

## Handwriting Policy #4

The *Handwriting Policy* was reviewed during the Autumn Term 2019.

This document is the result of that review.

DATE AGREED BY FULL GOVERNING BODY:	<b>27/01/2020</b>
REVIEW DATE:	<b>January 2023</b>
AUTHOR:	<b>Mrs Kay Bridson, Mrs Justine Watkins &amp; Miss Hannah Crook</b>
HEADTEACHER:	<b>Mrs Kay Bridson</b>
CHAIR OF GOVERNORS:	<b>Miss Angela Britten</b>
SIGNED:	
TO BE READ IN CONJUNCTION WITH:	<p><b><i>This policy should be read in conjunction:</i></b></p> <ul style="list-style-type: none"><li>• <b><i>Aims of the School</i></b></li><li>• <b><i>Assessment for Learning Policy</i></b></li><li>• <b><i>Curriculum Policy</i></b></li><li>• <b><i>Feedback and Marking Policy</i></b></li><li>• <b><i>Home-Learning Policy</i></b></li><li>• <b><i>Teaching for Learning Policy</i></b></li><li>• <b><i>Planning for Learning Policy</i></b></li><li>• <b><i>Presentation Policy</i></b></li></ul>

# Stratford-sub-Castle Church of England VC Primary School

*'Life in all its fullness' (John 10:10)*

## Handwriting Policy #4

### INTRODUCTION

At Stratford-sub-Castle Primary School, we are committed to enabling pupils to achieve a high standard of handwriting and presentation of written work, through the use of effective and efficient pen control, good concentration, mark-making and writing starting on the line (cursive style). The school has adopted the on-line scheme [www.letterjoin.co.uk](http://www.letterjoin.co.uk).

Handwriting is a basic skill which influences the quality of work throughout the curriculum. At the end of Key Stage 2, all pupils should have the ability to produce fluent, legible and eventually speedy joined-up handwriting. Pupils need an understanding of the different forms of handwriting used for different purposes. We aim to make handwriting an automatic process that does not interfere with creative flow.

### AIMS

By the end of Year 6, we aim for our pupils:

- to develop a neat, legible, speedy handwriting style using continuous cursive letters leading to the automatic production of letters and words in independent writing
- to enjoy learning and develop their handwriting with a sense of achievement and pride
- to understand the importance of neat presentation and the need for different letterforms (cursive, printed or capital letters) to help communicate meaning clearly.

### METHOD

Our teachers are encouraged to use neat, joined-up cursive writing for all handwriting tasks including report writing (when not word-processed), marking and comments.

Pupils experience coherence and continuity in the learning and teaching of handwriting across all school years and be encouraged to take pride in the presentation of their work. Handwriting is a cross-curricular task and is taken into consideration during all lessons.

Formal teaching of handwriting is carried out regularly and systematically to ensure Key Stage targets are met.

#### EYFS:

For our youngest pupils we teach handwriting on a daily basis and include the following;

- movements to enhance gross motor skills such as air-writing, pattern making, dancing.
- exercises to develop fine motor skills such as making marks on paper, whiteboards, blackboards, sand trays and tablets.
- letter learning to familiarise letter shapes, formation and vocabulary.

#### YEARS 1 TO 3:

Tuition will continue with three to five weekly lessons covering:

- gross and fine motor skills exercises.
- cursive handwriting reinforcement, learning and practice.
- numerals, capitals and printed letters: where and when to use, learning and practice.

### YEARS 4 TO 6:

More advanced handwriting techniques will be taught during two or three weekly lessons covering:

- cursive handwriting re-enforcement.
- form-filling/labelling using printed and capital letters.
- dictation exercises to teach the need for quick notes and speedy handwriting writing.

## **PENS AND PENCILS**

Children are encouraged to start handwriting using a soft pencil. When fine motor skills have been established a handwriting pen can be used. More competent pupils can use a pen of their choice.

## **INCLUSION**

Children whose handwriting is limited by problems with fine motor skills, including left-handed children, and children with special educational needs, will be given one-to-one tuition to help achieve their optimum handwriting level.

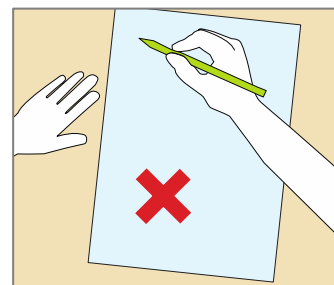
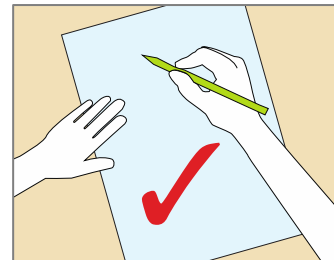
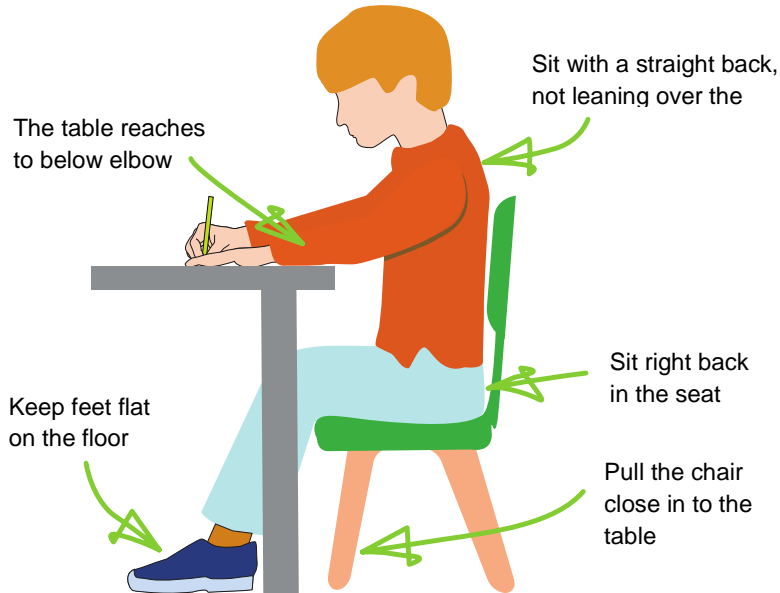
## **MONITORING**

The effective implementation of this policy is monitored every term by the Headteacher, Deputy Headteacher and/or curriculum subject leaders.

# Appendix 1 - Correct posture and pencil grip for handwriting

Pupils should be taught to sit correctly at a table, holding a pencil comfortably and correctly.

## SITTING POSITION

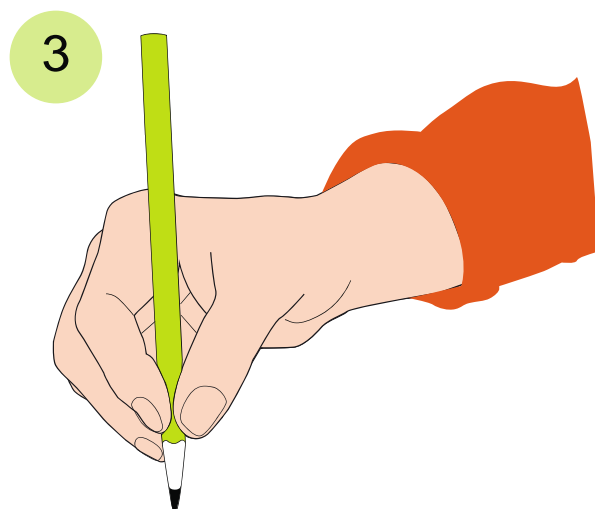
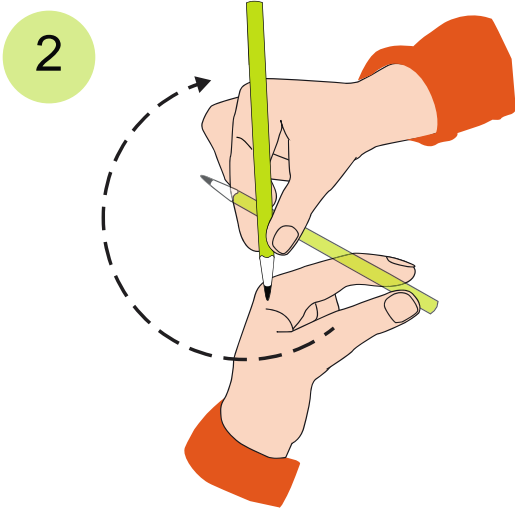
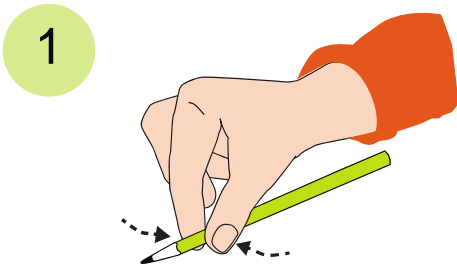


Paper position for right-handed children

## Appendix 1 – The Tripod Pencil Grip

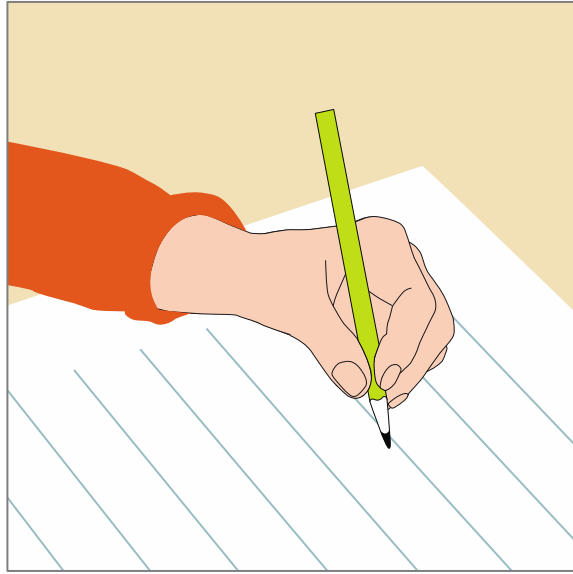
Both right and left handed children should be encouraged to use the tripod grip which allows the pen/pencil to be held securely whilst allowing controlled movements of the pen/pencil nib.

- 1) Grip the pencil with your index finger and thumb with the nib pointing away.
- 2) With your free hand, spin the pencil from underneath.
- 3) Use your middle finger to support the underside of the pencil.

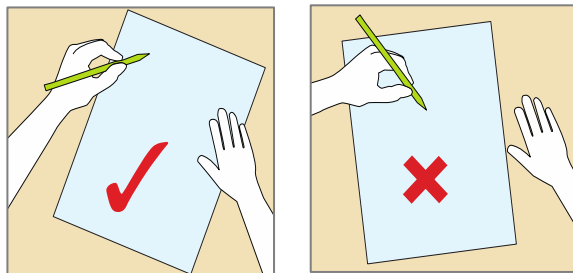


## Appendix 1 – Left-handed Children

Left-handed children may find it difficult to follow right-handed teachers as they demonstrate letter formation (and vice versa). Teachers should demonstrate to left-handers on an individual or group basis.



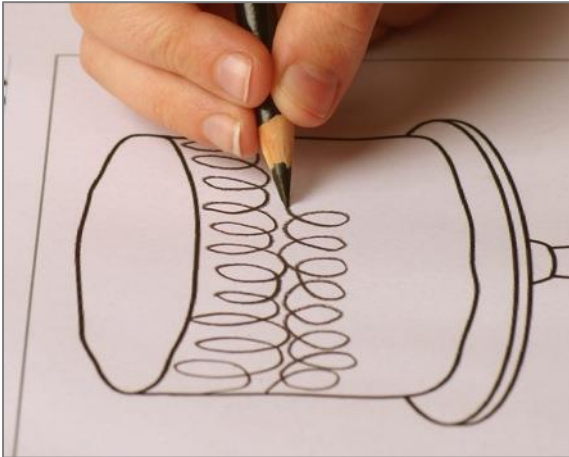
- Left-handed pupils should sit to the left of a right-handed child so that they are not competing for space.
- Pupils should position the paper/book to their left side and slanted, as shown.
- Pencils should not be held too close to the point as this can interrupt pupils' line of vision.
- Extra practice with left-to-right exercises may be necessary before pupils write left-to-right automatically.



Paper position for left-handed children

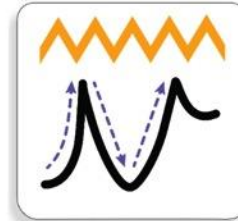
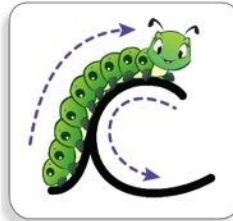
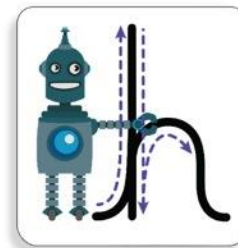
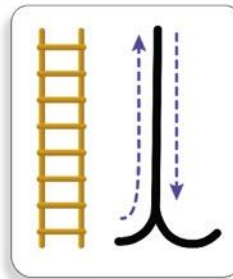
## Appendix 4 – Key Stage Teaching

### EYFS



- 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, iPads/tablets.
- Understand the language needed to describe pencil movements in preparation for 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 hook'.
- 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.



### Years 1 to 3

- Write legibly using upper and lower case letters with correct joins.
- Ensure that letters sit on the base line and are consistent in size with ascenders and descenders that are the correct length and formation.
- Leave the correct space between words.
- Form capital letters and use where appropriate.
- Form numerals that are consistent in size and sit on the base line.
- Begin to form printed letters and understand when they are to be used.
- Improve the speed of writing and begin to write automatically so promoting creativity in independent writing.

## Years 4 to 6

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.