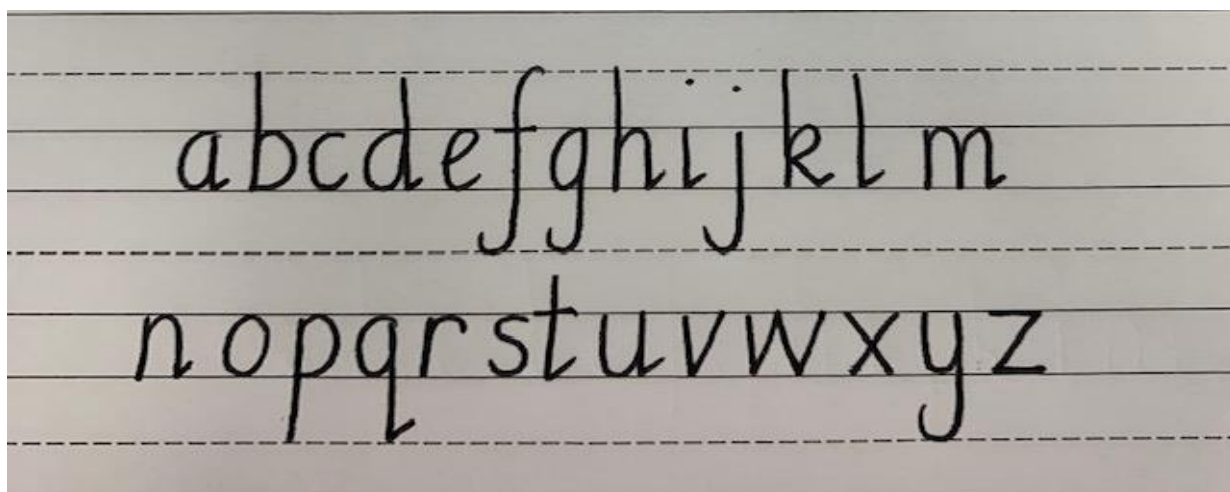


Handwriting

At WAT we follow the Improvement in Schools through Handwriting and Art (ISHA) approach to handwriting. Systematically following the programme will ensure letters are correctly formed and of the correct size. Doing little and often is the key to success as is good quality teacher input. Teacher modelling needs to be good and lessons need to follow a clear structure for it to be successful.

The style is semi cursive with no loops.



Consistency in the use of language is also key when teaching and discussing letters and the correct formation.

Essential Habits For Developing Excellent Handwriting.

- **Two hands.** Insist on children always using two hands when writing. *One hand to hold the paper and one hand to write with.*
- **Six feet.** Children must always keep six feet on the floor. *Their own two feet and the chair's four feet.* This means that the child does not knee or sit cross legged on the chair. Neither do they rock backwards or forwards on the chair.
- **BBC.** Ensure that children always sit in the BBC position – *Bottom Back in Chair.* This means that they never sit with the chair sticking out and their bottom on the front edge of the chair.
- **TNT.** *Tummy Near Table.* This ensures that the child is sitting with their body close to their work, instead of having to stretch forward to write.
- **Paper position.** *The paper should be upright when the child is writing or at an angle not greater than 45 degrees.* When children turn their paper to an angle greater than this, it is often because the pencil is being held with the thumb in a position which

blocks the child's view of the pencil point.

Letters are in one of 6 formation families and should be referenced accordingly in lessons.

Family 1 - The Straight Line Family - l, I, t, j

Family 2 - The Coathanger Family - c, o, a, d, g, q, e

Family 3 - The Bridge Family - n, m, r, h, b, k, p

Family 4 - The Zig Zag Family - v, w,

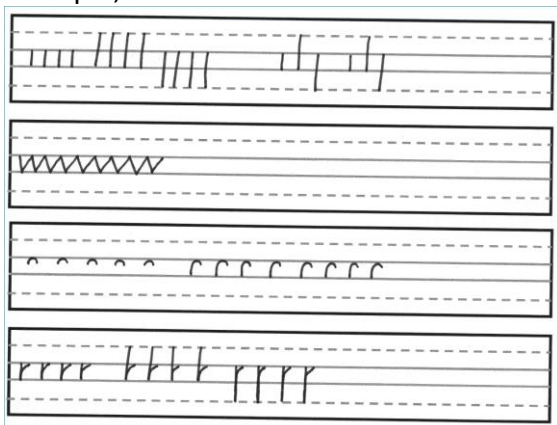
Family 5 - The Smile Family - u, y

Family 6 - The Misfits - s, f, x, z

Lesson Structures

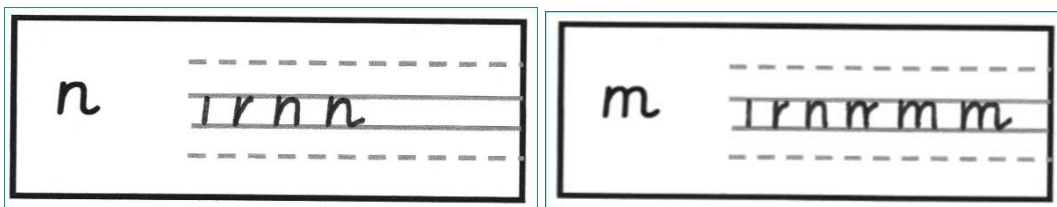
These are available in the booklet with each letter broken down into the steps that are needed in the lesson.

Pupils should be reminded of the excellent habits and then start with a warm up that can consist of drawing different types of lines in order to reinforce the language used for example,



Lessons should then move onto breaking the letter down that they are learning to write.

For example



Correct language should be modelled at all times. ***'These letters begin with a vertical down stroke, followed by a vertical up stroke, then we have a diagonal movement to the right, which begins mid-way between the two solid lines.'***

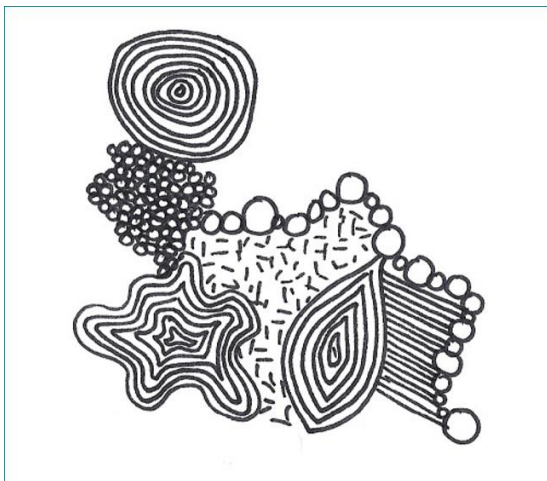
Pupils should practice each stage until correct formation is achieved. Once formation is accurate then links can be made to the next letters in the family.

Throughout the lesson praise for good practice should be given whenever merited. Good models of handwriting is demonstrated at all times in the lesson with clear concise instructions. Make it clear to pupils what you expect from them is their best at all times.

All pupils should have a clear view of the teacher when they are modelling. No child should have their back to the teacher at this time. Consider left-handed children and ensure they have enough room to work comfortably.

Motor Skills

Developing motor skills is an important part of developing handwriting. It gives pupils a chance to practice different types of lines and shapes. This can be practiced in a sequences that leads to creating pictures. See separate booklet.



Exercise Books

The first books that pupils use for English, Science and the wider curriculum will have the handwriting lines. This ensures pupils see continuity in expectations. Children should use their handwriting skills that they have been taught to present work across the curriculum. Teachers should model the same level of expectations and language in all lessons.

Flipcharts in class will also have the handwriting lines in order for teachers to model the correct formation and language at all times. Misconceptions in presentation should be addressed by the teacher.

Good models of handwriting should be visible across the classroom not just by the teacher but also from pupils. Displaying pupils' written work shows that writing is a high priority and valued by the teacher.