



مدرسة جيمس متروبول
GEMS Metropole School
MOTOR CITY

Handwriting



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Rationale

GEMS Metropole believe that handwriting is an essential life skill. Children who can write smoothly and clearly are more able to use writing to record their thoughts and ideas. When handwriting becomes autonomous for children, their ideas can more easily flow. Handwriting skills also help children to develop their reading and spellings skills and recording information in written form also helps children, and adults to better recall and retain information. In addition, there are still many tasks in school and later life that require competent handwriting skills. Handwriting is a complex skill that develops over time. To learn handwriting children, need to combine fine motor skills, language, memory and concentration and GEMS Metropole endeavours to support its' pupils to develop their handwriting from FS through to Year 6.

Methodology

Handwriting starts with scribbling, mark making and drawing before moving onto forming letters and words.

GEMS Metropole uses cursive handwriting as our agreed writing style. This ensures that there is a continuity of handwriting style from Early Years Foundation Stage through to the end of Key Stage 2.

The Cursive handwriting style has been developed by Wendy Goldup (Dyslexia Institute) to teach children to join with fluency. It enables them to develop a neat style with the added benefit of encouraging accurate spelling. For dyslexic children, it promotes making links to words as whole units, and in our experience, it has been fully beneficial to children with dyspraxic and dyslexic difficulties.

Fully joined cursive handwriting encourages:

- Natural movement
- Correct letter formation
- Less load on memory, aiding movement from left to right
- Clearer spacing
- Increased speed
- The development of a personal style
- Less focus on the mechanics and more on the product of writing
- Improved spelling

Aims

- To ensure that all children at GEMS Metropole are provided with the teaching, support, and guidance to help them develop into writers who possess a proficient and efficient handwriting style.

Objectives

- All students will be taught in a manner which helps their handwriting to progress in line with their academic and physical growth.

Students will:

- Practice their fine motor skills both in distinct lessons and discretely as continuous provision activities and through free play.
- Practice their handwriting both in distinct handwriting lessons and discretely as part of other lessons and sessions.
- In Year 3 to 6 be rewarded for their endeavours and handwriting proficiency by receiving a pen license which will allow them to write in pen.

Teachers will:

- Provide pupils with engaging and appropriate activities which develop and enhance fine motor skills and pencil grip.
- Provide pupils with class, group, and individual instruction on letter formation in line with their age, year group and physical development.
- Model a range of pencil grips in which pupils can hold their chosen writing equipment.
- Model the appropriate handwriting and presentation for pupils within their own writing.
- Support pupils to improve their fine motor skills and/or handwriting with written and verbal feedback.
- Ensure adaptations are made to support those pupils with additional needs.

Parents will:

- Support pupils with any home tasks and activities that have been provided by their child's teacher, to enhance, develop and improve: § Pencil grip § Fine motor skills/control § Handwriting

Handwriting progression

Year Group	Approach to Handwriting within each year group.
Foundation Stage	Teachers should be modelling letters through the Read Write Inc rhymes and children should begin to form letters in line with these rhymes. Teachers should model appropriate handwriting when marking or mediating children's work. Handwriting will be taught as part of English and Phonics lessons and practiced on a regular basis as part of whole class, small group, and individual activities
Year 1	Teachers should continue to model letters in the way they are taught through the Read Write Inc rhymes. However, as they move through the year, teachers should also begin to model letters with the lead ins and out during writing modelling and in their own writing.

	Teachers should begin to join the letters of digraphs or trigraphs that have been taught together in order to help embed the teaching of these as one sound. By the end of Year 1 children should be using the lead ins and outs of some letters but not necessarily joining these letters. However, some more able children may begin to join their writing together. Children who are not able to form letters correctly will be discouraged from joining until formation has been corrected. Handwriting will be taught as part of English and Phonics lessons and practiced on a regular basis as part of whole class, small group and individual activities.
Year 2	Teachers should model letters in the way they are taught through the Read Write Inc rhymes whilst modelling lead ins and lead outs in their writing. Teachers should begin to join the letters of digraphs or trigraphs together in order to help embed the teaching of these as one sound before moving on to joining all letters. As Year 2 move through the year, teachers will model cursive writing that is joined both in their modelled writing and marking. Children who are able to form letters correctly should be encouraged to join letters. Children who are not able to form letters correctly will be discouraged from joining until formation has been corrected. Handwriting will be taught as part of English and Phonics lessons and practiced on a regular basis as part of whole class, small group, and individual activities.
Years 3, 4, 5 and 6	Teachers should model cursive script in their teaching and support those children who are unable to form letters correctly to do so. Children who are able to form letters correctly; of a consistent size and able to join are eligible for a pen license. Handwriting will be taught in distinct 20-minute sessions over the week and practised on a regular basis as part of the whole class, small group, and individual activities

Pen Licences

Pen Licenses may be presented to any child from Years 3-6 who has demonstrated the expected standard of proficiency in handwriting.

This child must be joining correctly and forming all letters appropriately.

These pen licenses may be withdrawn at any time by the class teacher, should a child's handwriting level drop.

Inclusion

If a child has a diagnosis preventing them from following the general handwriting guidelines, the use of assistive technology is to be incorporated by the class teachers (speech to text, ReadWrite assistive technology, typing on personal device, WIDGIT, Augmentative and Alternative Communication (AAC) software).

Handwriting Terminology

Cursive: Joined-up handwriting style

Capital and lowercase: The names of capital and lowercase letters (rather than 'big and small').

Ascenders and Descenders: Letters that go above the usual letter line and below the base line

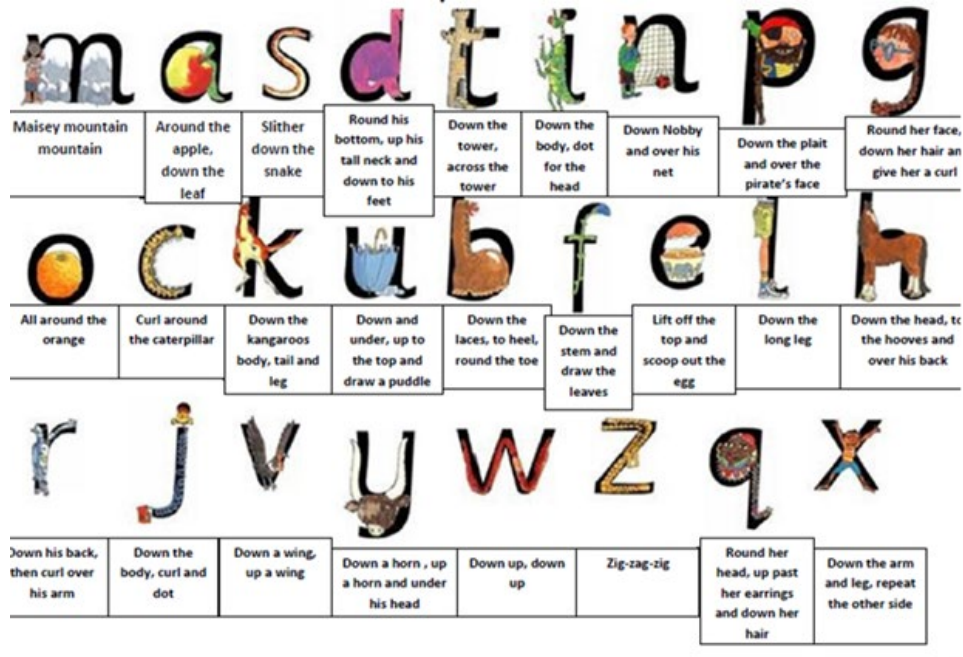
Letter bodies: The main body of letters, which are neither ascenders or descenders (e.g. the rounded parts of 'b', 'd' and 'a' and the arches of 'm' and 'n')

Entry and exit strokes: Entry stroke starts on the line and exit strokes generally end on the line (with the exception of 'o', 'v', 'w', 'r' and 'x')

Letter formation instructions

In Foundation Stage and through part of Year 1, handwriting will be taught as part of our Phonics and Literacy lessons and will follow the Read Write Inc teaching rhymes for letter formation.

Please see below -



Read Write Inc Letter Formation Rhymes

In the latter part of Year 1 and through to Year 6 handwriting will be taught in discrete handwriting sessions and distinct handwriting lessons. They will be taught in the following order:

Single letters

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

Wave letters

a, c, g, o, d

Arcades:

h, m, n

Extras:

i, s, z

Letter combinations

(Practise letters and then appropriate words containing combinations of the letters)

Top joining letters

o, r, n, w, x

The letter E

e

Ascender-joining letters

e, h, t, k, l

Descender-joining letters

f, j, p, q, y

Cursive handwriting will be taught using the cursive handwriting instructions found below.

Cursive Letter Formation Instructions

								
Whoosh in and round you go. Up, down and kick out s's toe.	Whoosh in and up tall and back down, then halfway up and all the way round. Add a line at the end, so b can join onto a friend.	Whoosh in and curl the c. C joins other letters easily.	Whoosh up halfway and go around, then all the way up and back down. Kick out d's toe, and she's ready to go.	Whoosh in and curl like a snail and leave an easy joining tail.	Whoosh in to the top and go round, and then zoom under the ground. Under the line, loop the last part, and finish your f near its start.	Whoosh in, go round to the top. Go down under the line, loop and stop.	Whoosh in and up tall, and then down. Halfway up, bend over and flick off the ground.	Whoosh up and down, then kick out a toe. Add a dot and i's ready to go.
								
Whoosh up then zoom down under the line. Loop the tail then add your dot at the right time.	Whoosh up tall and back down. Go halfway up and around. Go down and out with a flick, your k is ready to kick.	Whoosh in and up tall. Down to the ground and make your flick small.	Whoosh in and then down. Up, over and back to the ground. Up, over and down again, add a flick to finish your m.	Whoosh in and then down. Up, over the hump and flick off the ground.	Whoosh in round you go. Lead out from the top for your o.	Whoosh in and then go down low. Back up to the top and round you go. Lead out at the end so p can join onto a friend.	Whoosh in and round you go. Then zoom under the line and kick out q's big toe.	Whoosh to the top to start. Go down and curve the top for your r.
								
Whoosh in and curl left, curl right then lead out of your s.	Whoosh to the top and back down. Then add a flick off of the ground. You need to cross the t with a straight line on his tummy.	Whoosh up then down. Bend round, go up and down to the ground. Kick out a toe and u is ready to go.	Whoosh up then down into the valley. Zoom back up and across the top to finish your v.	Whoosh in, then down and back up. Down again, up and across at the top.	Click up to the top and then slide down from left to right and have a rest. Jump back to the top, go from right to left and you have an x.	Whoosh up then down and bend round. Go up then down underground. Loop the tail under the line. Lead the y out and then it's fine.	Whoosh up then to the right. Sit up down and back to the right.	