



# St. Anthony's Catholic Primary School

## Handwriting Instruction

Taken from, Achieving Excellence in Handwriting by Martin Harvey

*"You can make anything by writing" C.S Lewis*

Our aim is for every child to become a confident and skilled writer so that they can write clearly and accurately for a range of purposes with increasing proficiency. In order for this aim to be fulfilled, it is essential that handwriting is taught systematically ensuring children are able to form letters well, joined and of the correct size.

Our Handwriting lessons are intended to last only fifteen to twenty minutes. Doing a little and doing it often is key. Across the curriculum children are taught good body posture, correct pencil grip and correct letter formation. We have high expectations of ourselves as teachers and of our pupils.

Our quality Handwriting lessons when taught effectively, reap rewards. Self-esteem and motivation levels rise. Handwriting also plays a vital part of our children's personal development because care, pride, concentration and perseverance are required qualities.

Teaching Handwriting at St Anthony's Catholic Primary School intends to provide opportunities for the children to:

- develop an effective writing posture
- be able to apply handwriting practice across the curriculum
- enjoy exploring a handwriting style
- foster pride in their work and presentation

Good handwriting needs self-discipline, skill and quality teacher input. Good handwriting gives the reader a favourable impression of the work before them. Children must be taught to present their work in as careful and attractive a manner as possible.

### Right handed grip



1. Point away the pencil,

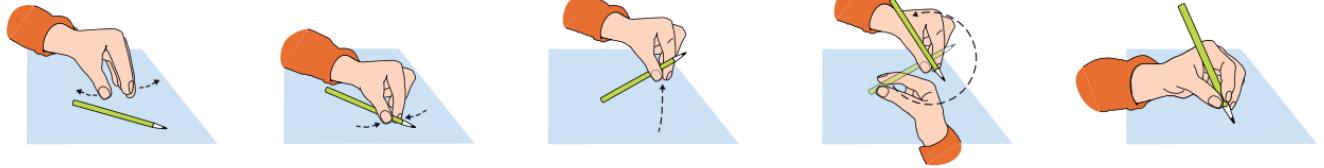
2. Pinch it near the tip,

3. Lift it off the table,

4. Spin it round...

5. ...and grip.

### Left handed grip



1. Point away the pencil,

2. Pinch it near the tip,

3. Lift it off the table,

4. Spin it round...

5. ...and grip.

Our handwriting style is: ISHA Linkpen Letter Style. The style is simplistic, but very clear, and it does not have the 'loops' or 'lead ins', with the exception of the letter k. The shoe lace K is taught from Y3 upwards.

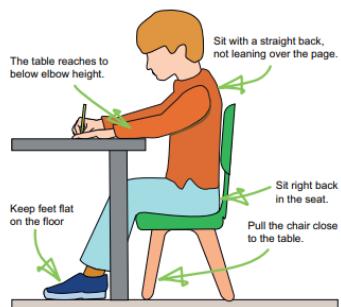
a b c d e f g h i j k l m  
n o p q r s t u v w x y z

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.

(Handwriting style in joined form)

### Right handed children

How to sit correctly to be comfortable for handwriting.

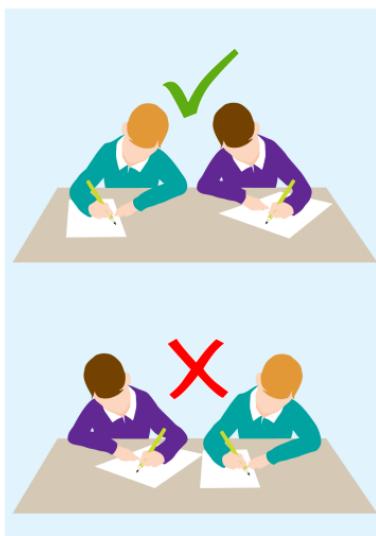


How to hold and position the paper.



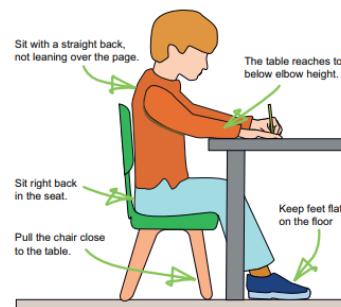
### Sitting position

Sit left-handed children to the left of their partner so they have plenty of room to write.



### Left handed children

How to sit correctly to be comfortable for handwriting.



How to hold and position the paper.



In EYFS, children are supported from the earliest stages of learning to write. Children are taught letter formation in conjunction with their daily Read Write Inc Phonics programme. Handwriting is taught daily within Read Write Inc lessons and supplemented by weekly pre-writing pattern work. This has been progressively mapped out so that Nursery focus on larger movements and Reception use a pen or pencil to work on their fine motor control with increasing accuracy.

Children in Year 1 – Year 6 receive Handwriting Instruction as follows:

Year 1
Daily Instruction and Read Write Inc Phonics
Year 2
Daily Instruction and Read Write Inc Phonics
Year 3
Handwriting Instruction four times weekly
Year 4

Handwriting Instruction three times weekly
Year 5
Handwriting Instruction twice weekly
Year 6
Handwriting Instruction twice weekly

Handwriting lessons are structured as follows:

<b>Warm Up</b>
Back Bottom Chair
Tummy Near Table
Six Feet on the Ground
Two Hands to Write
Nip Flip Grip
Warm up exercise to ensure children understand the correct size of small letters, tall letters and tail letters. An excise is chosen based on the letter or join focus for the lesson.
<b>Teach</b>
A letter or join is taught. The class teacher models writing the letter multiple times. Handwriting vocabulary is modelled, the formation of the letter is clear and precise.
<b>Guided Practice</b>
Pupils have the opportunity for choral, gross and fine motor practice.
<b>Independent Practice</b>
Pupils practice today's letter or join, the class teacher monitors, praises and corrects throughout. In the moment marking is strongly encouraged throughout this time.

Posture:



### Handwriting Vocabulary

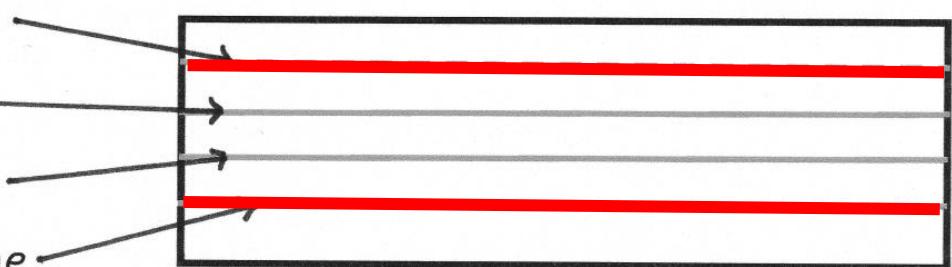
Consistency of language is very important to ensure children begin to assimilate patterns and shapes and link letters together that look similar to each other.

Top Red Line

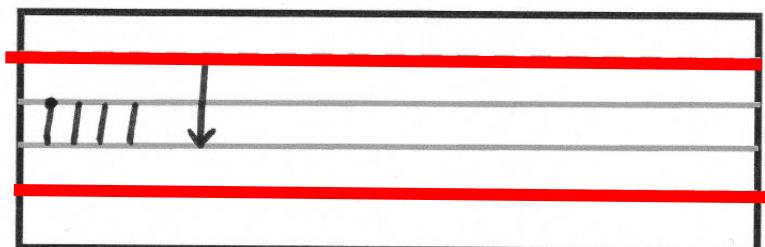
Top Solid Line

Bottom Solid Line

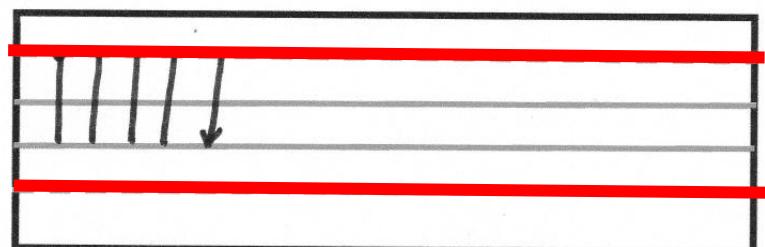
Bottom Red Line



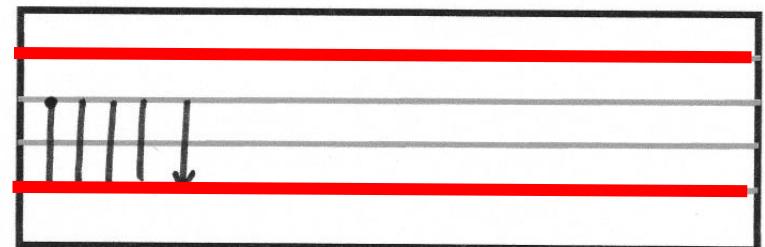
Short Lines



Tall Lines



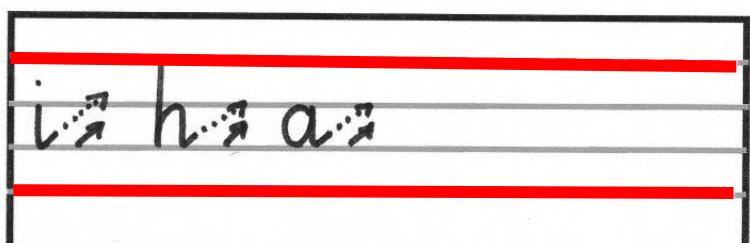
Tail Lines



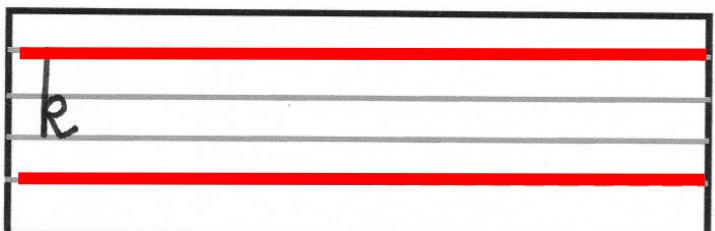
North-east Joining Line

or

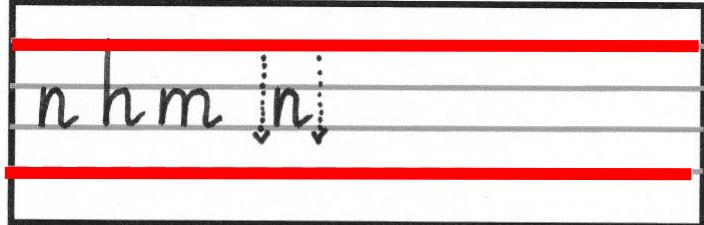
Diagonal joining stroke



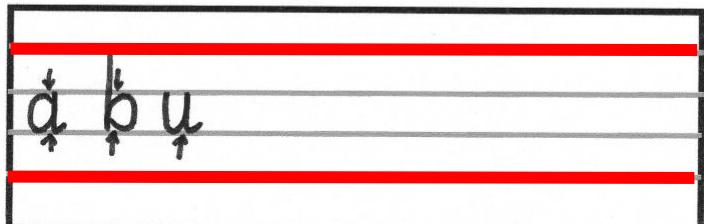
Shoe lace k



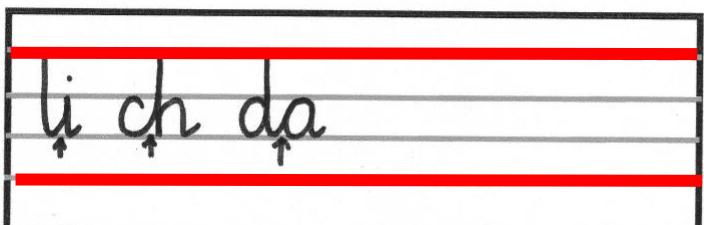
Narrow bridges



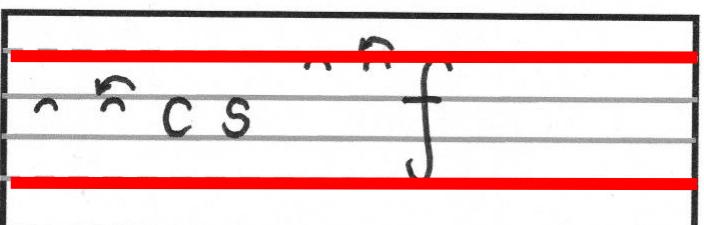
Letters with triangles



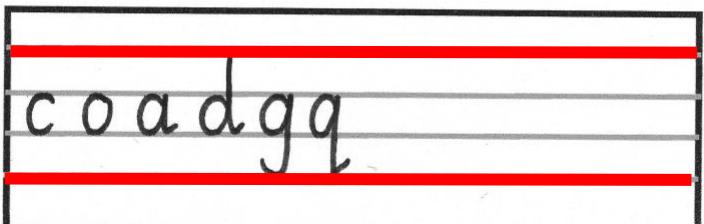
Joins with triangles



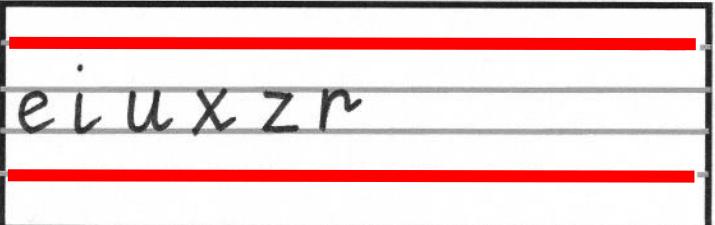
Coat hanger hooks



Egg shapes in the  
coat hanger letters

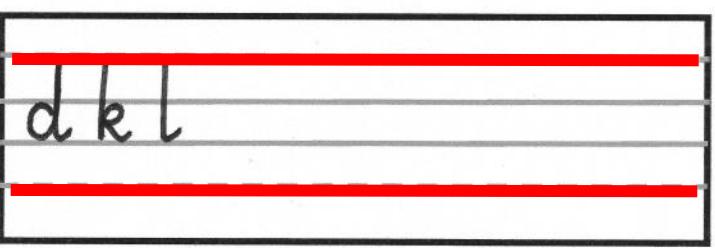


Small letters



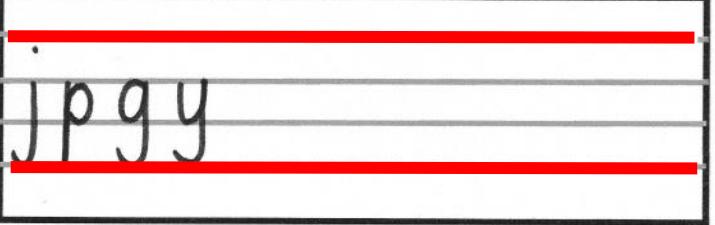
e i u x z r

Tall letters



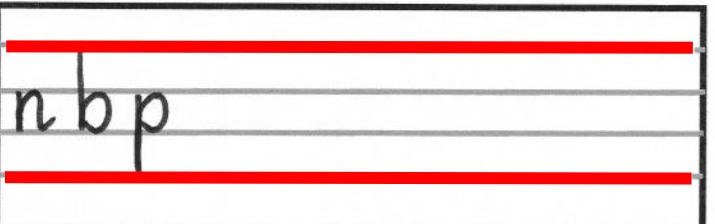
d k l

Tail letters



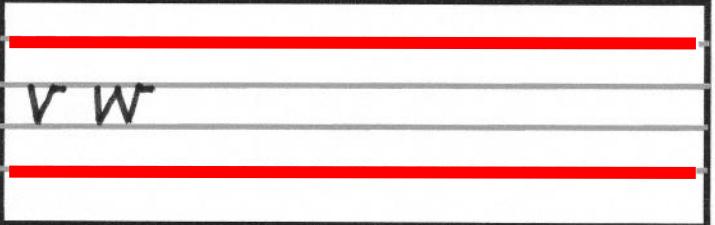
j p g y

Narrow letters



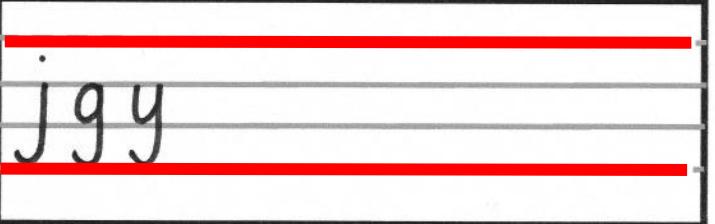
n b p

Letters with sharp  
points



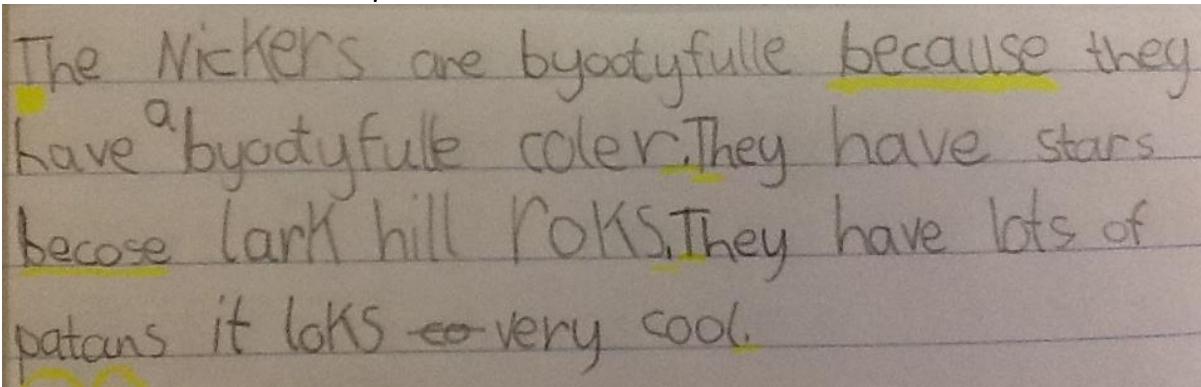
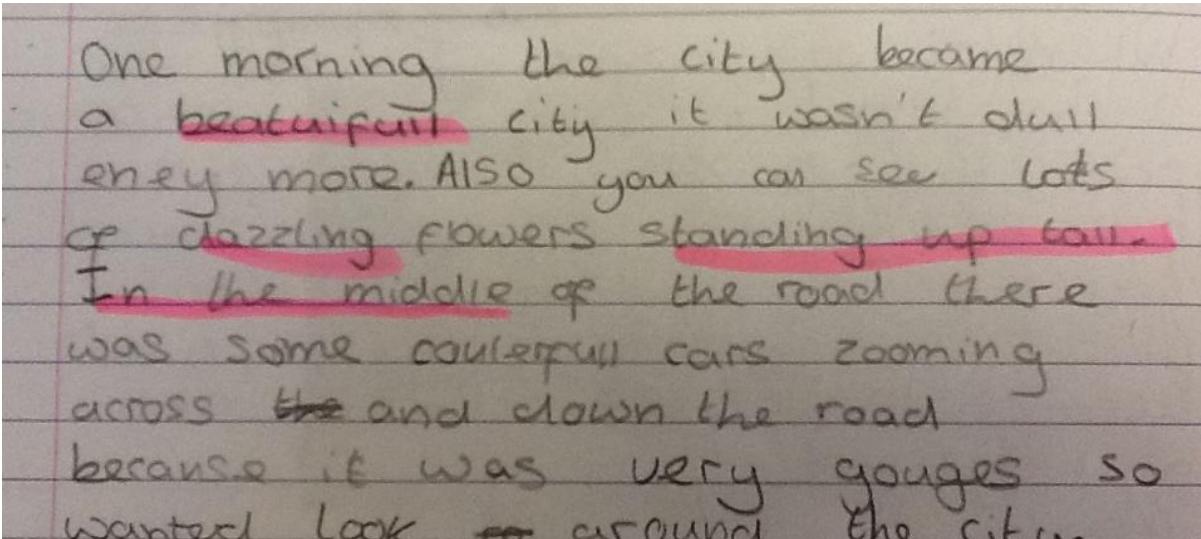
v w

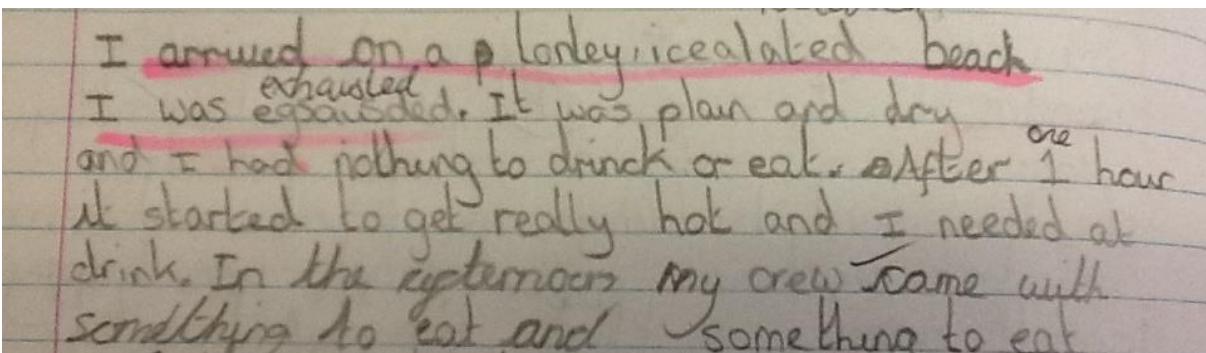
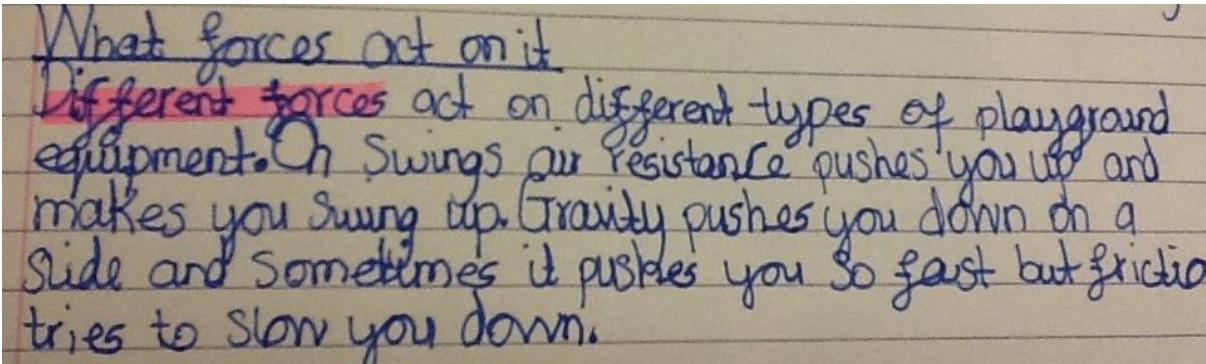
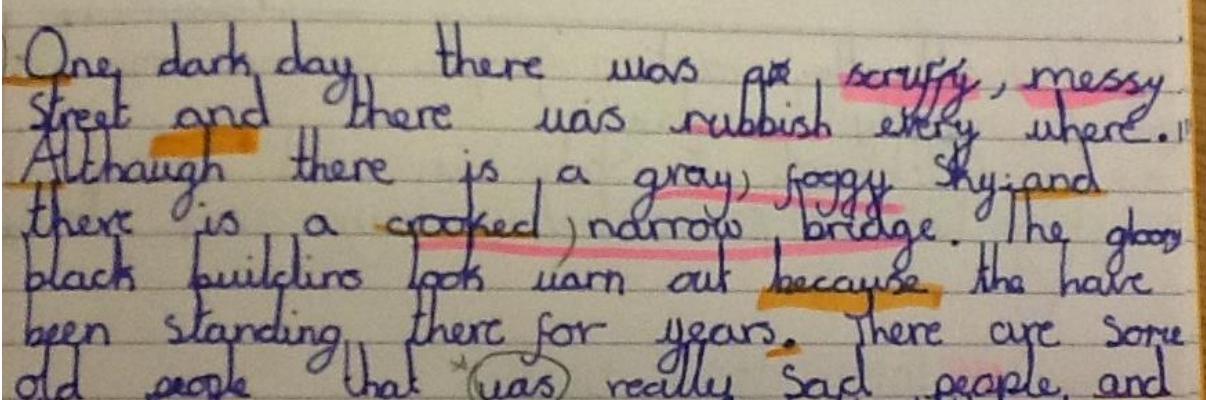
Narrow curved tails



j g y

National Curriculum Expectations

Handwriting End Points	
Rec	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Hold a pencil effectively— using the tripod grip in almost all cases.</li> <li>• Begin to show accuracy and care when drawing.</li> <li>• Write recognisable letters and numbers, most of which are correctly formed.</li> </ul>
Y1	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• sit correctly at a table, holding a pencil comfortably and correctly</li> <li>• form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• form capital letters</li> <li>• form digits 0-9</li> <li>• understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways)</li> <li>• leave spaces between words.</li> </ul> <p>Summer Term Y1 – Expectation.</p> 
Y2	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• form lower-case letters of the correct size relative to one another</li> <li>• It is the minimum expectation that pupils will: start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>• write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>• use spacing between words that reflects the size of the letters.</li> </ul> <p>Summer Term Y2 – Expectation.</p> 

Y3	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>increase the legibility, consistency and quality of their handwriting (e.g. ensure downstrokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch).</li> </ul> <p>Summer Term Y3 – Expectation.</p> 
Y4	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>increase the legibility, consistency and quality of their handwriting (e.g. ensure downstrokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch).</li> </ul> <p>Summer Term Y4 – Expectation.</p> 
Y5	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>write legibly, fluently and with increasing speed by:</li> <li>choosing which shape of a letter to use when given choices</li> <li>deciding whether or not to join specific letters</li> <li>choosing the writing implement that is best suited for a task</li> </ul> <p>Summer Term Y5 – Expectation.</p> 

Y6

Pupils should be taught to:

- write legibly, fluently and with increasing speed by:
- choosing which shape of a letter to use when given choices
- deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task

Summer Term Y6 – Expectation.

likes the most. Eventually, the bee reaches the flower to get the nectar. A few moments later, the bee lands on the flower and begins to search for nectar. Accidentally,