

Rationale

At Curledge Street Academy, we use a cursive handwriting scheme which has been customised for our school and matched to the National Curriculum (2014). All children and staff are expected to use the font as much as possible across the school to further promote high standards of handwriting, presentation and pride in work.

Aims

We aim for children to be able to:

- Communicate meaning in a neat, legible style with correctly formed letters in cursive joined handwriting.
- Develop flow, speed and confidence, allowing them to focus on the content of their writing across all subjects
- Not only understand the importance of neat presentation in communicating effectively, but develop a sense of pride in their work and ownership of their learning.

Handwriting:

Overview of Progression

<p>EYFS</p>	<ul style="list-style-type: none"> • Through the Early Years Curriculum children encounter a range of activities to promote fine motor skills and the shapes and directional pushes and pulls required to form letters. • When ready, they are taught to form letters following the guidance in the RWi Phonics Programme. • Children have access to a range of writing tools and a tripod grip is encouraged. • Children develop skills which include: Good fine and gross motor control (See Appendix 1) Recognition of pattern Language to talk about shapes and movements <p>Aim: to develop a secure foundation of skills to support handwriting</p>
<p>Reception - print (unjoined)</p>	<p>In Reception, when developmentally ready, children will develop skills which include:</p> <ol style="list-style-type: none"> 1. Pencil grip/seating 2. Letter formation following the guidance in the RWi Phonics Programme 3. Numbers 4. Capital letters (emphasise that you can take the pencil off of the paper). <ul style="list-style-type: none"> • Children have access to a range of writing tools and a tripod grip is encouraged. • Teachers/TAs model the RWi patten when writing • A fine motor area is available in the Reception continuous provision and has been adapted to ensure it appeals to both genders. (See Appendix 1) • During the Autumn term, children will learn the correct formation for each letter using the RWi patten. • Starting in the Spring term, a handwriting practice activity is led by a TA or teacher and focuses on children who have had the experience of being taught every sound but still need some extra support with letter formation. • Groups of targeted children, led by a teacher or TA, focus on the development of fine motor skills. • Handwriting lines in books are reduced to match the size of RWi book lines. • During the Summer term, teachers and TAs model pre-cursive handwriting with lead-outs • During the Summer term, if appropriate, a handwriting practice group led by the teacher/TA focuses on those children who are secure with

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	<p>letter formation. These children begin to learn the pre-cursive lead out.</p> <ul style="list-style-type: none"> • If appropriate, the pre-cursive lead out is taught following the RWi patter but incorporating either ‘flick’, ‘washing line join’, or ‘loop ready to join the next letter.’ <p>Aim: focus on fine/gross motor skills, leading to letter formation in print</p>
<p>Year 1 - pre-cursive (unjoined)</p>	<p>In Year 1, when developmentally ready, children will continue to develop skills which include:</p> <ol style="list-style-type: none"> 1. Pencil grip/seating 2. Letter formation following the guidance in the RWi Phonics Programme 3. Numbers 4. Capital letters (emphasise that you can take the pencil off of the paper). <ul style="list-style-type: none"> • Children have access to a range of writing tools and a tripod grip is encouraged. • Teachers/TAs model the RWi and pre-cursive patter when writing. • In Year 1 children are taught pre cursive lead ins and lead outs, starting with lead outs. • The pre-cursive lead out is taught following the RWi patter but incorporating either ‘flick’, ‘washing line join’, or ‘loop ready to join the next letter.’ • The pre-cursive lead in is taught using the patter ‘start on the line, diagonal join to half height....’ and then following the RWi patter. • Lined handwriting books are used for all work in Year 1 to secure letter formation and then learn the pre cursive lead ins and lead outs • All RWi tutors use acetate overlays to model use of handwriting lines and pre-cursive script • Year 1 enhanced provision includes increased focus on fine and gross motor skills. • Targeted TA/Teacher led groups provide additional support for those children who find the automaticity of writing a challenge. This is indicated on ISPS as necessary. <p>Aim: to secure letter formation in print and then learn the lead ins/out for precursive</p>
<p>Year 2 - cursive joined</p>	<p>In Year 2 children have previously learnt to form letters correctly. The focus of handwriting sessions is therefore to begin joining cursively. This is achieved through the following:</p> <ul style="list-style-type: none"> • Daily 15 minute handwriting lessons using the RWi patter incorporated with ‘flick’, ‘washing line join’, or ‘loop ready to join the next letter’ for the lead out, or ‘start on the line, diagonal join to half height....’ for lead in. • All RWi tutors use acetate overlays to model use of handwriting lines and pre-cursive script. • Teachers model handwriting during lessons, saying the patter out loud. Pupils work their way through the different handwriting families (ie letters that are formed in similar ways and their joining strokes). • When pupils are ready, they will be moved on to books with no handwriting lines. • Teachers in Year 2 model in pre-cursive script, leading to cursive as the year develops. • Children that find the automaticity of writing a challenge are identified and additional provision is put into place through TA/teacher led groups. This is identified on ISPs as appropriate. • Children in Year 2 will begin to use pens at the discretion of the teacher. <p>Aim: to be joining cursively by the end of the year</p>
<p>Year 3 - cursive joined</p>	<p>In Year 3, pupils build on their learning from Year 2. They have already began to join cursively in their handwriting and therefore work on securing the joins</p>

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	<p>while also improving speed and fluency of handwriting over the year. This is achieved through the following:</p> <ul style="list-style-type: none"> • Daily 15 minute handwriting lesson which are recorded in handwriting books. • Lessons use the patter, ‘flick’, ‘washing line join’, or ‘loop ready to join the next letter’ for the lead out, and ‘start on the line, diagonal join to half height....’ for lead in, as learnt by the children last year. • A minority of children may still require the RWi patter to be modelled to support them with letter formation. This is done through targeted TA/teacher led groups. This is identified on ISPs as appropriate. • Teachers model handwriting during lessons saying the patter out loud. Pupils continue to work their way through the different handwriting families (ie letters that are formed in similar ways and their joining strokes). • Only targeted children in Year 3 use lined handwriting books for class work. • Teachers in Year 3 model cursive script whenever they are writing. • Children in Year 3 use pen to record their written work unless otherwise specified on an ISP. <p>Aim: to secure the joins, leading to increased speed and fluency</p>
<p>Year 4 - cursive joined</p>	<p>In Year 4, pupils continue to consolidate the joins while also increasing the speed and fluency of their joined cursive handwriting. This is achieved through:</p> <ul style="list-style-type: none"> • Handwriting lessons take place at the beginning of the writing lesson and are recorded in the back of the writing book. • Teachers model handwriting during lessons, saying the patter out loud. • TA/teacher led groups provide targeted support for those children needing it. This is identified on ISPs where appropriate. A minority of children who are struggling to form letters may use the Debbie Hepplewhite patter adapted specifically for this reason. • When writing, teachers and TAs model using cursive handwriting. • Lined handwriting books are used for work in Year 4 only when necessary for targeted children. • Children in Year 4 use a pen to record their written work. <p>Aim: to secure the joins, leading to increased speed and fluency</p>
<p>Years 5 and 6 - cursive joined</p>	<p>In Years 5 and 6, pupils work on increasing the speed and fluency of their joined cursive handwriting. This is achieved through:</p> <ul style="list-style-type: none"> • Children in Years 5 and 6 should already have formed a legible, neat, cursive handwriting style. Handwriting in these year groups is therefore taught to those children identified as needing extra support. • Handwriting intervention lessons are taught at least three times a week to those children identified as needing it. This is identified on ISPs and/or Pupil Progress sheets where appropriate. • Teachers and TAs model cursive handwriting during lessons. • Lined handwriting books are used for work in Years 5 and 6 only when necessary for targeted children. • Pupils begin to learn to print as appropriate, for example for emails and algebra. <p>Aim: to develop speed and fluency using cursive handwriting</p>

Patter
















In order to support the formation of letters, the RWi patter is used throughout EYFS, Reception and Year 1 when teaching handwriting. Year 2 will use the RWi patter accompanied by ‘start on the line, diagonal join to half height....’ for the cursive lead in, and ‘flick’, ‘washing line join’, or ‘loop ready to join the next letter’ for lead cursive lead out.

Read Write Inc Patter:

My Sound Mat

 Maisie, mountain, mountain	 Around the apple and down the leaf	 Slither down the snake	 Around the dinosaurs bottom and up to his neck	 Down the tower, across the tower
 Down the insects body and a dot for his head.	 Down Nobby and over his net	 Down the pirates plait and around the pirates face	 Round the girls face, down her hair and give her a curl	 All around the orange
 Curl around the caterpillar	 Down the kangaroo's body curl his tail and leg	 Down and under the umbrella, up to the top and down to the puddle	 Down the laces, over the toe and to the heel	 Down the stem and draw the leaves

My Sound Mat

 Slice into the egg, go over the top, then under the egg.	 Down the long leg	 Down the horses head to his hooves and over his back	 sh says the horse to the hissing snake	 Down his back then curl over his arm
 Down his body curl and dot	 Down the wing up the wing	 Down a horn, up a horn and under the yak's head	 Down up, down up	 The princess in the tower is saved by the horse, thank you!
 Zig, zag, zig	 The horse sneezes when the caterpillars hairs get up his nose ch-ch-choo	 The queen never goes out without her umbrella	 Down the arm and leg, repeat the other side	 Thing on a string

When teaching cursive handwriting from Year 3 upwards, children have already learnt to form their letters. We therefore use the Debbie Hepplewhite cursive patter as below.

Debbie Hepplewhite Patter

A minority of children who are struggling to form letters will use the Debbie Hepplewhite patter adapted specifically for this reason. This is shown below.

Letters	Patter
c	Start on the line, diagonal join to half height, hook over, back and round
a	Start on the line, diagonal join to half height, hook over, back and round, catch the hook, (straighten up), straight down, flick...
d	Start on the line, diagonal join to half height, hook over, back and round, catch the hook, straight up, straight down, flick...
s	Start on the line, diagonal join to half height, hook over, back and curl around (like a snake), flick...
g	Start on the line, diagonal join to half height, hook over, back and round, catch the hook, (straighten up), straight down through the line, thin loop ready to join the next letter...
o	Start on the line, diagonal join to half height, hook over, back and round, catch the hook, washing line join...
qu	Start on the line, diagonal join to half height, hook over, back and round, catch the hook, (straighten up), straight down through the line, loop at the bottom, up with a parallel line, stop at the writing line, diagonal join to half height, down to form the bowl for the 'u', down and flick...
f	Start on the line, diagonal join to half height, straight up then hook over, back and straight down through the line, thin loop ready to join the next letter...
l	Start on the line, diagonal join to half height, straight up, straight down, flick...
t	Start on the line, diagonal join to half height, straight up, straight down, flick... then cross the 't' from left to right above the join (after the whole word is written)

h	Start on the line, diagonal join to half height, straight up, straight down, up to form a full bridge, flick...
b	Start on the line, diagonal join to half height, straight up, straight down, up to form half a bridge and curve to complete the 'b', flick...
k	Start on the line, diagonal join to half height, straight up, straight down, up to form a bow-shape, flick...
r	Start on the line, diagonal join to half height, down, back up to form half a bridge, washing line join...
n	Start on the line, diagonal join to half height, down, back up to form a full bridge, flick...
m	Start on the line, diagonal join to half height, down, back up to form a full bridge, then another full bridge, flick...
p	Start on the line, diagonal join to half height, straight down through the line, back up to complete the curve of the 'p', flick...
i	Start on the line, diagonal join to half height, straight down to the line, flick... then dot the 'i' (after the whole word is written)
j	Start on the line, diagonal join to half height, straight down through the line, thin loop ready to join the next letter... then dot the 'j' (after the whole word is written)

u	Start on the line, diagonal join to half height, down to form the bowl for the 'u', down and flick...
y	Start on the line, diagonal join to half height, down to form the bowl, straight down through the line, thin loop ready to join the next letter, flick...
v	Start on the line, diagonal join to half height, down diagonally to form a single zigzag, washing line join...
w	Start on the line, diagonal join to half height, down diagonally to form a double zigzag, washing line join...
x	Start on the line, diagonal join to half height, down diagonally to form the first line of 'x', pencil-point off and start back down on the writing line again to form another diagonal line up to half height for the second line of 'x', washing line join...
z	Start on the line, diagonal join to half height, straight line across from left to right, diagonal line back down to the line, form a curved line across from left to right with a flick... (which provides flair)
e	Start on the line and the diagonal line sweeps round to form the 'e'...

Resourcing

Suitable tools are available to children appropriate to age e.g. hand huggers, triangular pencils, grips to encourage tripod grip.

Handwriting practise books and paper are available for use in Phase 1 and for those children needing this to support their writing.

A selection of blue pens are available for children in Year 2 upwards. After exposure to different pens, they select the pen which they can write with at most ease to produce neat, fluent and joined handwriting.

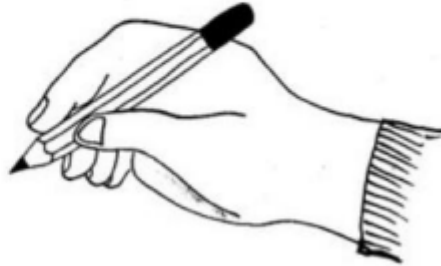
Tripod grip

Both right and left handed children are encouraged to use the tripod grip which allows the pencil to be held securely whilst allowing controlled movements of the pencil nib. Writers are encouraged to use the "tripod" grasp about 1-1.5 inches above the pencil tip.

*Visual of Pencil Grip
Left-Handed*



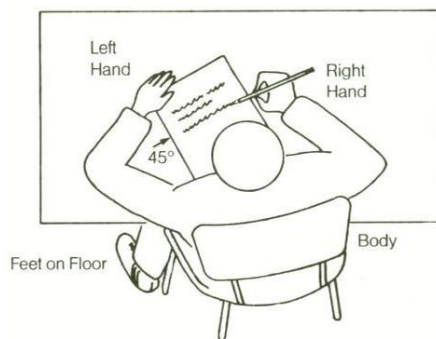
*Visual of Pencil Grip
Right-Handed*



Posture

All writers, with support from the class teacher at first, place themselves in the most suitable position for handwriting e.g. right handers sit on the right hand side of a pair where one person is right handed and the other is left.

- Feet flat on the floor or on a wide based raised surface
- Knees at a right angle with 2-fingers space behind the knee to avoid compression
- Sit on the chair so hips are positioned at approximately 90° with the back supported
- Sit approximately a fist-distance away from the table



Left Handers

At least 10% of the population are left-handed, the majority of whom are boys.

All teachers are aware of the specific needs of left-handed pupils and make appropriate provision: paper should be positioned to the left for right handed pupils and to the right for left handed pupils and slanted to suit the individual in either case; pencils should not be held too close to the point as this can interrupt pupils' line of vision; pupils should be positioned so that they can place their paper to their left side; left-handed pupils should sit to the left of a right-handed child so that they are not competing for space; extra practice with left-to-right exercises may well be necessary before pupils write left-to-right automatically; writers are encouraged to use their right hand to stabilize the paper

Handwriting around the school

Correct modelling of the agreed cursive style by the teacher is important. Therefore when marking and writing on the board, teachers model good handwriting in line with school policy. Teachers display handwritten signs around the classroom where possible.

Appendix 1

Some ideas for developing fine motor control

Let the children make patterns using pegboards.

Provide sewing and weaving activities.

Involve the children in chopping and peeling in cooking activities.

Provide woodworking tools - pliers, screwdrivers, hammers.

Use finger rhymes, counting fingers, playing with words and sounds, etc.

Provide small construction toys.

Structure sand and water play to include sieving, pouring, picking up toys using tools, etc.

Develop the pincer movement: show the children how to use tweezers to pick up and sort sequins, small beads, etc., sprinkle coloured sand, glitter, salt, etc. on pictures.

Provide the children with paints, finger paints, etc. for making big patterns on differently shaped paper, for example fish, balloons, kites. Talk about the patterns they make.

Encourage the children to strengthen their fingers by using clay, play dough, Plasticine, etc., for modelling.

They can make letter shapes and patterns using the modelling media.

Encourage dexterity by asking the children to cut out large letter shapes or patterns. They can use different coloured marker pens for tracing along inside the shapes.

Emphasise that circles and curly caterpillars need to be traced from the top and anti-clockwise.

Give the children thick paintbrushes and water to paint patterns on walls, fences, etc.

Appendix 2

Common problems

Joining a capital letter to a lower case letter in the same word

Not keeping the letters on the line (this should be helped by using a lead-in from y1)

Not keeping to the same line of the letter when coming back along it

Joining to the bottom of the letter from a washing line (horizontal) join

Going round the bottom of some of the 'c group' letters

Not going all the way round on some of the 'c group' letters

Too large 'i' and 's'

Descenders standing on the line (especially j and p)