

Handwriting Policy



2019 - 20 Academic Year

(updated Sept 2019)

Here at Sutton Green Primary we take particular care in our cursive/joined-up handwriting style.

Handwriting is a basic skill that 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, and to understand the different forms of handwriting used for different purposes.

We aim to make handwriting an automatic process that does not interfere with creative and mental thinking.

School Aims:

- To raise standards in writing across the school.
- To have a consistent approach to handwriting and presentation across both Key Stage One and Two.
- To adopt a common approach towards handwriting by all adults when writing in children's books, on the whiteboard, on displays and resources.

For pupils:

We aim for our pupils to develop a neat, legible, speedy handwriting style using continuous cursive letters that leads to producing letters and words automatically in independent writing.

By the end of Year 6 pupils will understand the importance of neat presentation and the need for different letterforms (cursive, printed or capital letters) to help communicate meaning clearly.

Method

Our staff are encouraged to use neat, joined-up cursive writing for all handwriting tasks including modelling to children, marking and comments.

Consistency throughout the school

Pupils should 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. Our aim is to help pupils enjoy learning and developing their handwriting with a sense of achievement and pride.

Entitlement and curriculum provision

Handwriting is to be taught regularly through short, focused sessions and is linked with spelling, grammar or phonics objectives. Teaching generally occurs outside English lessons, although shared and guided writing also provides additional opportunities for the modelling and monitoring of handwriting.

Handwriting frequency

Handwriting is a cross-curriculum task and will be taken into consideration during all lessons. Formal teaching of handwriting is to be carried out regularly and systematically to ensure Key Stage targets are met.

Five stages are identified and these form the basic organisational structure of the scheme:

1. Readiness for writing: gross and fine motor skills leading to letter formation
2. Beginning to join
3. Securing joins
4. Practicing speed and fluency
5. Presentation skills

EYFS

The emphasis at this stage is with movement and fine motor skill development. Letter formation (starting at the right entry point and then moving in the right direction) learned at this early stage becomes automatic and has a profound influence on later fluency and legibility. Pupils are to be taught to use lead-in and lead-out strokes.

We focus on:

- 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, sand trays, tablets.
- Letter learning to familiarise letter shapes, names, phonemes, formation and vocabulary.

Key Stage 1

Building on from EYFS, pupils at Key Stage 1 develop a legible style and begin to use fully cursive handwriting in Year One by starting to join their letters. This is dependent on ability not the age of each child. This is achieved in Year 1 by developing a comfortable and efficient pencil grip and by practising handwriting in conjunction with spelling and independent writing. Correct letter orientation, formation and proportion are taught in line with the school's agreed handwriting style. This continues in Year 2. It is expected that the majority of children will be joining by the end of Key Stage 1. Handwriting practice is to be carried out in separate handwriting books but is to be modelled and expected in all writing in all books.

Key Stage Two

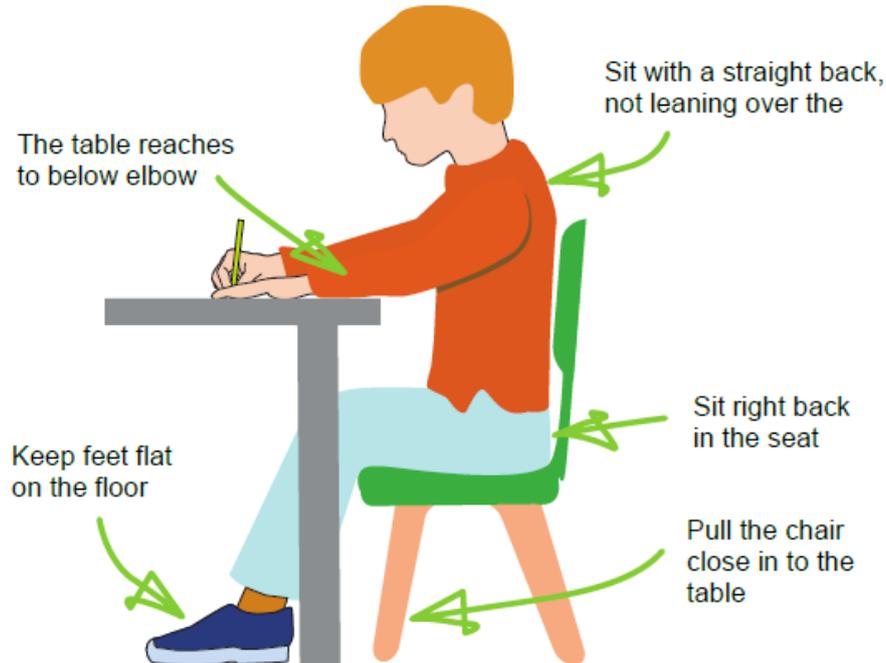
The target for children in Key Stage Two is to produce a fluent, consistently formed style of fully cursive handwriting with equal spacing between the letters and words. Children will have regular handwriting sessions carried out in handwriting books following the agreed handwriting style. This is expected to be used by pupils in all books and across all lessons.

Children will write with pencils until the class teacher assesses that they are joining competently and consistently. They will then be given a black handwriting pen to use.

Correct Posture and Pencil Grip for Handwriting

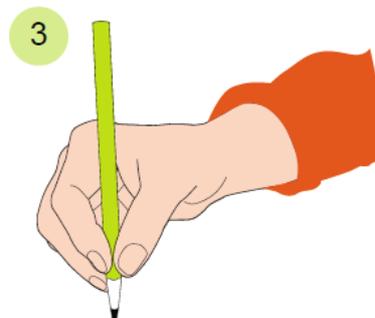
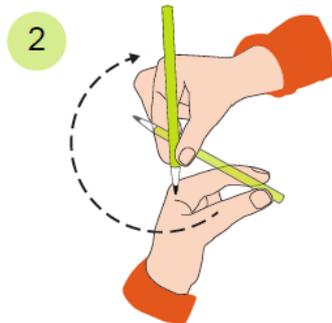
Pupils should be taught to sit correctly at a table, holding a pencil comfortably and correctly as shown below:

SITTING POSITION



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.

Left-handed Children

Left-handed pupils should sit to the left of a right-handed child so that they are not competing for space. Pencils should not be held too close to the point as this can interrupt pupils' line of vision. Allowances are made for the pupils to have their book or paper positioned at an angle.

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 additional support. Additional resources may also be used (i.e. a writing slant).

EYFS

Children are taught to:

- 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, tablets.
- Hold a pencil in an effective manner for writing and be encouraged to correct any errors in grip or stature.
- Begin to recognise and form some cursive letters, capital letters and numerals.
- Have an understanding of writing their own name.

Key Stage 1

Children are taught to:

- 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.
- Improve the speed of writing and begin to write automatically so promoting creativity in independent writing.

Key Stage 2

Children are taught to:

- 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 including neat, joined, cursive letters for writing passages and large amounts of text, lists and letters.
- Printed or capital letters for posters, notices, headings and labelling.

Aa Bb Cc Dd Ee

Ff Gg Hh Ii Jj

Kk Ll Mm Nn Oo

Pp Qq Rr Ss Tt

Uu Vv Ww Xx Yy Zz

Cursive Handwriting Style