



Intent

Writing is a complex process which handwriting is one aspect of. At The Cliff Federation we understand that handwriting automaticity supports high-quality written composition by freeing up working memory. To develop an automatic and fluent style of handwriting, children should be taught handwriting daily with a focus on automaticity not neatness, as focusing on neatness can hinder compositional effect.

A good and automatic handwriting style is one where:

- Letters are accurately formed
- Letters join where appropriate
- Allographs sit on the line and letters ascend/descend appropriately
- Style, shape and size are consistent
- The style is not too fussy or complicated
- The writing fulfils the purpose e.g. note taking, drafting, presenting

Implementation

In order to develop an automatic handwriting style, letter formation must be modelled and observed live at every stage and age of learning. Observing children forming letters is vital in ensuring that letter formation is accurate and in addressing any inaccuracies before they become habitual.

Handwriting should be taught daily, in short bursts e.g. at the start of a writing lesson and should focus on developing fluency and automaticity.

Each short burst session should provide an opportunity to:

1. Warm up- children should warm up the muscles involved in writing to improve motor control and aid motor memory e.g. hand pushes, lazy 8s, wrist circles or pencil rolls*
2. Pattern practice- handwriting patterns promote automaticity and can be done in the air, and/or on paper.
3. Adult models target allograph- adult models in the air and on paper, narrating what the motion feels like and repeating silently. Adult may refer to RWI prompts as a memory aid.
4. Pupils practice target allograph- pupils have a go at writing target allograph non-stop for a short period of time e.g. 30 seconds- 1 minute.

During pupil practice- adults must:

Circulate, Monitor and Adapt.

Throughout the year, practice should progress to include:

5. Multi-string combinations- adult models a combination of previously taught letters **not words**. Pupils practice non-stop as in step 4.

Impact

By providing daily, short burst opportunities for children to develop their handwriting style, children will become fluent and automatic in their transcription, allowing them to free up working memory and focus more readily on their writing composition. As a result, children will be able to write at an increasing length and build their stamina for writing.



EYFS

During the foundation stage, children access a variety of provision to develop their pre-writing skills e.g. letter formation in sand trays, tracing and mark marking with mixed media. Handwriting in EYFS should initially focus on pre-writing patterns which prepare the children for accurate letter formation. Individual letter formation is modelled using the Read Write Inc. formation, to complement our Phonics learning.

Correct posture and pencil grip for handwriting should be taught explicitly from EYFS and consistently reinforced as appropriate.

Good posture for handwriting (RWI):

- Feet flat on the floor
- Bottom at the back of the chair
- Body one fist from the table
- Shoulders down and relaxed
- Back leaning forward slightly
- Left/right hand holding the page
- Left/right hand ready in a tripod grip

KS1

Accurate letter formation of all letters should be explicitly taught, modelling the correct starting point. Children should begin to exhibit greater control over size and orientation. During Year 1 and 2, children are introduced to letter joins: the arm join (diagonal) and the washing line join (horizontal) and the variations of these. Children will not be taught to join break letters **b, q, g, j, s, y, z** and **p** (see RWI Handwriting Stage 3) in order to help them develop a fluent handwriting style.

KS2

Pupils will continue to receive daily explicit teaching of handwriting to support them to continue to develop their handwriting fluency. As fluency and automaticity develops, children will be able to use a blue ink pen. Children will have the opportunity to experiment with the pen that they feel most comfortable using, before choosing a pen. Children should then be encouraged to persist with their pen of choice to support consistency.

Progression of allographs

The term allograph refers to variants of letters or graphemes and encompasses letters, numbers and punctuation marks. As well as lower case letters and capital letters, numbers and punctuation marks should be taught during handwriting.

When teaching punctuation marks, emphasis should be placed on where the punctuation mark sits, and the correct starting point. The progression below complements how we organise our learning environments.

EYFS	.
KS1	., ! ? ' "
LKS2	., ! ? ' " ""
UKS2	., ! ? ' " "" () - - : ;

Resources

Handwriting warm ups:

*<https://teachhandwriting.co.uk/handwriting-warm-up-exercises.html>

Patterns (from National Handwriting Association):

	<u>Make some waves</u> Pull pattern Helpful for children who have trouble writing i, l, t, u, y who sometimes write them from the bottom up, which proves problematic when they move to joining.
	<u>Drawing up and down</u> Push pattern Helpful for children who have trouble writing b, h, m, n, p and r.
	<u>Drawing up and down</u> Pull pattern Helpful for children who have trouble writing i, l, t, u and y.
	<u>Grow some grass</u> Vertical pattern movements Helpful for children who find a, b, d, f, h, i, k, l, m, r, t and u tricky.
	<u>Make it rain</u> Vertical pattern movements Helpful for children who find a, c, d, g, o, q, s, f and e tricky.
	<u>A plate full of peas</u> 'c' pattern movements Helpful for children who find a, c, d, g, o, q, s, f and e tricky.
	<u>'c' pattern movement</u> Helpful for children who find a, c, d, g, o, q, s, f and e tricky.

Provision for left-handed children:

Left-handed children should always sit on the left-hand side of right-handed children, so their elbows do not touch. They should be encouraged to find a comfortable position for their paper, often slightly left of the centre of their body.

RWI Handwriting documents: