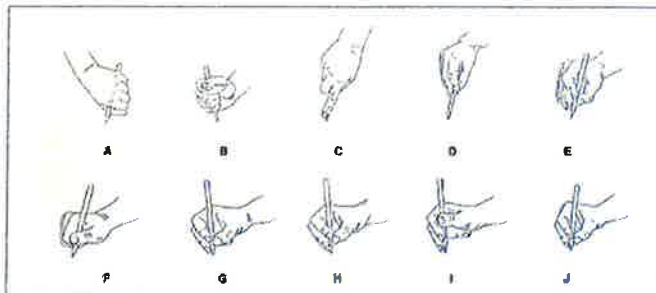


Banister Handwriting Scheme of work

Posture and pencil grip

Children should be sitting with their back to their chair with both feet on the floor. Right handed children should have their right hand at an angle with the top left hand corner of the paper/book nearer the body. Left handed children should have their left hand at an angle with the top right hand corner nearer the body.

Pencil grip:



A = radial cross palmar grasp. B = palmar supinate grasp. C = digital pronate grasp, only index finger extended. D = brush grasp. E = grasp with extended fingers. F = cross thumb grasp. G = static tripod grasp. H = four fingers grasp. I = lateral tripod grasp. J = dynamic tripod grasp.

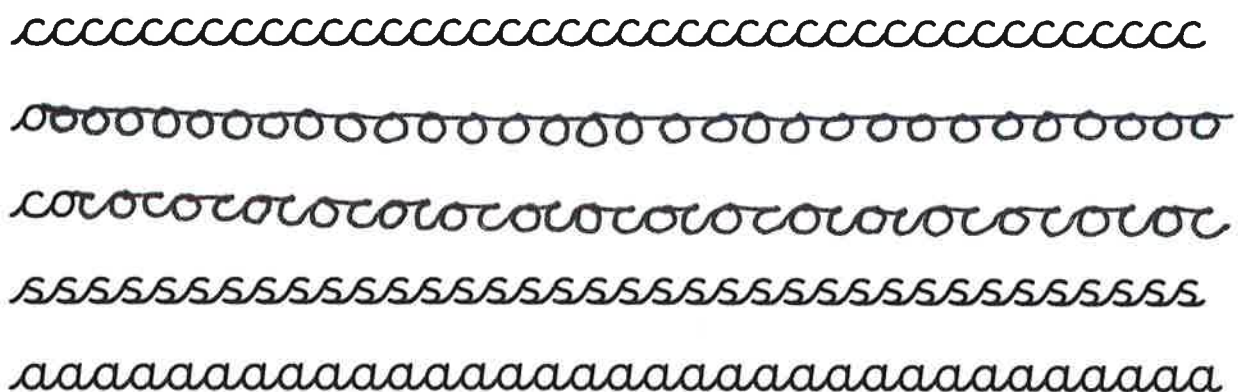
Children will be encouraged to use the dynamic tripod grasp using the rhyme: frogs leg, log underneath. Left handed children will also have a dynamic tripod grasp gripping an inch to and inch and a half from pencil tip in order to keep hand below and well clear of the stems of the letters, ensuring that the grip is not too tight. Left handed children's first writing practice needs to be on a larger basis so they get used to full arm movements.

Year R children will be taught print as their core strength is not fully established. In year one children will be taught cursive without joining immediately.

Warm up activities

Patterns following letter families should be used as a warm up activity before discrete teaching:

Caterpillar patterns:



One arm robot patterns:



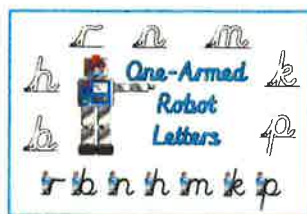
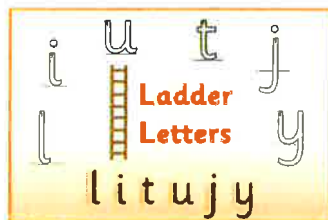
n
h
h n p l m o r t h m o r t h m o r t h m o r t h
k n n n p h k n n n p h

Ladder patterns:

Handwriting practice sheet for cursive 'm' and 'n'. The sheet contains six rows of practice lines. The first row shows the formation of 'm' and 'n' with numbered arrows. The second row shows the formation of 'm' and 'n' with numbered arrows. The third row shows the formation of 'm' and 'n' with numbered arrows. The fourth row shows the formation of 'm' and 'n' with numbered arrows. The fifth row shows the formation of 'm' and 'n' with numbered arrows. The sixth row shows the formation of 'm' and 'n' with numbered arrows.

Zig zag patterns:

Letter families and the order they will be taught:



Please see appendix one

Letter patterns

A 'patter' will be followed for every letter, please see appendix two.

Washing Line Letters: *or o r re won off ran coat want van*

or or or or or or or or or or or

o o o o o o o o o o o o o o o

r r r r r r r r r r r r r r r

re re re re re re re re re re re re

won

off

ran

coat

want

van

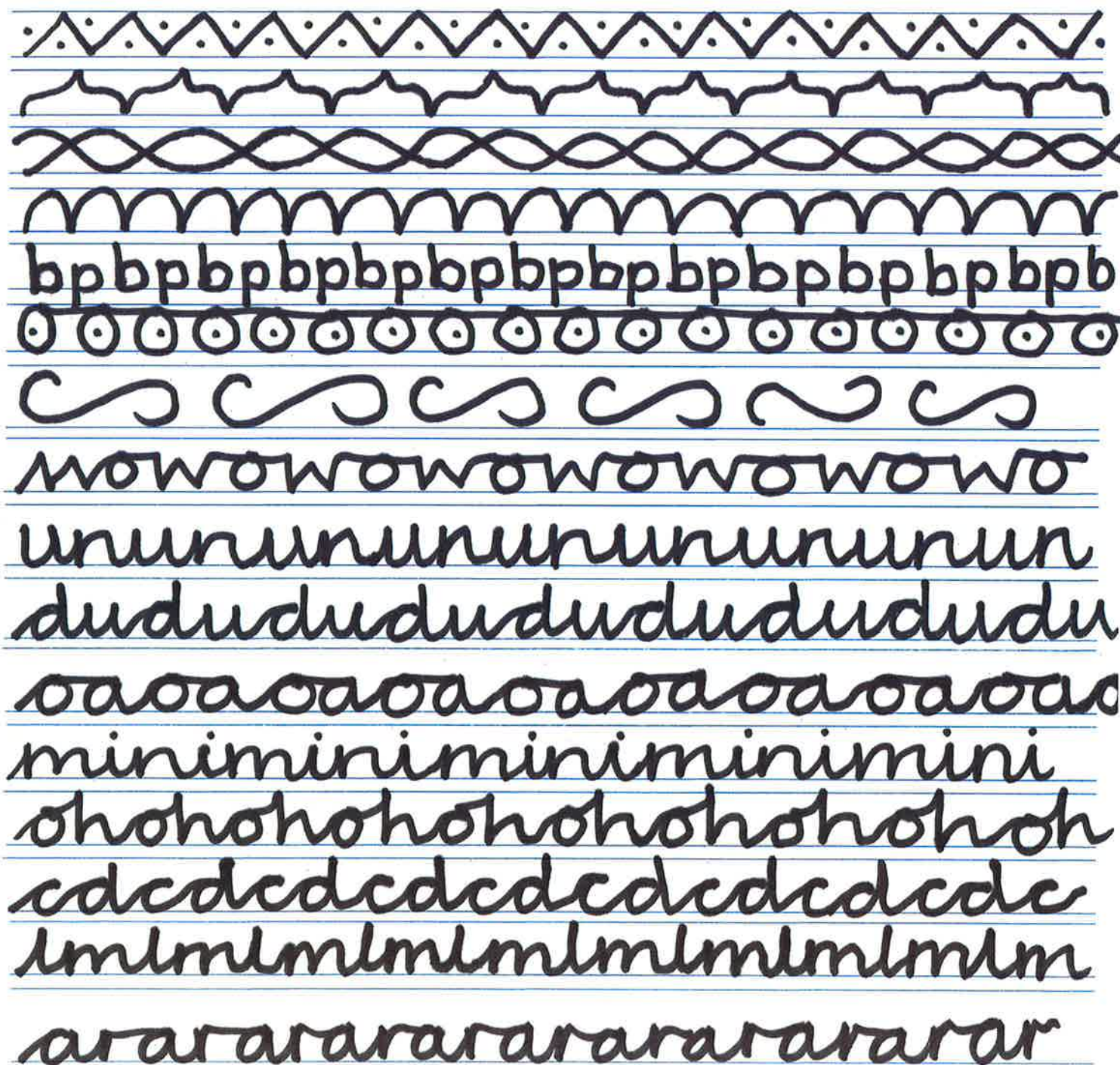
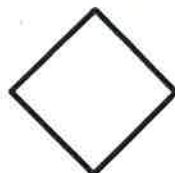
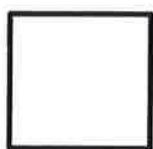
caught caught caught caught caught

bought bought bought bought

laugh laugh laugh laugh laugh laugh

ough ough ough ough ough

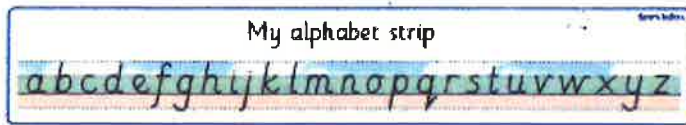
Some other useful patterns



Capital Letters

Capital letters will be taught alongside the lower case letters and will be taught that they stand alone.

Garden Writing will be used to teach ascenders and descenders:



Spelling patterns

Spelling patterns will be used to teach handwriting:

dg edge dge dge dge dge dge dge dge
badge bridge bodge budge cadge dodge
drudge edge fridge fudge ledge nudge
stodge midge ridge wedge

tch tch tch tch tch tch tch tch tch tch
batch botch blotch catch clutch ditch
etch fetch hatch hitch ketch latch match
notch pitch

ce ce ce ce ce ce ce ce ce ce ce ce ce ce
ci ci ci ci ci ci ci ci ci ci ci ci ci ci ci
cy cy cy cy cy cy cy cy cy cy cy cy cy cy

city city city city city city city city city
cent cent cent cent cent cent cent cent cent
cite cite cite cite cite cite cite cite cite cite
centre centre centre centre centre centre centre
central central central central central

Number Formation

Numbers 0-9 will be taught through rhyme (see appendix three)

Handwriting Sessions

At every session posture and pencil grip will be checked.

The long date will be written at the top of every page.

A warm up session will be included in every discreet session.

There will be an opportunity to practise in the air before writing.

Writing will be checked either by peer, teacher and/or LSA.

Every pattern or letter shape will be practised 6 times.

In year R and for those children with poor fine motor skills the dot pattern sheets will be used before the warm up activities to develop pencil grip and core strength.

Every discreet handwriting session will last 20 minutes, once per week.

Daily handwriting sessions will also happen during phonics and SPAG sessions.



a c s d g q e s f

x

Zigzag

w

v



Monster

Letters

z

v w x z

h

r

n

m

b



One-Armed

Robot

p

k

Letters

r b n h m k p

u

t

j

y

i

l



Ladder

Letters

l i t u j y

Suggested 'patter' for lower case letters

Letters	Patter [There are no 'tram lines' with this method.]
<u>c</u>	This is a half-height letter which sits on the line. There are six more letters which start exactly the same way. We can call them the 'curly /k/ letters'. [Say "/k/" for young beginners rather than 'see']: Start between the writing lines slightly lower than half-height: Go 'up and over the hill' from right to left, and curl around (to sit on the line).
<u>a</u>	This letter starts like the curly /k/ between the writing lines: Go 'up and over the hill' from right to left, and curl around. Straighten up to catch the hook, then go straight down, and flick.
<u>d</u>	This letter starts like the curly /k/ between the writing lines: Go 'up and over the hill' from right to left, and curl around. Straighten up to catch the hook, then keep going straight up (to just below the top writing line) to make a tall letter , then go straight down (to the bottom writing line), and flick.
<u>s</u>	This letter starts like the curly /k/ between the writing lines: Go 'up and over the hill' from right to left. Curl around like a snake (which sits on the writing line).
<u>g</u>	This letter starts like the curly /k/ between the writing lines: Go 'up and over the hill' from right to left, and curl around. Straighten up to catch the hook, then go straight down through the writing line . Curl to make a tail below the writing line from right to left.
<u>o</u>	This letter starts like the curly /k/ between the writing lines: Go 'up and over the hill' from right to left, and curl right around to form a circle (which sits on the writing line).
<u>qu</u> Go to u for u formation	This letter starts like the curly /k/ between the writing lines: Go 'up and over the hill' from right to left, and curl around. Straighten up to catch the hook, then go straight down through the writing line . Loop at the bottom (from left to right) to make a small 'smile' (but notice that it curls the opposite way round to the 'tail' of the /g/).
<u>f</u>	This is a tall letter and it starts off in the same way as the curly /k/ letters but higher up: Go 'up and over the hill' from right to left then go straight down through the writing line. Curl to make a tail below the writing line from right to left (like the /g/).
<u>l</u>	This is a tall letter and it starts off just below the top writing line: Go straight down to the bottom writing line and flick.
<u>t</u>	This is a tall letter and it starts off just below the top writing line: Go straight down to the bottom line and flick. Take your pencil off. Cross the stick from left to right just above the half-way point.
<u>h</u>	This is a tall letter and it starts off just below the top writing line: Go straight down to the bottom line. Go back up (to half-height) to form a full bridge, then flick.

<u>b</u>	This is a tall letter and it starts off just below the top writing line: Go straight down to the bottom line. Go back up (to half-height) to form half a bridge then curve to meet the bottom of the stick.
<u>k</u>	This is a tall letter and it starts off just below the top writing line: Go straight down to the bottom line. Go back up (to half-height) to form half a bridge then turn it into a bow shape like this... <i>[it's really like half a bow - demonstrate a full bow shape with two loops and two tails and then rub out the left-hand side of the bow]</i> .
<u>r</u>	This is a half-height letter which starts half-way between the writing lines: Go straight down to the line: Go back up to form half a bridge.
<u>n</u>	This is a half-height letter which starts half-way between the writing lines: Go straight down to the line: Go back up to form a full bridge, then flick.
<u>m</u>	This is a half-height letter which starts half-way between the writing lines: Go straight down to the line. Go back up to form a full bridge. Then form another full bridge, then flick.
<u>p</u>	This is a half-height letter which starts half-way between the writing lines: Go straight down through the writing line. Go straight back up to form half a bridge which curves round to form a bowl which sits on the writing line.
<u>i</u>	This is a half-height letter which starts half-way between the writing lines: Go straight down to the line, then flick. Then take your pencil off and put a little dot above the stick.
<u>j</u>	This is a half-height letter which starts half-way between the writing lines: Go straight down through the writing line. Curl to make a tail below the writing line from right to left (like the /g/ and the /f/). Then take your pencil off and put a little dot above the stick.
<u>u</u>	This is a half-height letter which starts half-way between the writing lines: Go straight down and curl to form a bowl sitting on the writing line. Go back up to half-height, then straight back down to the writing line and flick.
<u>y</u>	This is a half-height letter which starts half-way between the writing lines: Go straight down and curl to form a bowl sitting on the writing line. Go back up to half-height, then straight back down straight through the writing line. Curl to make a tail below the writing line from right to left (like the /g/, the /f/ and the /j/).
<u>v</u>	This is a half-height letter which starts half-way between the writing lines: Form a single zigzag which sits on the writing line.
<u>w</u>	This is a half-height letter which starts half-way between the writing lines: Form a double zigzag which sits on the writing line.
<u>x</u>	This is a half-height letter which starts half-way between the writing lines: Form a diagonal line similar to the first line of the /v/. Take your pencil-point off and start on the bottom writing line to form a diagonal line up to half height which crosses the first line.

<u>z</u>	This is a half-height letter which starts half-way between the writing lines: Form a short straight line across from left to right. Form a diagonal line <u>back down</u> to the line. Then form another short straight line across from left to right (which is along the bottom writing line).
<u>e</u>	This is a half-height letter. Start a little bit lower than half-way between the writing lines: Set off from left to right. Sweep right around and continue as if you are forming the curly /k/ letter sitting on the writing line.

More about teaching linked to the alphabet

- Teach 'alphabetical order' and 'letter names' by singing an alphabet song.
- Letter names help us to remember 'alphabetical order' which is great for organising words in dictionaries and names in registers – and, later, we can learn to help one another with spelling difficult words by saying the letter names of the letters in the words in order from beginning to end. [Note that using letter names in order is a spelling convention to relay any spelling accurately – BUT the proficient speller's actual SKILL is identifying the sounds all-through-the-spoken-word (oral segmenting) and then allotting graphemes (letters and letter groups) for each sound.]
- Explain that letter names are not needed for learning to read and spell. We need to link the 'sounds of speech' with the letters and letter groups when learning to read and spell new words.











When writing on narrowly spaced lines in some exercise books, the ascenders of letters may be relatively taller, and the descenders may be relatively longer, compared with the letter formation in the generous spacing of the software programme provided by Rob and Carol Cockerham at: www.cursivewriting.org

















This is the spacing between lines for the print software when you underscore the print to create the writing lines.

It is recommended that all teachers and supporting adults who write on boards and mark work should use the school's handwriting style consistently. If the pupils are infants and writing in print – the adults write in print. If the pupils are at the stage of writing in joined writing, the adults should write in the school's joined handwriting.

Suggested 'patter' for the Debbie Hepplewhite method of teaching fully joined handwriting

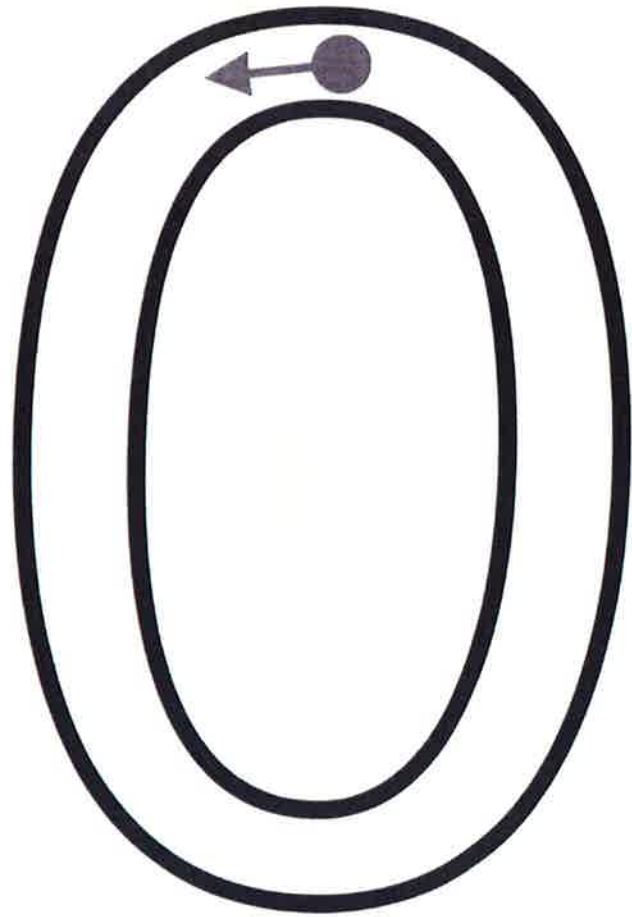
- Establish from the outset that there are two main joins:
 - 1) a "*diagonal join to half height*" (approximately the mid-point of the gap between reasonably spaced writing lines in an ordinary exercise book);
 - 2) a "*washing line join*".
- With letter e, the *diagonal join* has to *sweep round* to form the *e* (*egg*) and the *washing line join* has to *dip down* to form the *e* (*are*).
- When a letter that ends with a *washing line join* (*o, r, n, w, x*) is followed by a letter in the *c group* (*c, a, d, s, g, o, q*) a *hook over* is added to the *washing line join* to reach the starting point of the next letter (*oak, rag, ran, want, exam*).

Letters	Patter
	Start on the line, diagonal join to half height, hook over, back and round
	Start on the line, diagonal join to half height, hook over, back and round, catch the hook, (straighten up), straight down, flick...
	Start on the line, diagonal join to half height, hook over, back and round, catch the hook, straight up, straight down, flick...
	Start on the line, diagonal join to half height, hook over, back and curl around (like a snake), flick...
	Start on the line, diagonal join to half height, hook over, back and round, catch the hook, (straighten up), straight down through the line, thin loop ready to join the next letter...
	Start on the line, diagonal join to half height, hook over, back and round, catch the hook, washing line join...
	Start on the line, diagonal join to half height, hook over, back and round, catch the hook, (straighten up), straight down through the line, loop at the bottom, up with a parallel line, stop at the writing line, diagonal join to half height, down to form the bowl for the 'u', down and flick...
	Start on the line, diagonal join to half height, straight up then hook over, back and straight down through the line, thin loop ready to join the next letter...
	Start on the line, diagonal join to half height, straight up, straight down, flick...
	Start on the line, diagonal join to half height, straight up, straight down, flick... then cross the 't' from left to right above the join (after the whole word is written)

	Start on the line, diagonal join to half height, straight up, straight down, up to form a full bridge, flick...
	Start on the line, diagonal join to half height, straight up, straight down, up to form half a bridge and curve to complete the 'b', flick...
	Start on the line, diagonal join to half height, straight up, straight down, up to form a bow-shape, flick...
	Start on the line, diagonal join to half height, down, back up to form half a bridge, washing line join...
	Start on the line, diagonal join to half height, down, back up to form a full bridge, flick...
	Start on the line, diagonal join to half height, down, back up to form a full bridge, then another full bridge, flick...
	Start on the line, diagonal join to half height, straight down through the line, back up to complete the curve of the 'p', flick...
	Start on the line, diagonal join to half height, straight down to the line, flick... then dot the 'i' (after the whole word is written)
	Start on the line, diagonal join to half height, straight down through the line, thin loop ready to join the next letter... then dot the 'j' (after the whole word is written)
	Start on the line, diagonal join to half height, down to form the bowl for the 'u', down and flick...
	Start on the line, diagonal join to half height, down to form the bowl, straight down through the line, thin loop ready to join the next letter, flick...
	Start on the line, diagonal join to half height, down diagonally to form a single zigzag, washing line join...
	Start on the line, diagonal join to half height, down diagonally to form a double zigzag, washing line join...
	Start on the line, diagonal join to half height, down diagonally to form the first line of 'x', pencil-point off and start <u>back down</u> on the writing line again to form another diagonal line up to half height for the second line of 'x', washing line join...
	Start on the line, diagonal join to half height, straight line across from left to right, diagonal line <u>back down</u> to the line, form a curved line across from left to right with a flick... (which provides <i>flair</i>)
	Start on the line and the diagonal line sweeps round to form the 'e'...

What does joining look like when each letter of the alphabet follows a letter with a washing line join (*v*, *r*, *v*, *w*, *x*) in the middle of a word?

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



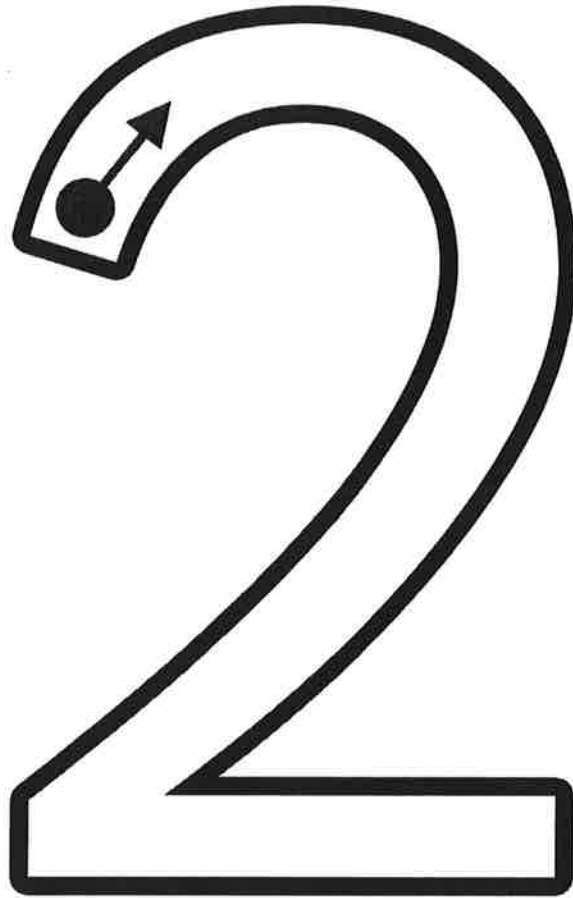
zero

**Around to my left to find my hero,
back to the top, I've made a zero.**



one

**A downward stroke, my that's fun.
Now I've made the number one.**



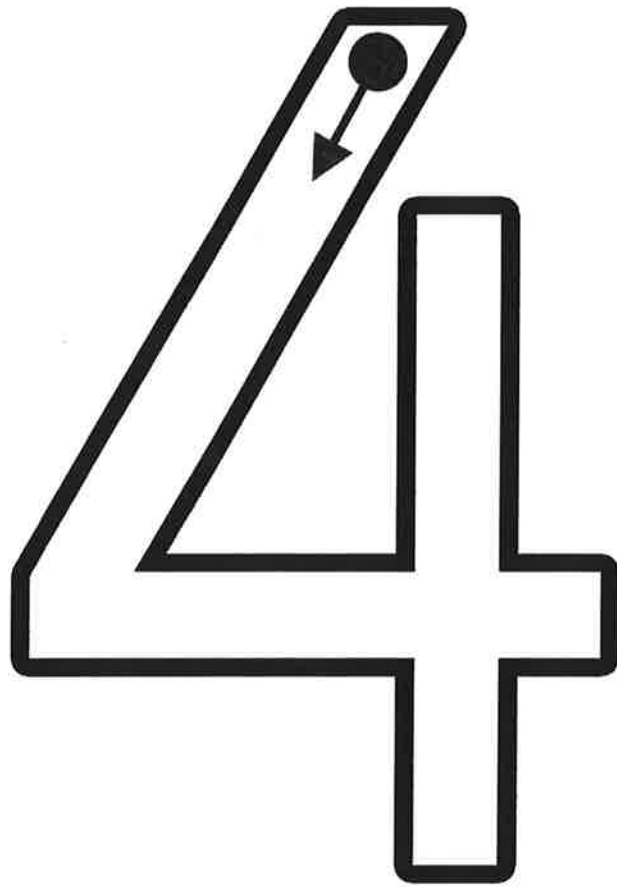
two

**Half a heart says “I love you.”
Add a line. Now I’ve made the
number two.**



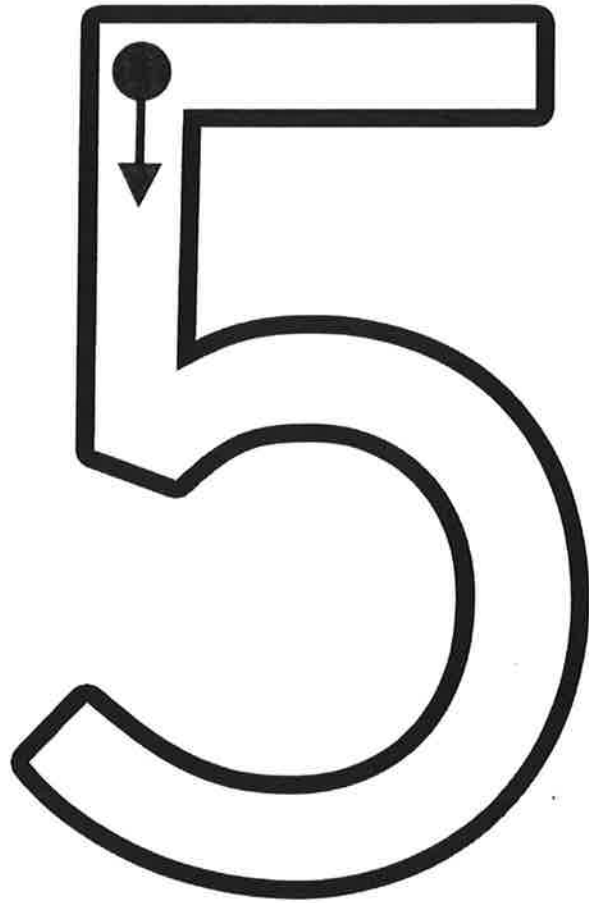
three

**Around the tree, around the tree,
now I've made the number three.**



four

**Down and across and down once
more, now I've made the number
four.**



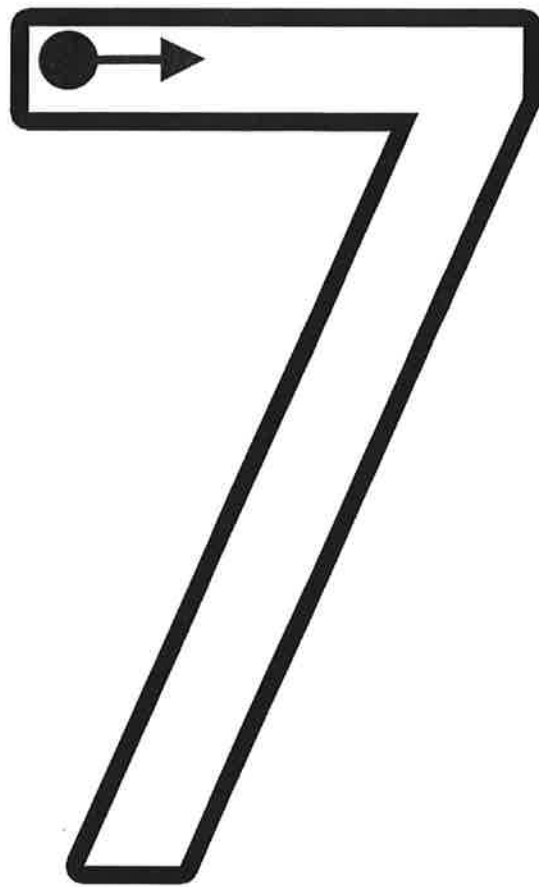
five

Draw the back, the belly and the hat. It's a five. Watch out, it might come alive!



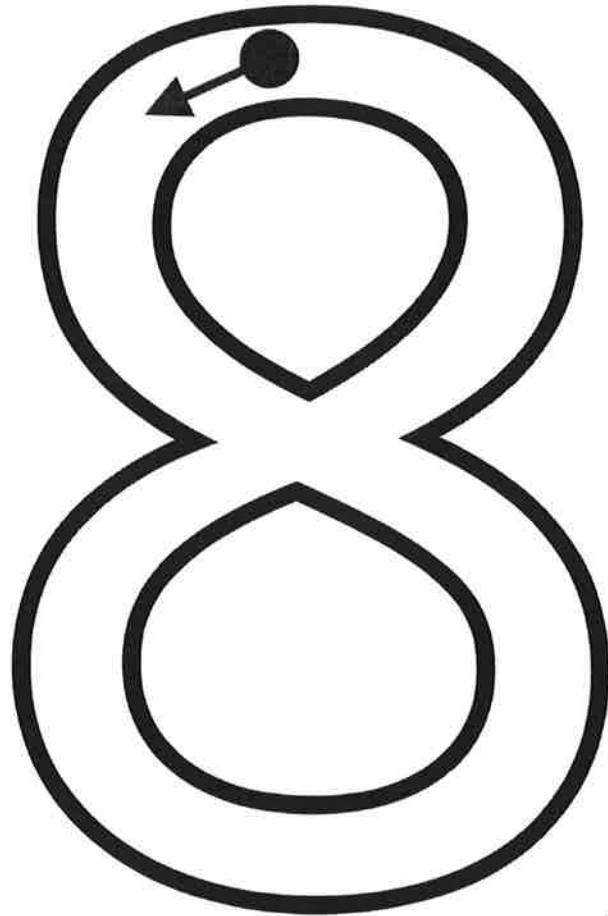
six

**Bend down low to pick up sticks.
Now I've made the number six.**



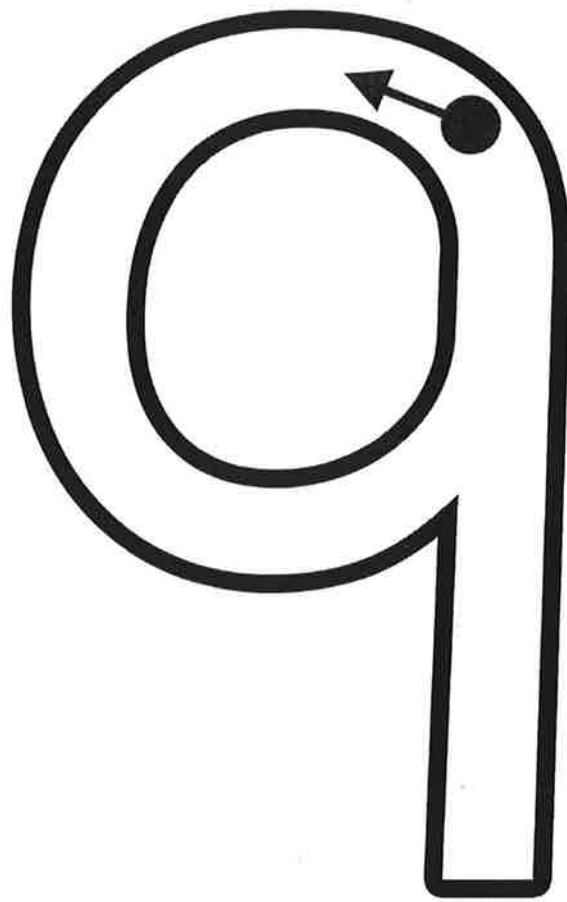
seven

**Across the sky and down from
heaven. Now I've made the number
seven.**



eight

**Make an “S” and close the gate.
Now you’ve made the number
eight.**



nine

**Make an oval and a line.
Now I've made the number nine.**