

This statement for learning is underpinned by principles from the National Handwriting Association.

## Statement of Learning for Handwriting

### Handwriting at Ambleside Academy

#### Why do we need to be a good hand writer?

Writing legibly and fluently allows pupils to communicate and express language comfortably and confidently with ease. Pupils need to be able to communicate critical information in writing for a range of purposes and audiences. For older children to entertain, or for younger children to inform in writing.

#### Handwriting difficulties

Handwriting is a complex skill, and our children need explicit instruction, clear modelling, to be guided through practice and then to receive specific feedback to help them to master it.


Practitioners are expert in pinpointing adaptations that they need to make for individual pupils to help them improve their writing legibility and fluency. Some of which include: use of pencil grips, chunky pencils, pencil slopes and writing books with handwriting lines in.

#### Transcriptional fluency is prioritised.


Lines are on all resources at our Academy to help children sit their letters on the line and ensure that ascenders and descenders are the appropriate size.


We have a transcription toolkit when allows explicit instruction around these specific elements. This clarifies to staff and children.

#### Child Facing Transcription Toolkit

 Ambleside  
ACADEMY

**Transcription Toolkit**

- Letters *sitting smartly* on the line
- Letters that sweep up and sweep away
- Letters formed correctly starting and finishing in the right place.
- **Tall ascenders** and **long descenders**
- A spaghetti space between letters in a word.
- A meatball space between words. 
- Capital letter and full stop sitting on the line.



We have high expectations in all subjects in relation to transcriptional fluency and subject specific content knowledge and vocabulary. Feedback across all subjects is 'Live in the moment'.

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### Expectations

At Ambleside Academy, time is dedicated to the teaching of handwriting. Children have daily lessons where they are explicitly instructed, modelled and guided through formation of individual letters, into a join, or word depending on the pupil. Teachers place high importance in modelling writing throughout all lessons within the curriculum at every given opportunity.

In the Early years and as part of an adapted curriculum offer, staff concentrate on building both gross and fine motor skills needed for handwriting.

### Pre-Handwriting Patterns

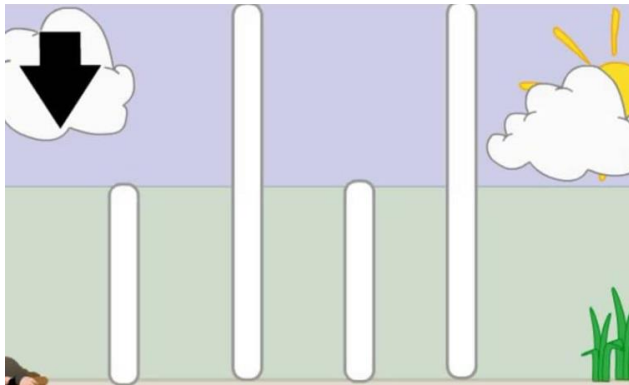
We have a document which clearly sets out pre handwriting patterns in an order which we believe are essential for foundations of strong handwriting development. Pre-teaching handwriting patterns help our children who need it to learn the shapes, directional pushes and pulls of writing tools required to form letters. All letters are a combination of these shapes and lines.

### Pre Handwriting Patterns

#### Pre-handwriting patterns to teach early handwriters

#### Straight Pre Handwriting Patterns

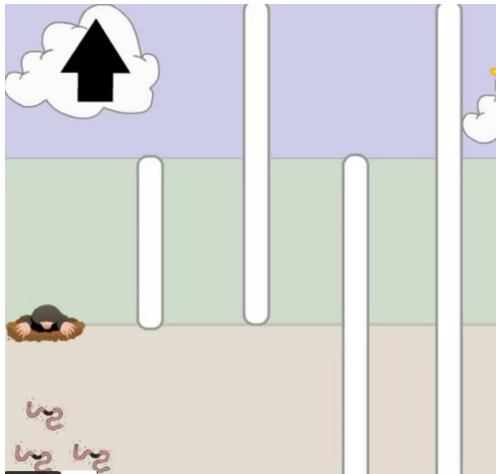
1



Straight lines down

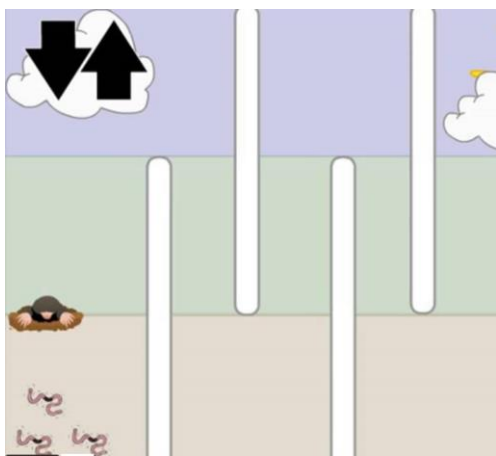
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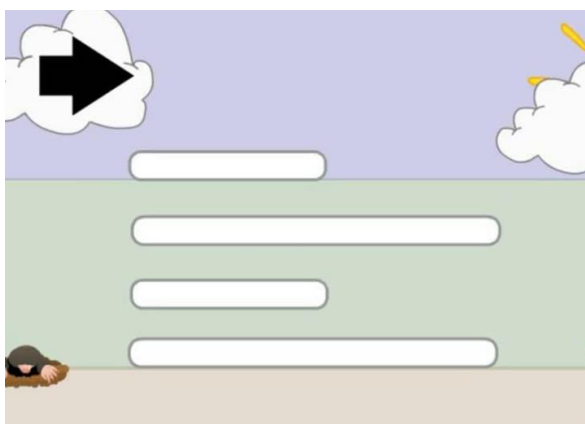
Straight lines up

3



Straight lines down and up

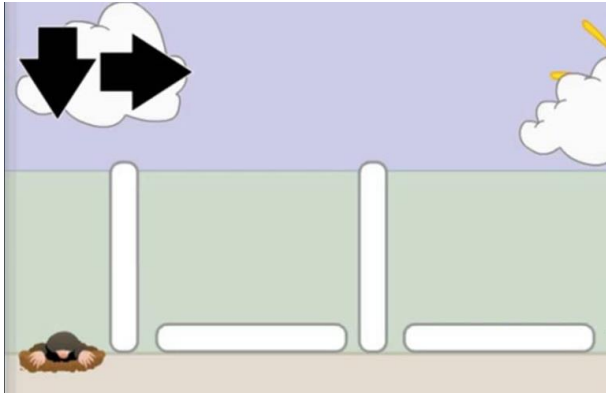
4



Straight lines across

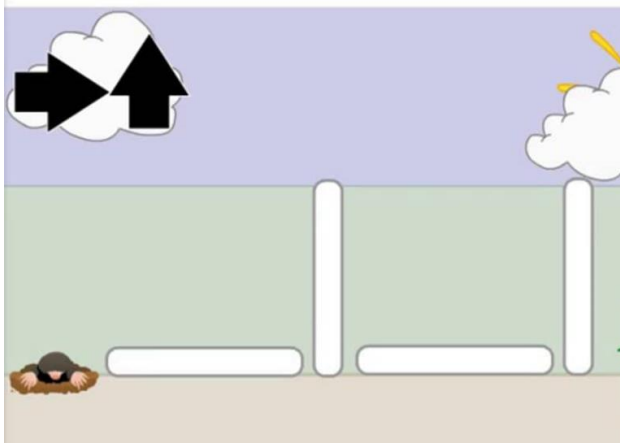
5

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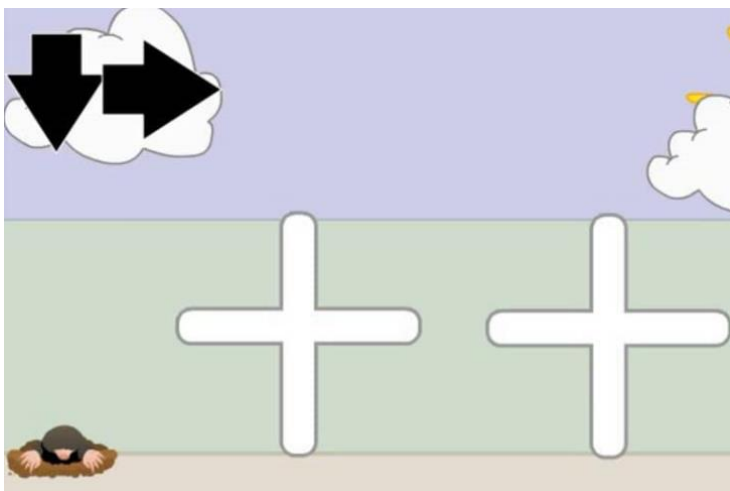
Straight lines down and across

6



Straight lines across and up

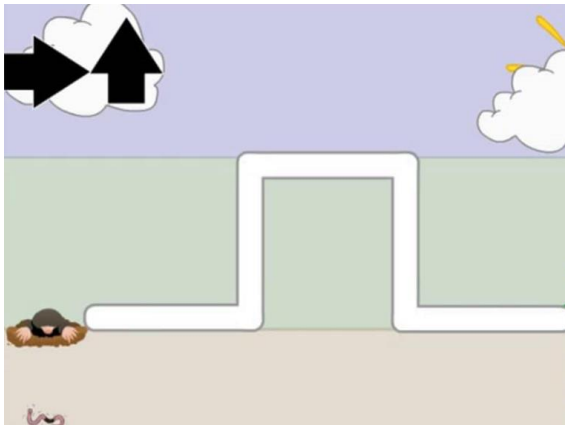
7



Straight lines down and across

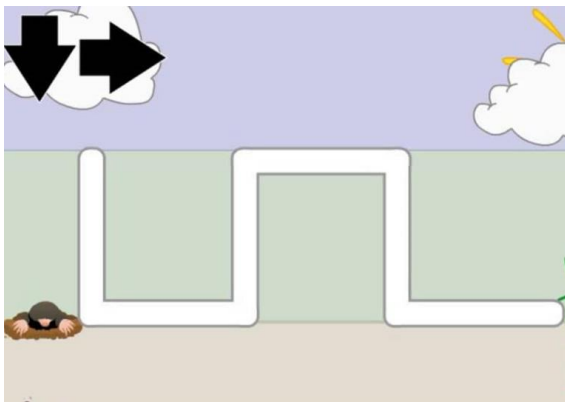
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8



straight lines across, up, across, down, across

9



straight lines down, across, up, across, down, across

### Curve Pre Handwriting Patterns

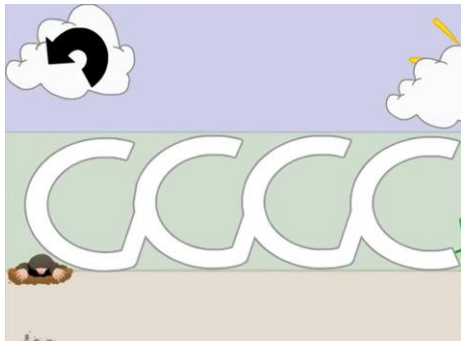
1



curl back around.

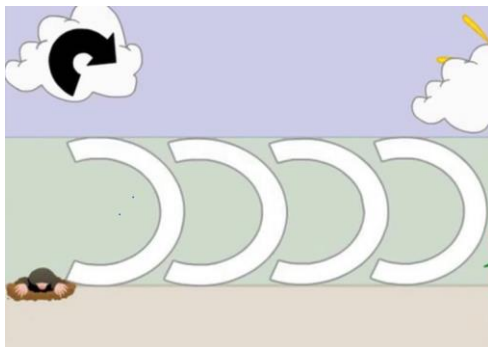
2

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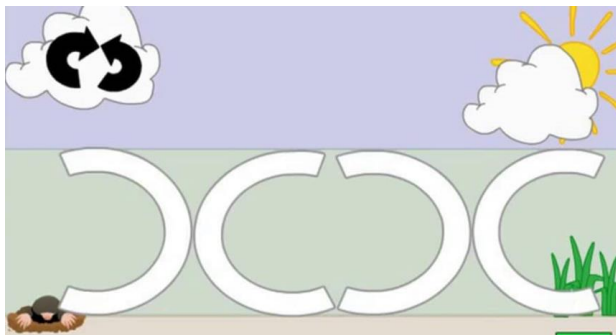
curl back around to the top curl back around.

3



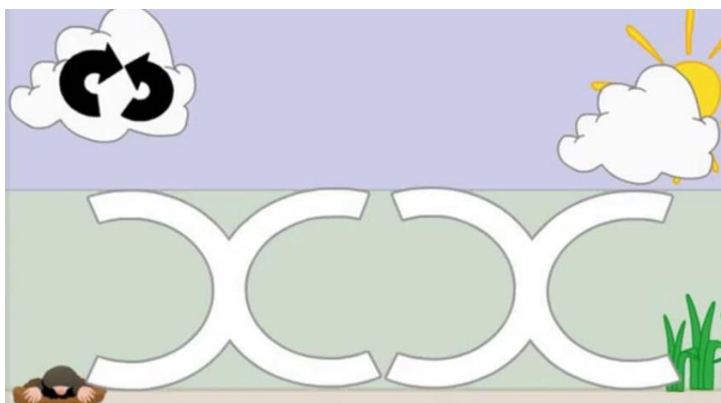
curl the opposite way

4



curl one way, curl the other way.

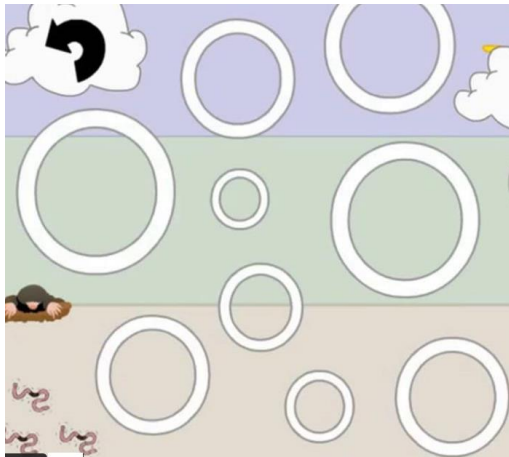
5



curl backwards and forwards.

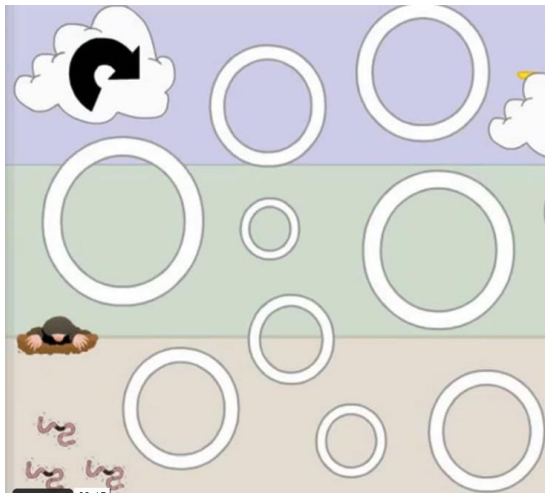
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6



curl all of the way around, anticlockwise.

7



curl the opposite way around, clockwise

8

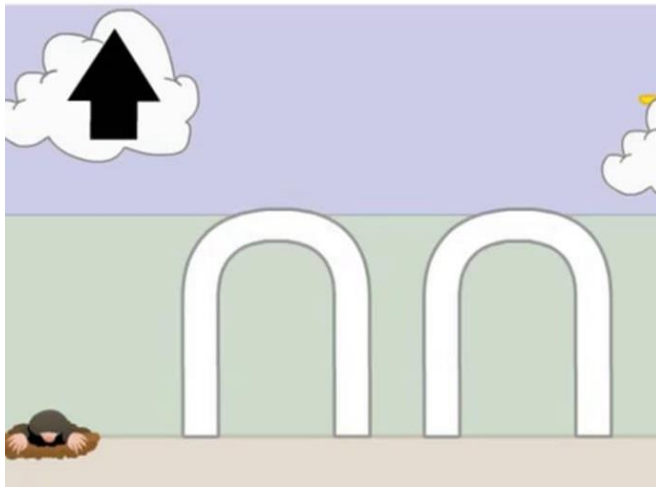




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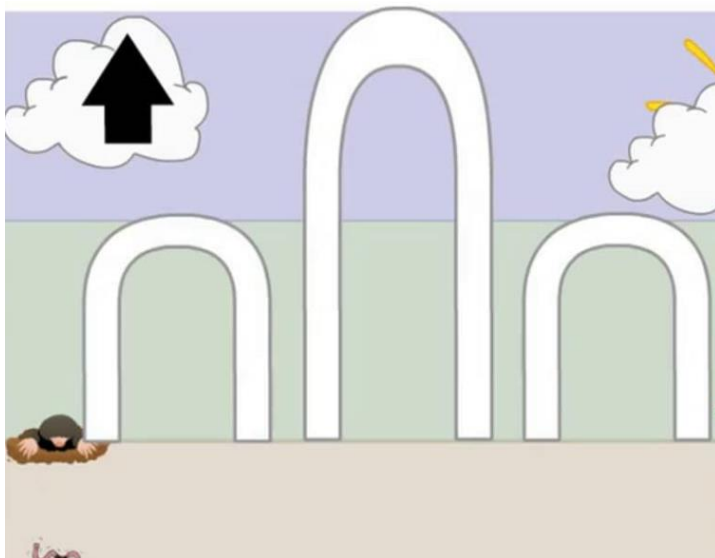
### Tunnel Pre Handwriting Patterns

1



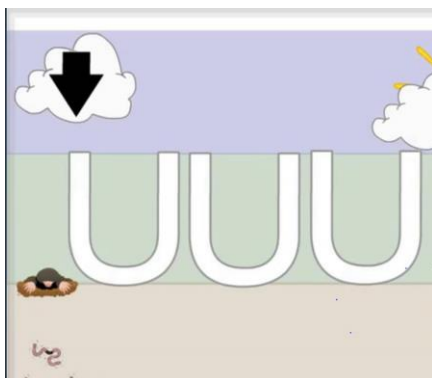
up over the hill and back down.

2



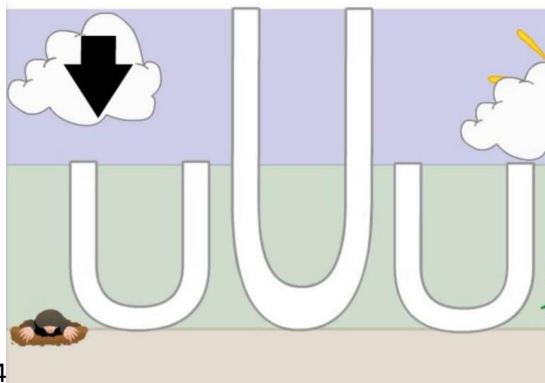
up and over the hill and back down

3



down under the bridge and back up.

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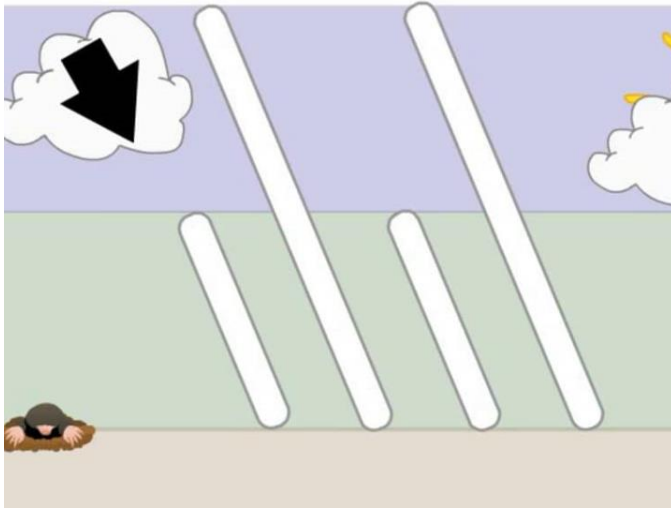


4

down under the bridge and back up.

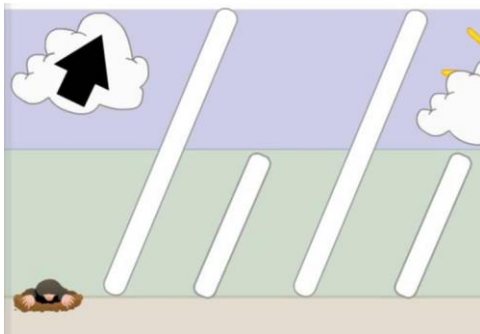
### Diagonal Pre Handwriting Patterns

1



go down to the side.

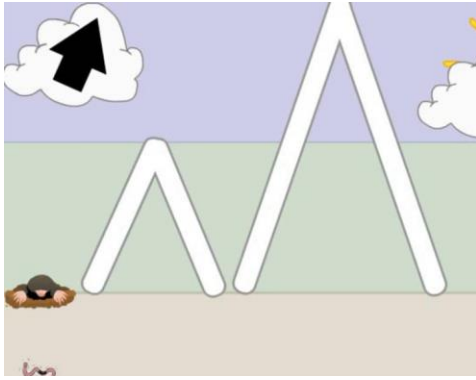
2



go up to the side.

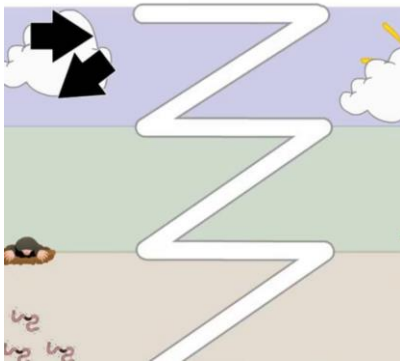
3

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up to the point and down.

4



across and down to the side, across and down to the side.

### Aims

The aim of our Early Years Foundation Stage is to teach our children foundations in handwriting. As handwriting is a complex perceptual-motor skill that is dependent on development of multiple skills involving the eyes, arms, hands, memory, posture and body control as well as pencil grip and requires the following of instructions, we simplify the script that we teach at this stage focusing on non-cursive only. We feel that this is best practice for our children giving them the opportunity to focus on learning the basic letter shapes building on from pre-handwriting. Our youngest children can focus on sitting with the correct posture, following instructions and becoming experts of learning the correct sequence of movements to form all letters of the alphabet.

When children are ready, we then build on this by teaching a cursive script. We believe that once children learn the foundations of being confident with letter shape, size and spacing that they will easily be able to grasp the cursive style when they are cognitively ready. We believe that the cursive script is effective in ensuring that all children know that all letters start from the line. It also allows flow between letters, as each letter has a leader to the next letter.

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### Pen License

When children are able to join their writing effectively and can write fluently and legibly, then they are able to earn a pen license.

This means that they can write in a blue biro pen. This encourages children take pride in their work and produce clear, concise and legible handwriting with fluency. They take pride in their presentation and are keen to earn their license. Handwriting must remain consistently neat and correctly formed or a pen license will be revoked.

### Handwriting Formula for Learning Plain and Simple

To ensure that handwriting is taught effectively we ensure that

- All children are explicitly modelled, guided and shown, and precise feedback given around specific letters that need to improve.
- Revisit, Teach, Practise, Apply
- We give high quality feedback (green for growth) and watch the children as they improve to ensure that this is responded to correctly.
- Each handwriting session follows a clear and rigorous sequence.
- Have handwriting books for applying the skills that they have been taught.
- We provide opportunities for children to write across the curriculum.

### Competitions

Throughout the year, handwriting presentation, legibility and fluency are a focus. In the Spring Term children enter weekly competitions and receive a certificate for the most improved handwriting. This will be praised and rewarded.

### Progression




- Pre-Handwriting Pattern including wiggly lines and patterns to improve gross motor and fine motor control.
- All the letters of the alphabet with correct formation (non-cursive in EYFS)
- Cursive script in Year 1 or when the children are ready.
- Joining clusters of letters using the correct sequence of movement
- Joining complete words
- All children who need will have a specifically tailored and unique curriculum adapted to meet individual learning needs.

### Learn the letters: Sticky Sayings to help know and remember more

Having a mnemonic to help the children remember which sequence of movements to make will help them with quickly securing their understanding of what the letter shapes look like,

Please see below for an example of the document which clearly sets this out:

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Around the apple and down the leaf.	Down the laces and around the boot.	Curly around the caterpillar.

### Handwriting Teaching Sequence of alphabet letters a-z

*Letter formation Set 1:*

#### *The Clever Cat*

Letters sequence to teach: c, o, a, d, g, q



These letters start at the bottom and their letter shape follows the c shape.

Learning them in the order c, o, a, d, g, q helps our pupils to consolidate the formation as their pencil will move initially in the sequence of a c.

*Letter formation Set 2:*

#### *The Bouncy Bunny*

Letters sequence to teach: r, n, m, p, b, h, k



The Bouncy Bunny starts at the bottom, dives up and then back down and then back up on the same line.

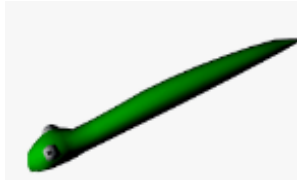
This formation pattern is, once again, repeated over and over with each letter in this group, therefore reinforcing the starting position and formation patterns

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*Letter formation Set 3:*

*The Sliding Snake*

Letters sequence to teach: z, v, w



The children must learn these together as grouping them helps to establish correct starting positions and formation patterns.

*Letter formation Set 4:*

*The Lucky Lion Left Overs*

Letters sequence to teach: i, l, e, s, u, y, j, t, f, x



The lucky left overs are the letters with inconsistent formations, that do not fit into our other groupings.

By this time we expect that our children will have established the foundations of letter formation - the starting positions and movement patterns - and will be ready to tackle the more diverse formation patterns.

Teaching sequence of joins

ab, ib, ob, ub

ad, ed, id, od, ud

ag, eg, ig, og, ug

am, um

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an, en, in, un

ap, ip, op

at, et, it, ot, ut

ix

ack, eck, ick, ock, uck

ell, ill

ash, ish

oss

alk

all

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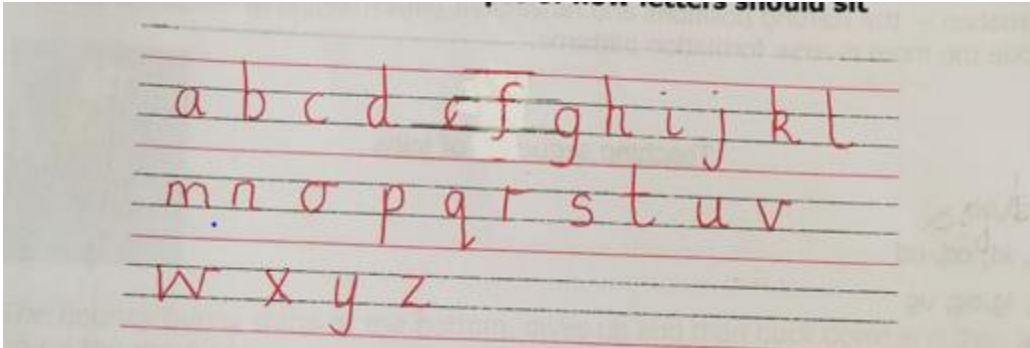
est

eve

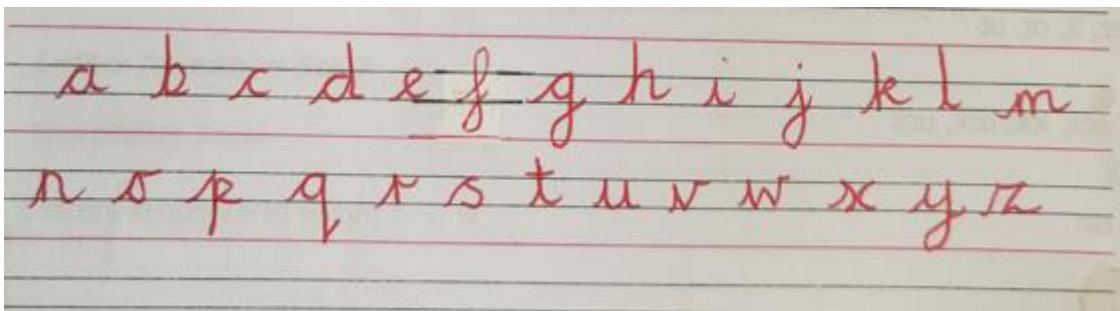
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### Model sample of handwriting

Non Cursive example of how letters should sit



Cursive example of how letters should sit



### Joining Expectations

We expect that children will join when they are ready. We do not specify a year group when children should join.

### Communication with parents

We will communicate the handwriting policy with parents through:

- Newsletters
- The school website
- Parents evening
- Workshops and stay and Learn sessions
- Homework club and homework sent home
- Class Dojo



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*Pupil Thoughts and Feelings on their handwriting at Ambleside*

'I think my writing has improved this year because it has gone neater. I need to write well because if I was to send a letter it would help others to understand more.'  
(Reuben, Year 5)

'I like the handwriting books that we have with all the lines in, as they help us make our writing neater. I like my handwriting as it is nice and small and neat. Handwriting is important because for example, if you need to write a letter to someone they need to be able to read it.' (Georgia , Year 4)

'I like my writing because it is neat and I have my sweeps.' (Leo, Year 3)

'When I look at my writing it looks nice. If I struggle with a letter, for example the letter f, my teacher would show me then I would trace over hers and then do it on my own on paper. Its important to write so that people can understand. At Into University someone did a poster and you couldn't understand it. That is why you have to write neatly.' (Virnis, Year 4)

'I like handwriting because it makes my writing faster.' (Hadi, Year 2)

'When you have a pen, it shows you that your handwriting has upgraded and gone to a better level. I have a pen. I used to make my letter t too tall but now they are better and the correct height. I got better by practising and my teacher modelling to me.'  
(Martyna, Year 6)

'My handwriting has improved at Ambleside each year.' Now I am almost ready to get my pen license. It is just a few letters I need to fix, for example, my letter t's need to be a bit taller and I need to sit my letters within a word neatly on the line. If I do this then I will get my pen. I cannot wait!' ( Kai, Year 6)

My teacher teaches me the way to form each letter e.g. the letter a. I am working on my sweep ups and sweep aways. I have been using the 'Learn the letters cards' here. These help me form the letters and know how to write them. I really like cursive handwriting. I need to put my hand on the book so that it doesn't tilt. (Riley Austin-Moss, Year 4)