



## Trenode Primary Academy

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Date shared with staff and parents	Annually shared through handbook and on website February 2020
Date for next review	September 2024
Signed	J Waring

### Aims

1. To know the importance of clear and neat presentation in order to communicate meaning effectively
2. To write legibly in both joined and printed styles with increasing fluency and speed by:
  - having a correct pencil grip
  - knowing that 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

There should be a **minimum** of 3 x 5-10 minute handwriting lessons each week as well as time to practise. Handwriting should be linked to current learning, i.e. topic words, national curriculum age appropriate spellings or phonics for example.

Children who find handwriting difficult should be targeted for regular intervention.

### Model used

Trenode Primary Academy uses the following 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

#### Capitals

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

1 2 3 4 5 6 7 8 9 0

#### The Four Joins

1. to letters without ascenders
2. to letters with ascenders and descenders
3. horizontal joins
4. horizontal joins to letters with descenders

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

The **break letter** (letters that aren't joined **from**) is: q and x

See Appendix 2 for examples of the break letters in words and the joined example.

NB: children must be taught individual letters first so that they see them as individual units BEFORE learning to join.

#### Techniques for teaching letter formation

- Model good handwriting at all times
- Demonstrate
- Talk through the process
- Encourage children to verbalise the process
- Children form letters in the air
- Finger trace over tactile letters
- Write over highlighter pen (or dotted letters)
- Draw round templates
- Write in sand with finger or stick or finger painting

- Write with chalk on chalkboard
- Wax resist letters
- Form letters with pegs on pegboard
- Form letters with beads in playdough
- Finger trace the outline of letters on the back of the person in front of you

### Getting ready to write

#### **Seating and posture**

- Chair and table should be at a comfortable height
- The table should support the forearm so that it rests lightly on the surface and is parallel to the floor
- Encourage children to sit up straight and not slouch
- The height of the chair should be such that the thighs are horizontal and feet flat on the floor
- Tables should be free of clutter
- Rooms should be well lit
- Left handed pupils should sit on the left of their partners

#### **Pencil grip**

- Children should write with a pencil (or pen when introduced) with a rounded nib. Pencils should be reasonably sharp
- A tripod grip is the most efficient way of holding a pencil

#### *For right handers*

- Hold lightly between the thumb and forefinger about 3cm away from the point
- The paper should be placed to the right tilted slightly to the left
- Use the left hand to steady the paper

#### *For left handers*

- Hold lightly between thumb and forefinger resting on the first knuckle of the middle finger
- Hold about 3cm from the tip
- The hand should be kept below the writing line
- The paper should be tilted slightly to the right at about 20 - 30°
- Use the right hand to steady the paper

Writing on a whiteboard may not be appropriate as they are likely to smudge or erase their writing. Paper could be used

NB: It is very important that a right-handed child is NOT seated on the left hand side of a left-handed child as their elbows will collide.

### Assessment

Senior leaders will monitor children's writing and presentation in books regularly. The following should be considered:

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

### Individual assessment

Children should be observed as they write during handwriting lessons - the teacher and TA must circulate, monitor and intervene. Teachers also need to monitor and mark whole pieces of writing. The following should be considered:

- Is the posture correct?
- Does the child hold the pencil correctly?
- Does the child use the correct movement when forming and or joining letters?
- Are any letters reversed or inverted?
- Does the child write fluently and rhythmically?
- Is the writing easily legible?

### Links to spelling

Linking handwriting with spelling is one of the most powerful ways of developing the visual memory. Handwriting should be practised using letters, blends, strings or digraphs so that patterns are internalised.

Remember to use **Look - Say - Cover - Write - Check**

The child:

Looks at the word carefully

Says the word

Covers the word so that it can't be seen

Writes the whole word from memory

Checks the word is written correctly

If not, repeat.

### Handwriting pen

At Trenode Primary Academy we aspire for all pupils to be able to join letters and present their work with pride. To encourage our children, we present them with a two certificates that show the stages they have achieved on their journey towards being awarded a pen licence.

To be awarded with a Trenode Primary Academy Pen Licence the children write a handwritten letter of application - this is a copy written paragraph, which will demonstrate their ability in their handwriting. This letter of application will be given to Mrs Waring, where she will also ask to see their book in order to see the consistency. The applicant will receive a letter of confirmation and the pen will be awarded.

The criteria for a pen licence is as follows:

**Silver:** A pen licence can be awarded where the child proves that their handwriting is consistent in their work. They have to be able to produce neat handwriting for a sustained amount of writing showing consistency in both their English and topic books.

**Gold:** A gold pen licence can be applied for where children will show consistency of their handwriting over time. If successful the child will be awarded with a deluxe handwriting pen with which to write in their English and topic books.

To make a letter of application the child must present the following on a piece of lined paper (see Appendix 3).

Here at Trenode Primary Academy I believe that it is important to be proud of what I do. I try my best in every area of learning. I would like to apply for my pen licence because I have worked hard on improving my handwriting and presentation. Please look carefully at my joined up handwriting and award me a pen licence.

## **APPENDIX 1**

### **Order of teaching**

#### **Single letters**

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

### **Supporting activities**

- tracing patterns
- tracing
- copying over (letters, numbers and words)
- copying under (letters, numbers and words)

## Joins

### Introduction of the four handwriting joins

- First join; un um ig id ed eg an or ing ung
- Second join; ch sh th tl ll ill sli slu ck ack st sti ink unk
- Third join; od pg re ve oon oom
- Fourth join; wl vl of ff fl flo
- Practise the break letters b p g q y j z
- Practise capital letters

### **Supporting activities**

- Match and copy captions
- Trace and copy patterns
- Copy words
- Copy sentences
- Write out menu
- Copy poem
- Alphabetical ordering

When all joins have been learnt and letters are of a consistent size, practice will include:

- Practising leaving an equal space between letters
- Practise speedwriting
- Practising with punctuation
- Practising spacing within words
- Developing fluency
- Practising presentation
- Looking at different handwriting styles
- Revision of all skills

## APPENDIX 2

Examples of the break letters and joins:



