



St James' Lanehead Church of England Primary School

Approach to Writing Policy

































Date of Policy:	January 2020
Person Responsible:	Mrs Gregory
To be reviewed:	3 years
Review Date:	January 2023

















EARLY STAGE FOUNDATION





- Sit in the correct position and hold a pencil correctly to allow fluid movement of the nib.
- Improve fine and gross motor skills by enjoying drawing pre-cursive patterns in a variety of writing materials such as modelling clay, air writing, sand trays, felt pens, crayons, pencils, IWB, tablets. Understand the language need to describe pencil movements in preparation of letter formation.
- Hold a pencil in an effective manner for writing and be encouraged to correct any errors in grip or stature.
- Understand that letters are written on a base line and that all cursive letters 'start on the line' and 'end with a flick'.
- Begin to form some recognisable joined up cursive letters, capital letters and numerals.
- Have an understanding of writing their own name.
- Understanding different shaped letter families.

Patter for Handwriting

At St James' Lanehead we learn precursive letter formation in our writing from Reception. This helps us to join our letters easier. We use the 'Read Write Inc' letter patters to help us remember the formation.

 <p>Lead in ...around the apple and down the leaf ... and flick</p> 	 <p>Lead in ... down the laces around the toe ... and flick</p> 	 <p>Lead in... curl around the caterpillar</p> 	 <p>Lead in... around the dinosaur's bottom, up and down his neck ... and flick</p> 
 <p>Lead in ... lift off the top and scoop out the egg</p> 	 <p>Lead in... round the flower down the stem, curl ...and flick</p> 	 <p>Lead in ... around her face, down her hair and give her a curl</p> 	 <p>Lead in...up and down the horse's neck, over his back...and flick</p> 
 <p>Lead in...up and down the insect ... dot for the head</p> 	 <p>Lead in... down his body, curl and dot for his head</p> 	 <p>Lead in... up and down the kangaroo, tail and leg... and flick</p> 	 <p>Lead in... up and down the long leg... and flick</p> 
 <p>Lead in... Maisie, mountain, mountain... and flick</p> 	 <p>Lead in... over the net... and flick</p> 	 <p>Lead in... around the orange... and flick</p> 	 <p>Lead in... down the pirate's plait and around his face ... and flick</p> 

 <p>Lead in ...around her head, down her hair and flick</p> 	 <p>Lead in...down the robot's back and curl over his arm...</p> 	 <p>Lead in... slither down the snake... and flick</p> 	 <p>Lead in... up and down the tower and cross</p> 
 <p>Lead in... Down and up the umbrella ... and flick</p> 	 <p>Lead in... down and up the birds wings... and flick</p> 	 <p>Lead in... down, up, down, up... and flick</p> 	 <p>Lead in... down the arm and leg, down the arm and leg</p> 

 <p>Lead in...down and up the horns, under the head and curl</p> 	 <p>Lead in... zig, zag, zig</p> 		
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KEY STAGE 1

Year 1:

- Sit correctly at a table and hold a pencil correctly.
- Hold a pencil with an effective grip.
- Form lower-case letters correctly – starting and finishing in the right place, going the right way round, correctly oriented.
- Form digits 0-9 correctly.
- Practise forming letters in handwriting families:
 - ✓ ‘Long ladders’ – i, j, l, t, u,
 - ✓ ‘One armed robots’ – b, h, m, n p, r
 - ✓ ‘Curly caterpillars’ – c, a, d, e, g, o, q, f, s
 - ✓ Zig-zag letters – k, v, w, x, y, z
- Have clear ascenders (‘tall letters’) and descenders (‘tails’).
- Form capital letters correctly.

Year 2:

As above and:

- Form lower-case letters of the correct size relative to one another.
- Orientate capital letters correctly.
- Use capital letters appropriately e.g. not always writing A as a capital, not using capitals within words.
- Write capital letters and digits of the correct size relative to one another and to lower case letters.
- 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.
- Use spacing between words which reflects the size of the letters.

KEY STAGE 2

- Improve quality, speed and stamina of handwriting.
- **Quality:** Ensure letters are consistently sized with equal word spacing and that ascenders and descenders are parallel and do not touch words on the lines above and below.
- **Speed:** Improve speed of handwriting to allow creative writing to take precedence over the task of handwriting and be able to take 'quick notes' at a faster pace.
- **Stamina:** Have the strength and mobility to be able to write for longer periods of time without fatigue.
- Have full knowledge and ability of the different forms of handwriting for different purposes: Neat, joined, cursive letters for writing passages and large amounts of text, lists and letters. Printed or capital letters for posters, notices, headings, labelling, and form filling. Speedy handwriting for note-taking and dictation where neatness is not as important and shortcuts, such as + instead of 'and', can be used.

Year 3:

As above and:

- Form and use the four basic handwriting joins.
- Write legibly.

Year 4:

As above and:

- Use a joined style throughout their independent writing.
- Write with consistency in size and proportion of letters, e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.

Year 5:

As above and:

- Write fluently using a joined style as appropriate for independent writing.
- Choose when it is appropriate to print (lower case or upper case) rather than to join writing e.g. printing for labelling a scientific diagram or data, filling in a form, writing an e mail address.

Year 6:

As above and:

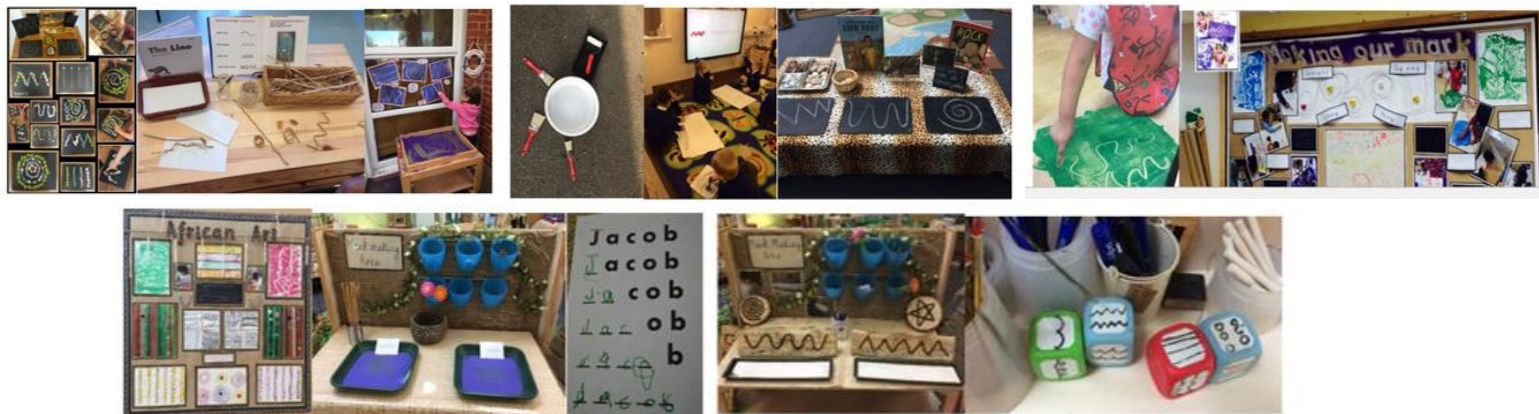
- Write, using a joined style, with increasing speed.
- Choose the writing implement that is best suited for a task e.g. pencil for quick notes, handwriting pen for letters, marker pens for posters.

Step Progression for Handwriting

Step 1:

Lines – wavy, straight, zig-zagged, curved

- Consolidate the vocabulary of movement by talking about the movements children make, such as going round and round, making curves, springing up and sliding down, making long, slow movements or quick, jumpy movements
- Make large movements in the air with arms, hands and shoulders
- Fix ribbons on to the end of sticks for the children to swirl in the air
- Make different body shapes/actions in response to music to help them to remember the shapes
- Make patterns in the air using arms
- Use artists work to explore line – Bridget Riley, Kandinsky, Paul Klee, Vincent Van Gogh – paint, draw, finger paint
- Using different implements, go over lines to develop control (cotton buds, bingo dabbers, paint brushes with water, feathers)
- Roll the dice and copy the lines you see
- Outdoors – large scale chalk patterns, water and graded brushes
- Make a line by folding paper and draw it
- Small trays and sand/glitter/salt/flour/shaving cream – pick up a card and copy. Shake tray and repeat
- Make patterns using pegboards
- Sewing and weaving activities
- Chopping and peeling in cooking activities
- Provide woodworking tools – pliers, screwdrivers, hammers
- Use finger rhymes, counting fingers, playing with words and sounds, etc.
- Sand and water play to include sieving, pouring, picking up toys using tools, etc.
- Use tweezers to pick up and sort sequins, small beads, etc., sprinkle coloured sand, glitter, salt, etc. on pictures
- Use clay, play dough, Plasticine, etc., for modelling - make patterns using the modelling media
- Use thick paintbrushes and water to paint patterns on walls, fences, etc.
- Trace pre-handwriting patterns using the interactive whiteboard



Get children writing their name – everyday for those children struggling – first thing in the morning and then intervention throughout the day.



Step 2:

Letter formation

- Practise letter formation in different ways – adult model, address misconceptions, post it notes, sticky labels, label pictures/objects, different paper
- Letter/word detectives – write tiny words and children hunt for words around the classroom using a magnifying glass
- Label objects/pictures from the text – initial sounds
- Roll a dice and write the letter 5 times
- Rainbow letters – children trace a letter, written by the adult
- I spy bottles and sensory bags – write initial letter of objects you can see
- Initial letter at the top of the paper, children write a list of objects beginning with that letter underneath
- Blackboards – make the words disappear
- Make a letter shape in the damp sand tray - each child in the group to trace over the shape, going a little deeper each time – use shiny paper underneath
- Reinforce a letter movement by asking the children to write the letter with their eyes closed
- Sensory bags with glitter and glue to write words

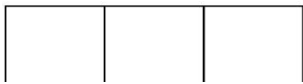


Step 3:

Blending VC and using taught key words (I, no, go...)

- Make VC words with letter cards and copy
- VC/HFW words in sand
- Use magnetic letters/bottle tops/wooden slices to make VC words
- Phoneme frames to make VC words
- VC words on pegs – make the word and write
- Build VC words using Duplo and write on different types of paper/wallpaper
- Roll 2 phoneme dice and make a VC dice – write

phoneme frames



Step 4:

CVC words

- Make CVC words with letter cards and copy
- I spy bottles – CVC words – children make a list of what they can see
- CVC/HFW words in sand
- Use magnetic letters/bottle tops/wooden slices to make CVC words
- Phoneme frames to make CVC words
- CVC words on pegs – make the word and write
- Build CVC words using Duplo and write on different types of paper/wallpaper
- Roll 3 phoneme dice and make a CVC dice – write



Step 5:

Simple Sentence

- Use ideas from previous steps and key word knowledge to create a simple sentence
- Select story stones and create a sentence



Step 6:

Phase 2 simple sentences and variations

- Children make simple sentences using foam jigsaws and write



Step 7:

Sentence Writing

- Guided writing opportunities – adult modelling and children use to scaffold writing
- Children use phonics to have plausible attempts to write words
- Tricky words written on cards for children to use within their sentences
- Word banks
- Introducing first, then, next, finally, for re-telling familiar events/recounts
- Individual stories and group stories