

*The Priory Parish CE
Primary School*



Handwriting Policy

2022-2023

Aims

School Aims

- ★ To have a consistent cursive approach across the whole school to ensure high levels of presentation.
- ★ To adopt a common approach towards handwriting by all adults when writing in children's books, on the whiteboard or on displays / resources.
- ★ Children to achieve a neat, legible style with correctly formed letters in cursive handwriting.
- ★ Children to develop fluency and speed whilst writing, so that eventually the children are able to write the letters with confidence and correct orientation.

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.

As recommended by the British Dyslexia Association, we adopt a continuous cursive style of writing.

Teachers and Learning Support Assistants model the agreed cursive style when modelling writing both in class, on displays and in feedback in books.

Our agreed cursive style is detailed in Appendix 1.

The letters will be taught in the following order/groups:

c o a d g q

l t i j

e

m n r

h b k f

s

v w p

u

x z

Teaching and Learning

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.

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.

EYFS

For our youngest pupils we aim for two to three weekly sessions totalling

30 to 45 minutes that will 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 and sand trays, finger gym and disco dough.
- ✦ Letter learning to familiarise letter shapes, formation and vocabulary.

YEARS 1 TO 3:

Tuition will continue with two or three weekly sessions totalling 30 to 45 minutes 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 sessions totalling 30 to 45 minutes teaching:

- 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.

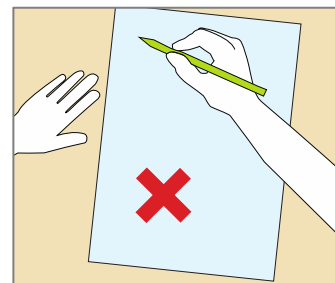
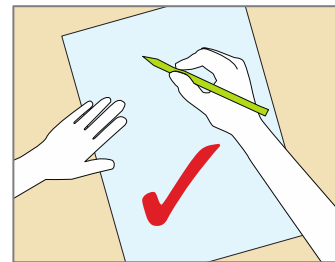
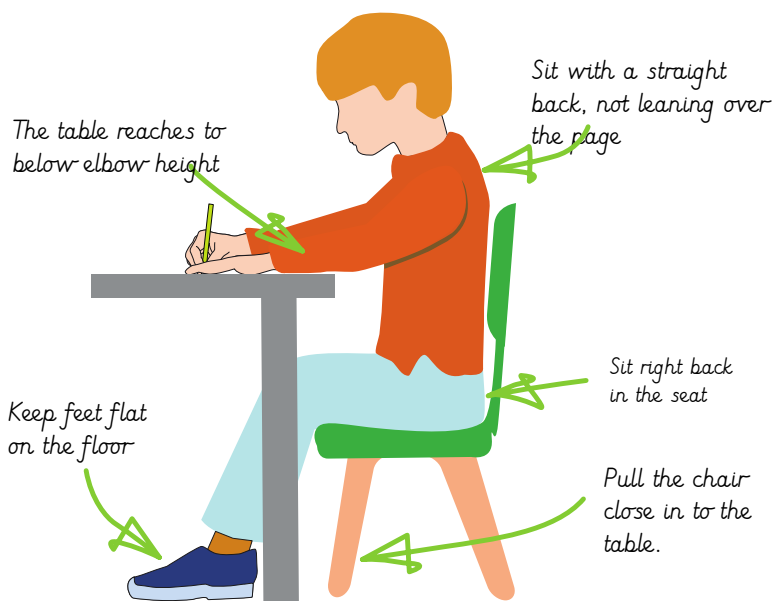
Correct posture and pencil grip for handwriting

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

comfortably and correctly.

- ✧ Chairs and desks within classrooms are matched to children's age and height.
- ✧ Children's backs should be straight and feet resting on the floor. A right-handed child should have their book slanted to the left. For a left-handed child the book should be slanted to the right.
- ✧ Always make sure that the hand which is not holding the pencil or pen holds the paper.

SITTING POSITION

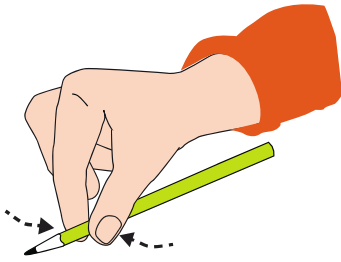


Paper position for right-handed children

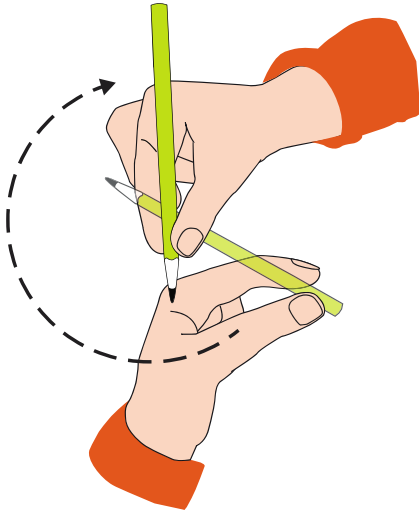
THE TRIPOD PENCIL GRIP

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.

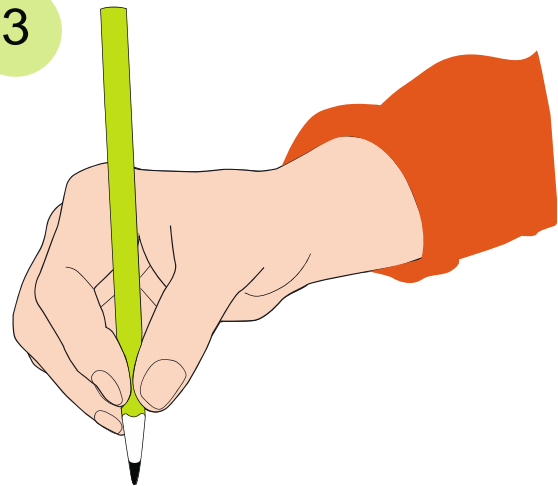
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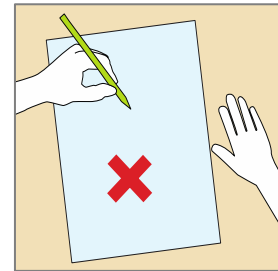
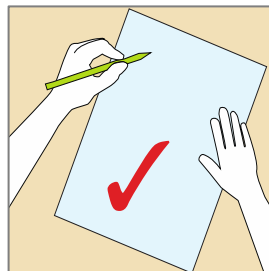
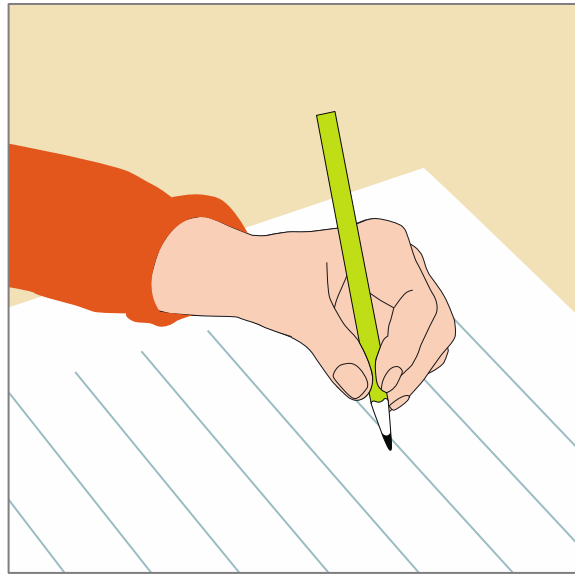
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- 1) Grip the pencil with your index finger and thumb with the nib pointing away.
- 2) With your free hand, spin the pencil from underneath.
- 3) Use your middle finger to support the underside of the pencil.

LEFT-HANDED CHILDREN

- Left-handed pupils should sit to the left of a right-handed child so that they are not competing for space.
- 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

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 intervention to help achieve their optimum handwriting level.

PENS AND PENCILS

- ✧ Children use a standard HB pencil, well sharpened.
- ✧ A range of pencil grips are available to suit the needs of the children.
- ✧ When a teacher deems a child ready within KS2, they will be given a pen to write with. All children will be using a pen by the end of Year 3.

EYFS

- ✧ Children to be introduced to pre-cursive and cursive script at the earliest stages of writing.
- ✧ Children in F2 should be writing in the pre-cursive script to enable an easier transition in Year 1 into the cursive script, depending on their ability. However, the expectation is that by the end of F2 pupils will start to transfer towards a cursive script depending on their skill and ability.
- ✧ Implements such as chunky triangular pencils, large chalks and chunky pens etc. are used by pupils to rehearse skills on paper, chalk boards, playground etc.
- ✧ Begin to form some recognisable joined-up cursive letters, capital letters and numerals.
- ✧ Have an understanding of writing their own name.

KS1

- ✧ Within KS1 and KS2, every class will have at least one taught handwriting session of approximately 20 minutes per week. In classes where handwriting is weaker, more sessions will be needed and groups of pupils may need to receive handwriting intervention.
- ✧ Handwriting sessions will meet the needs of the age group being taught. They will focus on the direct teaching of letter formation as well as the opportunity for spellings, relevant key vocabulary or sentences/paragraphs related to core texts, dictation etc. to be modelled by adults and rehearsed by the children.
- ✧ Lined paper should be used for handwriting specific exercises. Lines should be well spaced to start with (Using special handwriting paper) and gradually reducing to single

lines.

- ✧ Children are given a handwriting book from Year 1, which continues throughout the school.
- ✧ 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

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.

Resources

The school uses an agreed cursive 'script' to support the teaching of handwriting. This script supports the modelling of forming letters using the agreed school cursive system.

'Letter Joins' is used to interactively model handwriting and matches our agreed cursive script.

The Letter Joins font should be used for any worksheets/printed documents around school to consistently model our handwriting approach.

Equal opportunities and Special needs

All children must have the opportunity and the encouragement to reach their full potential regardless of race, creed or sex. Children with Special Educational needs, where necessary, will be provided with specialist equipment such as pencil grips, wider ruled lined paper/coloured paper. Intervention is available for children who experience significant difficulties to practice pre writing skills and fine motor coordination.

Supporting Fine Motor Development

We understand that to become competent writers, children need to have mastered their fine motor ability. This is an area of great focus in EYFS

and continues when necessary into other year groups.

Assessment, Monitoring and Moderation

Children in the EYFS are assessed on an ongoing basis through observation, handwriting informs part of this. Within Key Stage One and Key Stage Two, handwriting is assessed as part of children's writing assessments on a half termly basis.

Homework

Children are encouraged to use the cursive script in all written home learning.

Review: September 2023