



Skegness Junior Academy

Handwriting Policy

Inspiring Excellence

Skegness Junior Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and stakeholders to share this commitment.

Aims of the policy:

Priority 1:

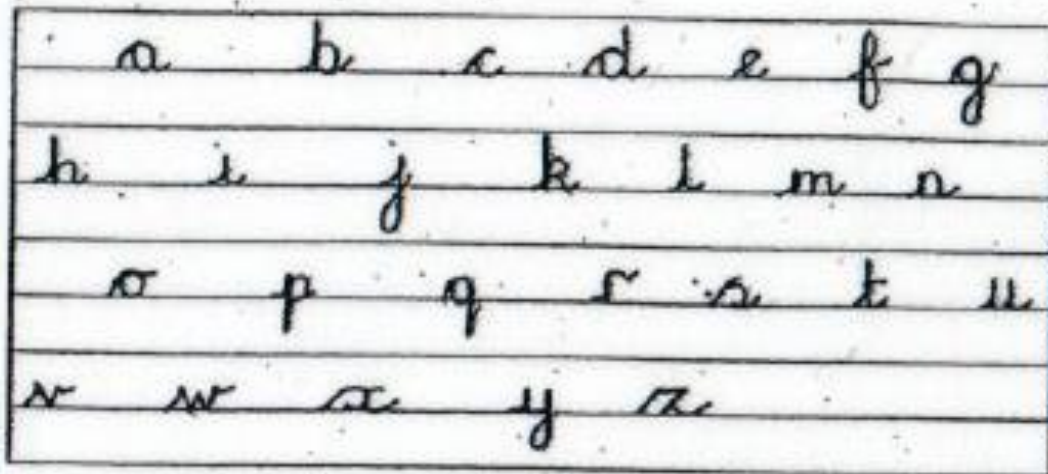
To develop presentation of work across the curriculum

To ensure that we:

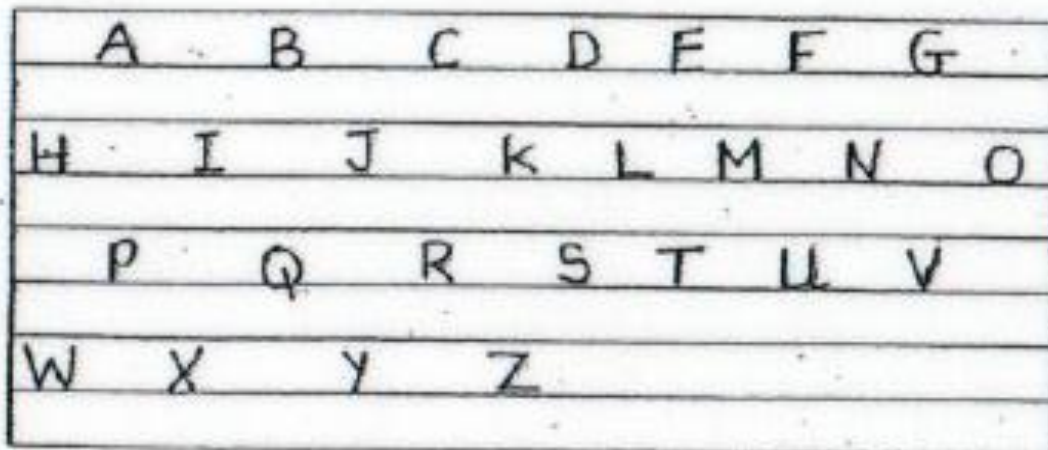
- have consistent, standard and manageable practices
- model high standards of handwriting and presentation, at all times and in all subjects
- support children to develop legible handwriting
- support children to understand the importance of and develop pride in, clear, neat presentation in order to communicate their meaning effectively
- differentiate appropriately to target specific letter / joins that pupils need to focus on
- develop learning environments in all classrooms and intervention rooms to display examples of handwriting and presentation expectations to refer to throughout learning time.

Individual Letter Formations:

Lower Case



Upper Case



Teaching of handwriting:

Group letters based on similar movements:

1: c o a g d q

2: i u l t y

3: r m h b p

4: x v w z

5: e f j k s

Group letters based on height:

- tall letters
- short letters
- letters that have descenders

Capital letters:

Teachers will need to review/teach the difference between lower case and upper case (capital) letters and recap when to use capital letters within a word/sentence.

6 possible stages of joining:

Stage 1: Baseline to the top of the small letter and straight down

Stage 2: Baseline to top of ascender and straight down

Stage 3: Baseline to tip of small letter and back round

Stage 4: Top of small letter to top of ascender

Stage 5: Horizontal joins

Stage 6: Double letter joins

Link to Letters and Sounds Phases e.g:

Long Vowel Digraphs:

ai

ee

ie

oa

oo

Alternate spellings:

ay

ea

igh

ow

ue

ew

Split digraphs:

As children's handwriting fluency develops, revisit them as rhyming groups e.g.

make, cake, take, snake...

Spelling patterns e.g. common letter strings, prefixes, suffixes etc.:

As children move from phoneme-by phoneme spelling to processing words in larger chunks mirror this in the teaching of common letter strings. For example:

ing

and

ould

(use support for spelling/new curriculum guidance for more examples of spelling patterns)

High Frequency Words:

After baseline spelling assessments have taken place, key high frequency words can be revisited and practised throughout handwriting teaching/intervention time.

Please see lists of high frequency words at the back of the handwriting policy.

Link to Dictation:

Further links can be made to handwriting through dictation and the application of spellings into sentences/passages.

Ideas to improve handwriting:

- Create a positive atmosphere: - soft music playing
- Share reasons for using cursive handwriting - cursive script speeds up handwriting and the recording of ideas during learning. There is evidence that cursive handwriting helps the brain learn spelling patterns.
- Share and gradually build up the language that will be used during handwriting lessons. E.g. Capital and lower case letters, ascenders and descenders, full size and half size, orientation, entry strokes and exit strokes, posture and angle.
- Posture is very important. Consider how close the chair is from the table. Feet should be placed on the floor.
- Right handed children can tilt book slightly to the right whilst using their left hand to support.
- Left handed children can tilt book slightly to the left whilst using their right hand to support.
- Seating - Ensure writing hands are not sat next to each other and that children have their own personal space.
- Pencil/pen grips - when necessary.
- Handwriting to be modelled by all members of staff - all children will be watching. Ensure children do not have to turn in their seats to watch handwriting being modelled.
- Handwriting examples should be displayed in the classroom alongside the correct cursive alphabet.
- A range of experiences: - sand, large paper...(particularly for SEN)
- Teach similar formations together
- Expect taught behaviour in independent learning.

Intervention groups:

Handwriting intervention groups will be established for each class to aid fine motor skills. These will include a:

- Baseline of pupils with incorrect pencil grips, fine motor skill issues
- Identify TA staff that could run interventions during registration time of the morning and afternoon (where necessary)

All classes will be equipped with sets of pencil grips to be used when appropriate.

Learning environments:

Learning environments need to reflect current handwriting teaching. This could be:

- Individual letters
- Focussed joins
- Links to spelling patterns
- Celebrations of handwriting across a range of subjects

All learning environments will have a cursive alphabet for all children to be able to refer to in all lessons.

First 100 High Frequency Words

a	an	as	at	if
is	it	of	off	on
dad	had	back	and	get
him	his	not	got	up
but	the	to	I	no
into	will	that	this	then
with	see	for	now	down
too	he	she	we	me
was	you	they	all	are
her	went	It's	from	children
help	said	have	like	so
some	come	were	there	little
when	out	what	don't	old
by	time	house	about	your
made	came	make	here	saw
put	oh	their	people	Mr
looked	called	asked	could	

Next 200 Common Words

water	away	good	want	over
how	did	man	going	where
would	or	took	school	think
home	who	didn't	ran	know
bear	can't	again	cat	long
things	new	after	wanted	eat
everyone	our	two	has	yes
play	take	thought	dog	well
find	more	I'll	round	tree
magic	shouted	us	other	food
fox	through	way	been	stop
must	red	door	right	sea
these	began	boy	animals	never
next	first	work	lots	need
that's	baby	fish	gave	mouse
something	bed	may	still	found
live	say	soon	night	narrator
small	car	couldn't	three	head
king	town	I've	around	every
garden	fast	only	many	laughed
let's	much	suddenly	told	another
great	why	cried	keep	room
last	jumped	because	even	am
before	gran	clothes	tell	key
fun	place	mother	sat	boat
window	sleep	feet	morning	queen
each	book	its	green	different
let	girl	which	inside	run
any	under	hat	snow	air
trees	bad	tea	top	eyes
fell	friends	box	dark	grandad
there's	looking	end	than	best
better	hot	sun	across	gone
hard	floppy	really	wind	wish
eggs	once	please	thing	stopped
ever	miss	most	cold	park
lived	birds	duck	horse	rabbit
white	coming	he's	river	liked
giant	looks	use	along	plants
dragon	pulled	we're	fly	grow

