

General Policy Document (Statutory)

Document Name: Handwriting Policy

First Written Date: October 2018

Review Date: N/A

Reviewed By: All Staff

Ratified By Full Governors Date: November 2018

Next Review Date: September 2020

Document No: GP006



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Aims:

- To have a consistent approach across the whole school to ensure high levels of presentation.
- To create a sense of pride in producing work to a high standard.
- To achieve a neat, legible style with correctly formed (and joined) cursive handwriting.
- To develop fluency and speed; writing with confidence and correct orientation.
- To make handwriting automatic so that it doesn't require undue thought during the writing process.
- To adopt a common approach towards handwriting by all adults when writing in children's books and whiteboards, and when modelling writing.
- To aid spelling through visual and kinaesthetic memory of spelling patterns (as recommended by the British Dyslexia Association).
- To encourage parents to support the use of accurately formed cursive script in all work completed at home.
- To value, encourage and reward good handwriting.
- To adopt an ethos of 'All Writing is Best Writing'.

Teaching and Learning:

At Bramhope Primary School, all children are introduced to [cursive handwriting](#) from Reception (and earlier where possible through positive links established with home and feeder settings). We believe this raises standards in handwriting throughout the whole school and develops speed, accuracy and fluency, which then allows for greater creativity and mental capacity when writing. In addition, it improves presentation which in turn promotes confidence and self-esteem.

Reception:

- In Reception, fine and gross motor skills are improved by enjoying drawing pre-cursive patterns in a variety of writing materials such as modelling clay, air writing, sand trays, felt pens and IWB.
- Children begin by forming the letters individually on a base line, always starting on the line 'going up the hill', or using 'the wave' and 'ending with a flick'.
- Children start to form recognisable cursive letters and capital letters– with

the emphasis on consistent size and correct orientation being encouraged.

- Although Reception do not join the letters, it prepares the children for joining their handwriting and making the transition to Year 1 easier.
- Capital letters do not join to the rest of the word so these letters do not go 'up the hill' or 'flick'.
- Children start to understand the language needed to describe pencil movements used for letter formation.
- Children are taught the [correct sitting position](#) and to hold a pencil in an effective manner for writing ([tripod pencil grip/shark's fin](#)).
- Children learn the [different shaped letter families](#).
- Cursive letter formations are taught and encouraged during discrete handwriting sessions in addition to phonics lessons and independent and guided writing. Correct letter formations are also modelled by the teacher and present on displays and in areas of provision in addition to being used by all staff during feedback shared with children.
- Children start marking making on plain paper, but are soon introduced to lines to encourage and support the appropriate starting position on the baseline.
- Parents attend a meeting in July prior to their child starting school and again in late September once their child has started school. On both these occasions, the cursive writing is introduced and modelled.
- [Handwriting sheets](#) are also available for parents at all times throughout the year via the learning platform as well as paper copies to take away.
- Great emphasis is also placed on the correct [formation of numeral digits](#) (in line with school policy), again with focus on accurate formation in addition to appropriate and consistent size and orientation.

Key Stage 1:

- In Year 1, children should be consolidating their understanding and use of cursive script letter formations. They will be starting to join.
- All children write with a pencil.
- There is continual emphasis on consistency in size (inc. capitals relative to lower case) and orientation. In addition, there is continued emphasis placed on appropriate spacing (in relation to letter size) and position on the base line.
- Teaching and encouragement of appropriate posture and pencil grip continue to be core.
- Joining is introduced through introducing [digraphs and trigraphs in phonics in their joined form](#).
- Unless the task dictates differently, children write on lined paper with the width decreasing appropriately according to the child's stage of development.
- Handwriting is taught during discrete handwriting sessions, in addition to focus on accurate letter formations and joins during phonics sessions. Instruction,

encouragement and feedback is provided during independent written work in all subjects.

- Where applicable, intervention takes place (see inclusion).
- The speed and automaticity of writing is developed thus promoting creativity and fluidity in independent writing.
- There continues to be emphasis placed on the correct formation, size and orientation of numbers.
- Children continue to be exposed to cursive script on displays around school; these are modelled by adults during teaching and feedback.
- Children must be joining consistently to be considered for 'working at 'Greater Depth' within the expected standard' and displaying many/most cursive letter formations to be assessed working 'At' the expected standard at end of key Stage 1 assessment.

Key Stage 2:

The majority of children entering Key Stage 2 should be consistently using a joined cursive script which is appropriately sized, positioned appropriately on the base line and produced with increasing fluency and speed.

Fine tuning takes place in Key Stage 2, through discrete and focussed sessions in addition to teaching and encouragement in written work in all subjects – 'All Writing is Best Writing'. This fine tuning focusses on:

- **Quality:** Ensure letters are consistently sized with equal word spacing and that ascenders and descenders are parallel and sit on the line but do not touch words on the lines above or below.
- **Speed:** Improve speed of handwriting to allow content of 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.

Where children are successful in the above, the use of a **pen** is allowed. This achievement is celebrated within the classroom setting/amongst peers. At the start of each new academic year, each child is required to write using a pencil for 2 weeks before a pen licence is 're-awarded' thus ensuring the desired standard is maintained.

In Key Stage 2, children are taught to select the appropriate type of handwriting (e.g. cursive joined, print, bold) for different purposes e.g. captions, headings, labels.

Children continue to be exposed to cursive script on displays around school; these are modelled by adults during teaching and feedback.

Inclusion:

For pupils whose handwriting is limited by problems with fine motor skills, children with Special Educational Needs, or for children who are finding it difficult to achieve the expectation within their expected age range, **intervention** is implemented to enable a child to make progress in handwriting. This may take the form of 1:1, small group intervention or additional support within the classroom during writing activities. Appropriate resources and support are provided, according to need, e.g. pencil grip, adapted pencil, guide mats, and these are used during all written work. For most children, this intervention is short term, specifically targeted at the individual's need(s) e.g. certain letters being inaccurately joined, words floating above the baseline.

Assessment:

To develop a consistent style, both formative and summative assessment of all written work takes place using this **Handwriting Checklist:**

- ✓ **Shape** – are all letters properly formed and clear?
- ✓ **Joining** – are as many letters as possible joined consistently (or cursive flicks present in preparation)?
- ✓ **Slope/Slant** – if the personalised/ adapted 'style' of writing has a slope, is this consistent?
- ✓ **Evenness** – are letters of a consistent and reasonable size? Capitals can be too big, tall letters/ascenders too tall, ascenders not formed long enough, small letters too small
- ✓ **Floating and sinking** – do letters sit on the line? Words sometimes float above the line or sink below the line.
- ✓ **Particular letters** – which letters are really well formed (and accurately joined where relevant)? Which ones need careful practice and possible intervention?
- ✓ **Spacing** – are the spaces between each word (and, in some instances, between each letter) appropriate in relation to the size of the letter formations?
- ✓ **Fluency/Speed** – can pupils produce quality writing at a reasonable pace, whilst maintaining presentation.

End of Key Stage 1 Assessment

Working towards the expected standard:

- Forming lower-case letters in the correct direction, starting and finishing in the right place
- Forming lower-case letters in the correct size relative to one another in some of the writing
- Using spacing between words

Working at the expected standard:

- Using the diagonal and horizontal strokes needed to join letters in some of their writing
- Writing capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- Using spacing between words that reflects the size of the letters.

Working at greater depth within the expected standard:

- Using the diagonal and horizontal strokes needed to join letters in most of their writing.

End of Key Stage 2 Assessment

Working towards the expected standard:

- Producing legible joined handwriting

Working at the expected standard:

- Maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters

Working at greater depth within the expected standard:

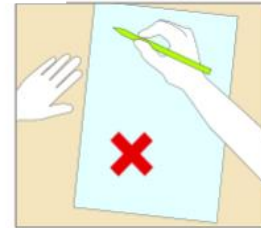
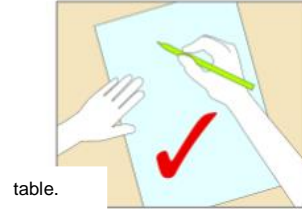
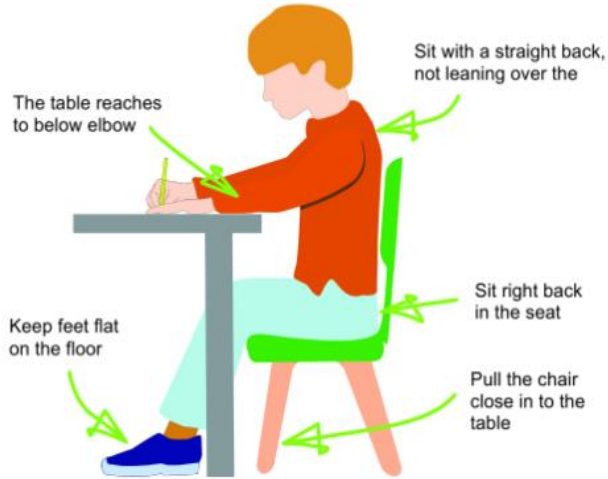
- No additional requirements for handwriting

Appendices:

Correct posture and pencil grip for handwriting

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

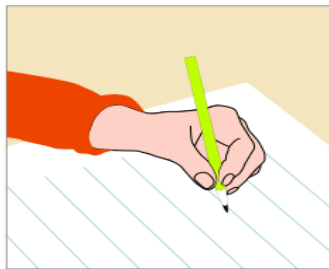
SITTING POSITION



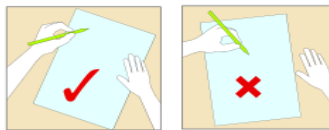
Paper position for right-handed children

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.

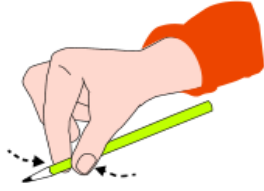


Paper position for left-handed children

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

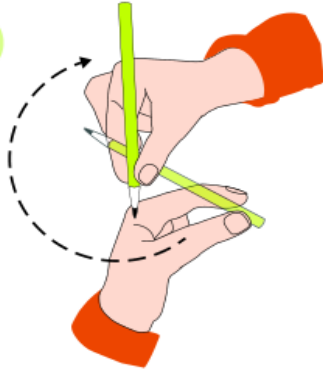


1) Grip the pencil with your index finger and thumb with the nib pointing away.

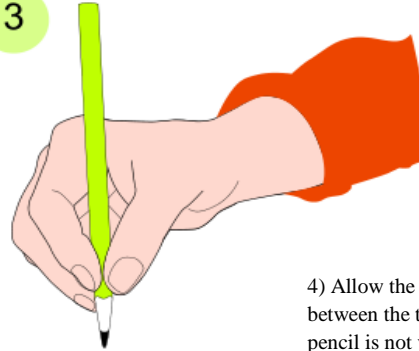
2) With your free hand, spin the pencil from underneath.

3) Use your middle finger to support the underside of the pencil.

2

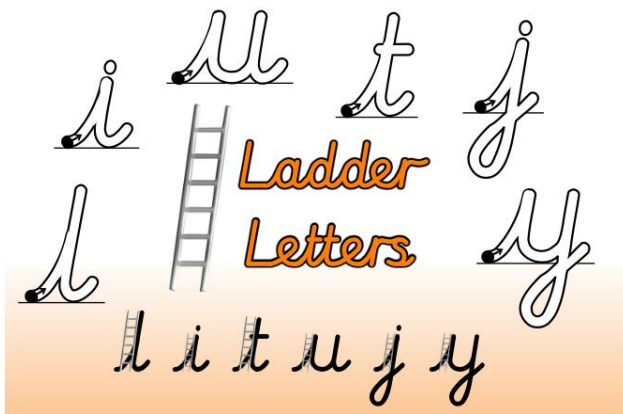


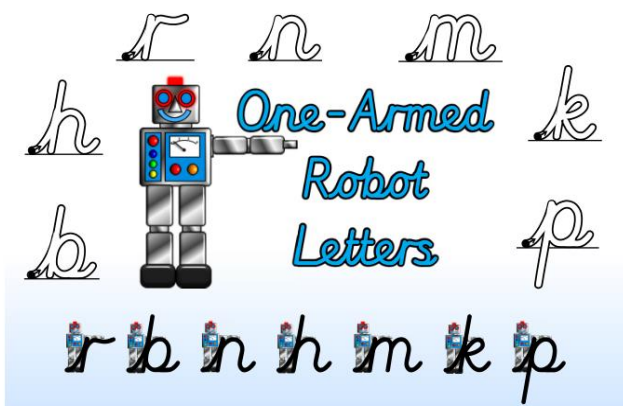
3



4) Allow the pencil to rest on the web between the thumb and first finger so that the pencil is not vertical.

Letter families





Cursive letter formations

a b c d e f

a b c d e f

g h i j k l

g h i j k l m

m n o p q

r s t u v w

n o p q r s

x y z

This font is also installed onto the schools
computer network.

Examples of joining digraphs

ng ai ar au aw ue

ay ch ck ee

Number Formations

