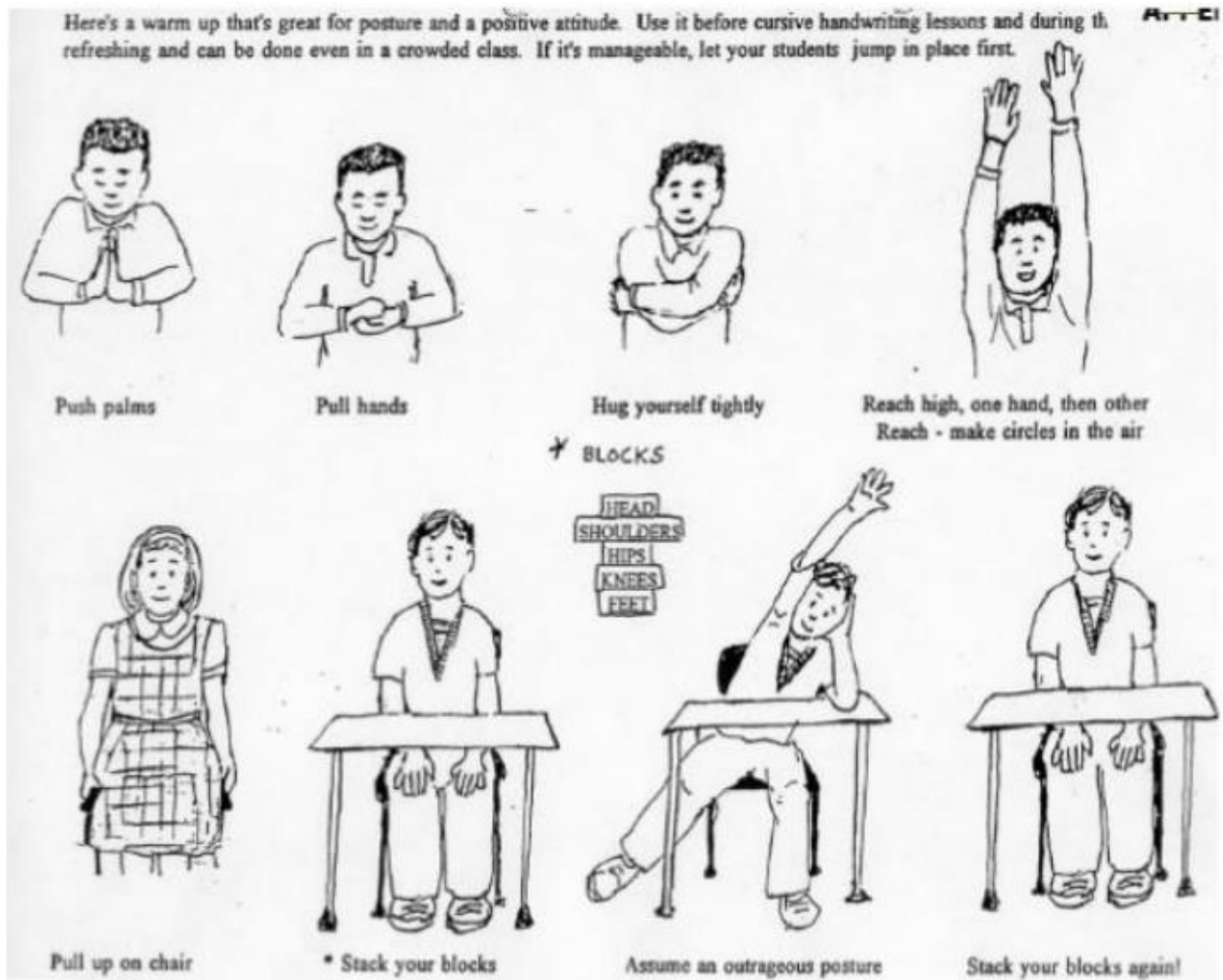
Assessment

See appendix 4- handwriting progression

- Is the writing legible?
- Are the letters correctly shaped and proportioned?
- Are joins made correctly?
- Are spaces between letters, words and lines appropriate?
- Is size of writing appropriate?

Children should be observed as they write during handwriting sessions- the adults should circulate, monitor and intervene.

Appendix 1



Appendix 2:

Getting ready for writing rhyme

1,2,3,4 are your feet flat on the floor?

5,6,7,8 make your back nice and straight,

9,10,11,12 this is how our pencil's held,

13,14,15,16 now we're ready for our writing!

Appendix 3: Teaching Sequence

| | | Supporting activities |
|--|---|--|
| Reception & Y1- to be taught alongside phonics | m a s t d i n p g o c k u b f e l h s h r j v y w t h z c h q u x n g nk | Tracing patterns Tracing Copying over Copying under |
| Y2 | Introduction of the four handwriting joins First join- To letters without ascenders; un um ig id ed eg an or ing ung Second join- To letters with ascenders; ch sh th tl ll ill sli slu ck ack st sti ink unk Third join- Horizontal joins; od pg re ve oon oom Fourth join- Horizontal joins to letters with ascenders; wl vl of ff fl flo Practise the break letters b p g q y j z Practise capital letters | Match and copy captions Trace and copy patterns Copy words Copy sentences Write out menu Copy poem Alphabetical ordering |
| Y3 | Revision Practise the break letters b p g q y j z Practise capital letters Further practise of the four handwriting joins <ul style="list-style-type: none"> • in ine • ut ute • ve vi • ok oh • sh as es (practising two ways of joining the letter s) • ri ru ry (practising joining from the letter r) • oa ad as (practising joining to and from the letter a) • ee ea ed (practising joining from the letter e) • ow ov ox (practising joining from the letter o) • ky hy ly (practising joining to the letter y) • ha ta fa (practising joining to the letter a) • od oo og (practising joining from the letter o) • er ir ur (practising joining to the letter r) • ai al ay | Copy words Copy sentences Copy poem Match questions to answers |

| | | |
|---------|--|--|
| | <ul style="list-style-type: none"> • σ you oi • re oe fe (practising the horizontal join to the letter e) • fu wu vu (practising the horizontal join to the letter u) • ot ot ok (practising joining to ascenders) • ai al ow ol (practising all the joins) | |
| Y4 | <ul style="list-style-type: none"> • ning ping ting • oc od oo • ake ome are • fla flo fle • who wha whe • ie in il • inly ky ny • ap ar an • ick uck ack • practise writing with a slope • he • we • re • fte fir fin • wra wri kni (silent letters) • ii ll tt rr nn mm cc oo dd ss ff ee • ew ev ex (spacing) • th ht fl (proportions) • ac ag af • Capital letters • Decorated capital letters • Practising with punctuation ! ? - " " , ' | <p>Copy words, sentences, poems</p> <p>Trace and copy</p> <p>Copy tongue twisters</p> <p>Copy instructions</p> |
| Y5 & Y6 | <ul style="list-style-type: none"> • Practise consistency and size of letters • Practising using a diagonal joining line • Practising leaving an equal space between letters • Practising joining to the letter y • Practising using a horizontal joining line • Practising the size and height of letters • Practising joining from the letter i • Practising joining to and from the letter v • Practising consistency in forming and joining letters | |

- | | | |
|--|---|--|
| | <ul style="list-style-type: none">• Practise speedwriting• Practising crossing double tt on completing the work• Practising joining to and from the letter e• Practising joining to and from the letter w• Practising printing• Practising drafting and editing• Practising joining to the letter t• Ensuring letters are consistent in height and size• Practising with punctuation • Practising break letters• Practising joining from the letter m• Ensuring the ascender on the letter t is the correct height• Practising spacing within words• Developing fluency• Practising printing• Practising forming and joining the letter f• Practising presentation• Practising speed writing• Revision• Looking at different handwriting styles | |
|--|---|--|

| | Letter Formation, Placement and Positioning | Joining letters |
|------------------|--|------------------------|
| Reception | <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils</p> <p>Shows a preference for a dominant hand.</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p> <p>Write some letters accurately.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Form lower case and capital letters correctly.</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Write recognisable letters, most of which are correctly formed.</p> | |
| Year 1 | <p>To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.</p> <p>To sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>To form the digits 0-9.</p> <p>To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p> | |

| | | |
|----------------------|---|--|
| <p>Year 2</p> | <p>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. To form lower case letters of the correct size, relative to one another. To use spacing between words that reflects the size of the letters.</p> | <p>To begin to use the diagonal and horizontal strokes needed to join letters.</p> |
| <p>Year 3</p> | <p>To use a neat, joined handwriting style with increasing accuracy and speed.</p> | <p>To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.</p> |
| <p>Year 4</p> | <p>To increase the legibility, consistency and quality of their handwriting by ensuring that the downstrokes of letters are parallel and equidistant and by ensuring that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p> | <p>To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.</p> |
| <p>Year 5</p> | <p>To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say. To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.</p> | <p>To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.</p> |
| <p>Year 6</p> | <p>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 and by choosing the writing implement that is best suited for a task.</p> | <p>To recognise when to use an unjoined style (e.g. for labelling a diagram, for writing an email address or for algebra) and capital letters (e.g. for filling in a form).</p> |