



# Handwriting Clarity Document

**September 2019**



## Rationale

As a school, we recognise that a child's life chances are influenced by their ability to communicate their thoughts in writing. Being dedicated to giving children the best start in life, it is vital we set out clearly what we expect the teaching of handwriting to look like.

Handwriting is a key area for development and extends far beyond the presentation of work. Many reluctant or slow/lower attainers in writing struggle because they do not have fluency in handwriting due to incorrect letter formation and an inability to join. There are many research articles which link handwriting with effective writing composition and reading.

As can be seen in our 'Writing' and 'Reading and Phonics' clarity documents, we understand the importance of effective modelling and strive to provide this throughout all lessons that we teach. Martin Harvey, agreeing with this, states that:

*'It is vital that teacher modelling is good, teaching language is appropriate and teachers have a clear understanding of how to structure a handwriting lesson and have effective strategies to use. These are of greater importance than the actual handwriting style itself.'*

The children at our school are developing a sense of pride in their work and are motivated by the sense of achievement. Our chosen programme, when taught effectively, will enable the children to see the big changes and fast improvement in their work.

As well as being explicit in what we expect from the teaching of handwriting, we are also focussing on clear marking procedures to identify letter formation misconceptions and to address these through targeted intervention and daily practise.



## Chosen Programme

In order to reach our aims and meet the needs of the children in our school, we have created a programme that is simplistic and clear, ensuring that we have consistency in the approach to teaching and the vocabulary used from EYFS to Year 6. This will be combined with the Penpals Gym for fine and gross motor skills development.

This programme begins with a 6-week intensive teaching stage, followed by consolidation in the remaining weeks. During the 6-week intensive teaching stage, we expect that there are 4 discrete handwriting sessions, where the children are taught letter formation and joins. After the initial 6-weeks, we expect 2 discrete sessions to be taught weekly, consolidating the letter formation and joins already taught. Each session should last 20-30 minutes.

For effective progress, handwriting should be integrated into all aspects of writing, not just within the handwriting sessions. It needs to be a priority during writing lessons or whenever the children write, for example, when they are using whiteboards and pens, writing in their reading journal, making notes etc. Even in EYFS, when using magnetic letters, the children should be placing the letters in the correct position on the line (for example with the tail of the 'g' sitting below the line).

*At Hunslet Carr, we have decided that children of all ages should write in pencil. Therefore, no matter the level of handwriting skill, children will not be issued pens or pen licenses.*

# Intensive Handwriting Teaching Plan



## Intensive Teaching Timetable

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7+
<b>Nursery</b>	<p>Follow PenPals F1 Scheme to teach the 17 lessons – 1 per week and then practise and apply in provision.</p> <p>During Phase 2 Phonics teaching, teach correct formation of the letters corresponding to the sounds taught using vocabulary from the Handwriting Clarity Document.</p> <p>Follow PenPals F2 Scheme to teach the first 12 lessons – 2 per week and then practise and apply in provision.</p>						
<b>Reception</b>	<p>Teach letter formation in Families as follows:</p> <p>Straight Line Family (x4 lessons)    Coathanger Family (x7 lessons)    Bridge Family (x7 lessons)    Zigzag Family (x2 lessons)            Smile Family (x2 lessons)    Misfit Family (x4 lessons)    Upper Case Letters (x26 lessons)</p>						
<b>KS1</b>	Individual Letters KS1 Lessons 1-4	Individual Letters KS1 Lessons 5-8	Individual Letters KS1 Lessons 9-12	Individual Letters KS1 Lessons 13-16	Individual Letters KS1 Lessons 17-19  Upper Case Letters KS1 Lesson 1	Upper Case Letters KS1 Lessons 2-5	<b>Year 1</b> Repeat Weeks 1-6  Teach Joining Letters KS1 Lessons 1-15  <b>Year 2</b> Teach Joining Letters KS1 Lessons 1-15
<b>KS2</b>	Individual Letters KS2 Lessons 1-4	Individual Letters KS2 Lessons 5-8	Individual Letters KS2 Lessons 9-11  Joining Letters KS2 Lesson 1	Joining Letters KS2 Lessons 2-5	Joining Letters KS2 Lessons 6-9	Joining Letters KS2 Lessons 10-13	Joining Letters KS2 Lessons 14&15



## Lesson Structure

### Warm Up

- Fine and Gross motor skills warm up from Penpals Interactive

### Review

- Recap good posture
- Practise patterns that support with the individual letters/joins that will be taught in the session

### Teach

- Teach the formation of the focus individual letters and/or joins for the session through effective modelling
- Ensure that the correct vocabulary is modelled and applied and noted on the anchor chart
- Children to make notes in their handwriting books
- Identify misconceptions and make notes of children who may require guidance during the 'Practise' element of the lesson

### Practise

- Children to practise the individual letters and/or joins modelled by the teacher in their handwriting books – 6 of each
- Adults to support children identified during the 'Teach' element of the lesson
- Identify misconceptions and make notes of children who may require targeted intervention (post teaching)

### Apply

- Children to identify their best letter by circling it with a purple pen.
- Children to then re-write the letter 3 times, trying to match their best.



## Teaching Vocabulary

Lower Case Letters  
Taught as families

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

Upper Case Letters  
All the same size, tall letters that do not join

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  
All the same size, tall numbers

1 2 3 4 5 6 7 8 9 0



Diagonal  
Joining  
Strokes

i h a z

Narrow  
Bridges

n h m n

Letters  
with  
Triangles

d b u

Joins with  
Triangles

l i c h d a

Coat  
Hanger  
Hooks

c s f

Egg  
Shapes

c o a d g q

Shoe Lace  
k

k

Small  
Letters

e i u x z r

"all  
Letters

d k l

Tail  
Letters

j p g y

Narrow  
Letters

n b p

Letters  
with Sharp  
Points

v w

Narrow  
Curved  
Tails

j g y

Break  
Letters

g j y q



## Teaching Vocabulary Continued...

The Straight Line Family

Letters based on a single vertical line

i l t j

The Coathanger Family

Letters based on a c shape

c o a d g q e

The Bridge Family

Letters that have a vertical down stroke, followed by a diagonal movement to the right

n m r h b k p

The Zigzag Family

Letters that have a diagonal downward stroke

v w

The Smile Family

Letters that begin with a downward stroke, followed by an upward curve

u y

The Misfit Family

Letters that are unique and individual and do not fit with any other letter group

s f x z



Teaching Vocabulary Continued...

Number Formation

*All the same size, tall numbers*

1

7 2

3 2 3

1 L 4

5 5

1 6 6

7

8 5 8 8

9

0 0



## EYFS Intensive Programme

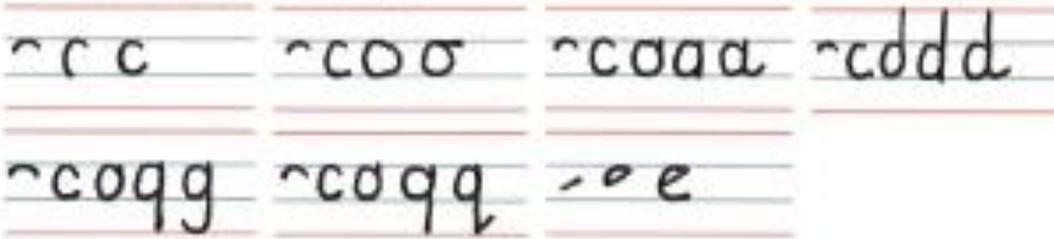
### The Straight Line Family

Letters based on a single vertical line



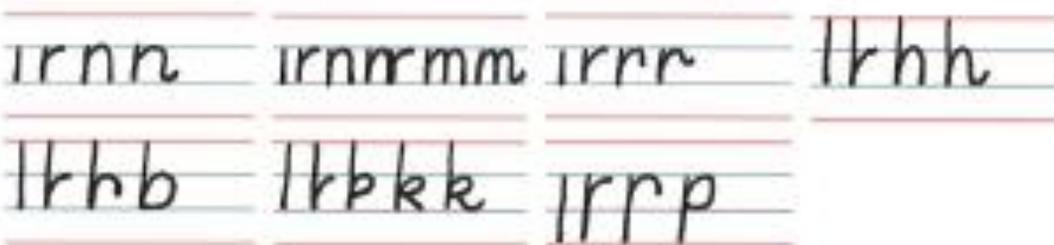
### The Coathanger Family

Letters based on a c shape



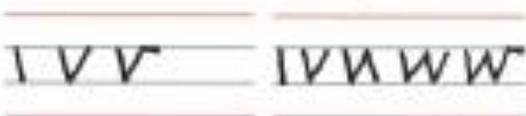
### The Bridge Family

Letters that have a vertical down stroke, followed by a diagonal movement to the right



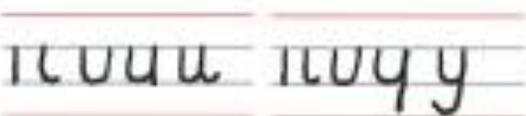
### The Zigzag Family

Letters that have a diagonal downward stroke



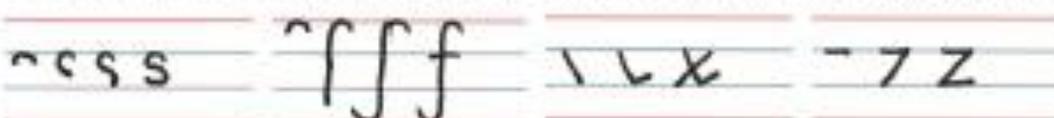
### The Smile Family

Letters that begin with a downward stroke, followed by an upward curve



### The Misfit Family

Letters that are unique and individual and do not fit with any other letter group





EYFS Intensive Programme Continued...

Upper Case Letters

All the same size, tall letters that do not join

I A A

I P B

^ C C

I D

I L L E

I T F

^ C C G G G

I H H

I T I

I J J

I Y K

I L

I M M

I N N

^ C O

I P

^ C O Q

I P R

^ C S S

I T

I U

I V

I W W

I X

I Y

I Z Z



KS1 Intensive Programme

Individual Letters (x19 lessons)

1. iil il li

2. Ij ij ji li

3. il il t it lt

4. il r r n h m

5. b p k

6. i r r n h m

7. b p k r

8. i v v w w v w

9. vi vt wn wr

10. i u u y u y

11. C c o o u u y

12. a d g q

13. - o e

14. o v o w o n o r

15. c o c a e e e q

16. r s i r i s k k s

17. f f f f i f r

18. x e e x a a r a x

19. - z i i v i z a a r a z



KS1 Intensive Programme Continued...

Upper Case Letters (x5 lessons)

1. IPBRDU

2. LEFMA

3. TIJHKN

4. CGOQS

5. XVWYZ



KS1 Intensive Programme Continued...

Joining Letters (x15 lessons)

1. al ab ia va

2. ib ob lp mp

3. ck cy nc oc

4. de dr da nd

5. em ke ej oj

6. fo fa uf of

7. ng dg iq oq

8. ht ha wh th

9. ki mi cl wl

10. ky kn ok rk

11. wm am ny en

12. qu nq us os

13. lt it lit cu up

14. ev nr wo we

15. vy zi ze iz



KS2 Intensive Programme

Individual Letters (x11 lessons)

1. i l t j

2. h n m

3. b p k r

4. c o a d

5. g q e l e

6. v w u y

7. s f x z

8. A B C D E F

9. G H I J K L

10. M N O P Q R S

11. T U V W X Y Z



## KS2 Intensive Programme Continued...

Joining Letters (x15 lessons)

1. ac aw da oa ib ob

2. ck cy ec vc du dg

3. en ef me te fr fo

4. if of ng og hs hu

5. lh ch ib ip ki vi

6. ej nj ky kl mk ok

7. ll lw cl al mb mp

8. om im mf ms ng nt

9. un wn or od vo ho

10. op rp qu nq oq rl

11. rs vr tr vs fs ns

12. tl ty ut ot ug wz

13. du fu va ve ov iv

14. wg we ow ew ex ix

15. xh xe vy cy oz ez



## Expectations

### Handwriting Posture

Teachers will create an anchor chart with the children to explain the expectations around 'Good Posture for Good Handwriting'. These will be revisited at the start of every lesson that involves writing.

TNT – Tummy Near Table

BBC – Bum at Back of Chair

SLF – Six Legs on the Floor

Slight angle to your paper (not extreme)

One hand on the page, one hand holding the pencil.

Be mindful of left handers and right handers colliding when writing.

### Presentation

There will be an expectation that the children will take pride in their work and their books. They will rub out neatly and ensure pages and book covers are not creased. The children will ensure that all marks in/on their books are purposeful.

### Marking

During a handwriting teaching session, teachers and support staff will roam the room and give verbal feedback to children, using key vocabulary and modelling formation to aid with misconceptions.

During any written task, teachers and support staff will be expected to give verbal feedback on handwriting and refer to modelling and anchor charts from handwriting lessons.

During marking of written tasks, teachers will be expected to address incorrect letter formation, misuse of handwriting lines and/or untidy handwriting.

### Targeted Intervention

Teachers and support staff will provide intervention for children who need support with individual letter formation, joins or use of the handwriting lines. These children will be identified during handwriting lessons, written tasks and teacher marking.

### Adult Modelling

It is expected that all adults model neat, legible handwriting at all times. Any writing that is presented to the children (e.g. anchor charts, written feedback) must follow the school handwriting scheme and demonstrate precise letter formation and accurate use of the handwriting lines. This will be monitored during learning walks, observations and work scrutiny.

### Celebrating Success

Adults will identify children who have made progress in their writing and display this in the classroom. Certificates will be awarded to the 'Handwriter of the Week' and the 'Handwriter of the Term'.

