

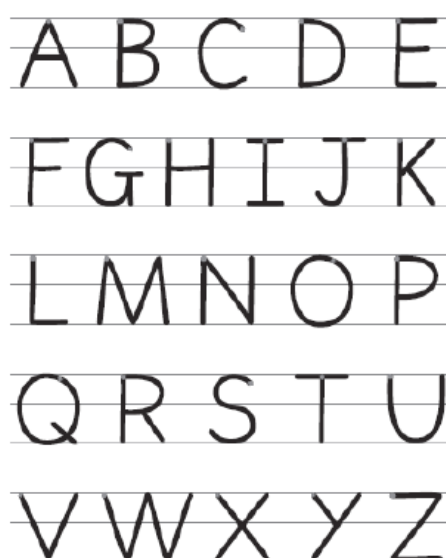
Handwriting Policy

Intent

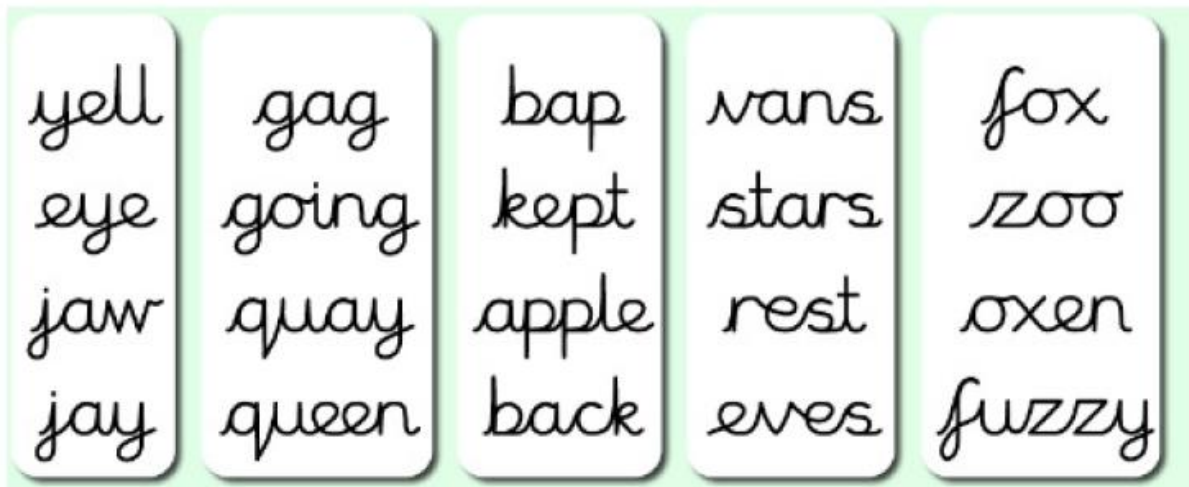
- To make handwriting an automatic process that does not interfere with creative and mental thinking.
- To adopt and maintain a consistent cursive approach across key stage 1 and 2 to ensure high levels of presentation.
- Children to achieve a neat, legible style with correctly formed letters in cursive handwriting and to understand the different forms of handwriting used for different purposes.
- Children to develop fluency and speed whilst writing so that eventually, they are able to write all letters with confidence and correct orientation.

Teaching and Learning

- A continuous cursive style of writing is in line with the national curriculum expectations for KS1 and KS2 as well as being recommended by the British Dyslexia Association.
- 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.
- Children 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.
- Where appropriate, all staff will **model** the agreed cursive style when writing in class and when giving feedback in books.
- No capital letters join to following letters.
- Our agreed cursive and capital style is as below:



- An example of joined words in the agreed cursive style:



- A suggested order for teaching groups of letters is as follows:

1. i l t u w e c o a d n m h
2. j y g q b p k v s r f z x

Early Years Foundation Stage (EYFS): Communication and Language

abcdefghijklmnopqrstuvwxyz

- Children in Pre -school and Reception are introduced to the same pre cursive script as the RWInc phonic scheme uses.
- However, the expectation is that by the end of Reception pupils will start to transfer towards a cursive script depending on their skill and ability.
- Displays and resources in the classroom should include models of cursive script.
- Implements such as chunky triangular pencils, large chalks and chunky pens etc. are used by pupils to rehearse skills on paper, chalk boards, pavement etc.

Key Stage 1

Children in year 1 will be introduced to the cursive script when they are able to form all letters correctly using the pre cursive script.

Every class will have a minimum of two specific handwriting sessions per week which aim for children 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

Every class will have a minimum of one specific handwriting session per week which aims for children to improve quality, speed and stamina of handwriting.

Quality: Ensure letters are consistently sized with equal word spacing and ascenders and descenders are parallel.

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.

- Further sessions and intervention should be arranged for any children identified who may not achieve their writing potential as a result of handwriting.
- Displays and resources in the classroom should include models of cursive script.

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

- 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.

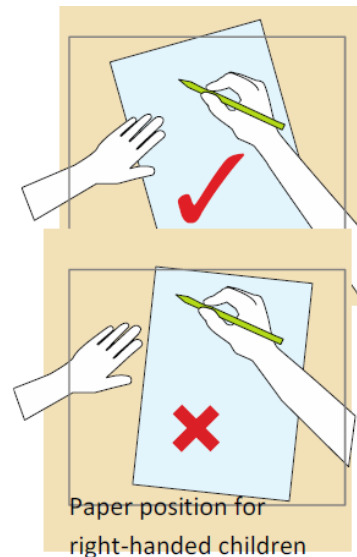
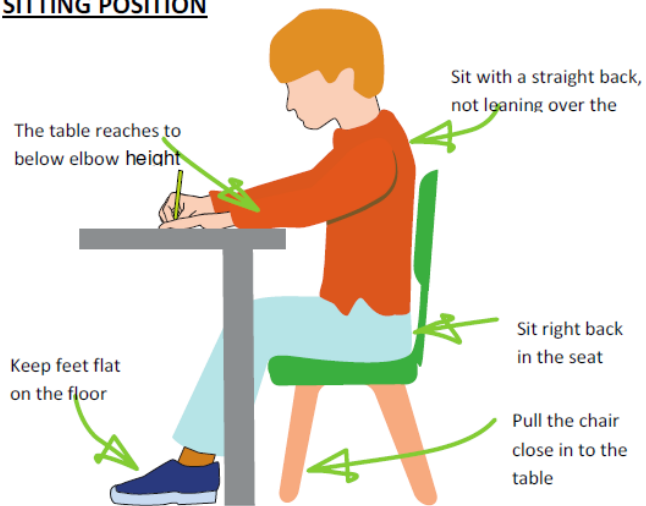
Posture

- 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.

Correct posture and pencil grip for handwriting

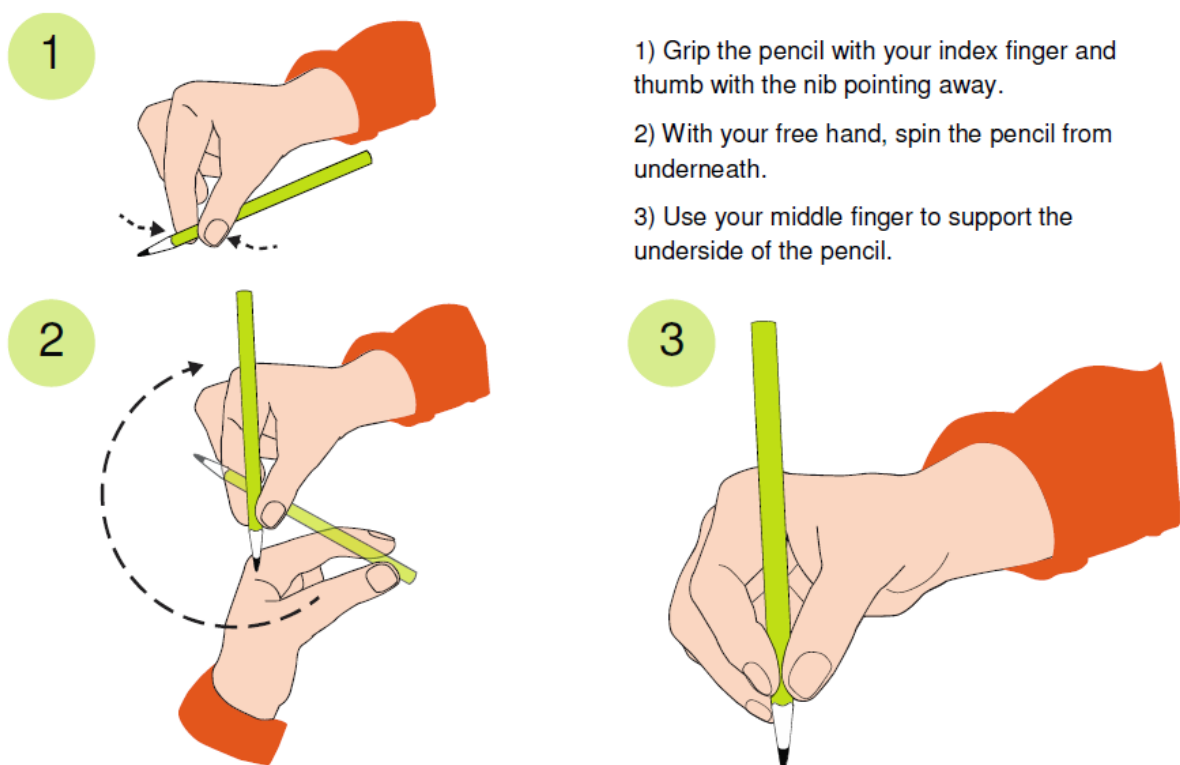
Pupils should be taught to sit correctly at a table, holding a pencil comfortably and correctly.

SITTING POSITION

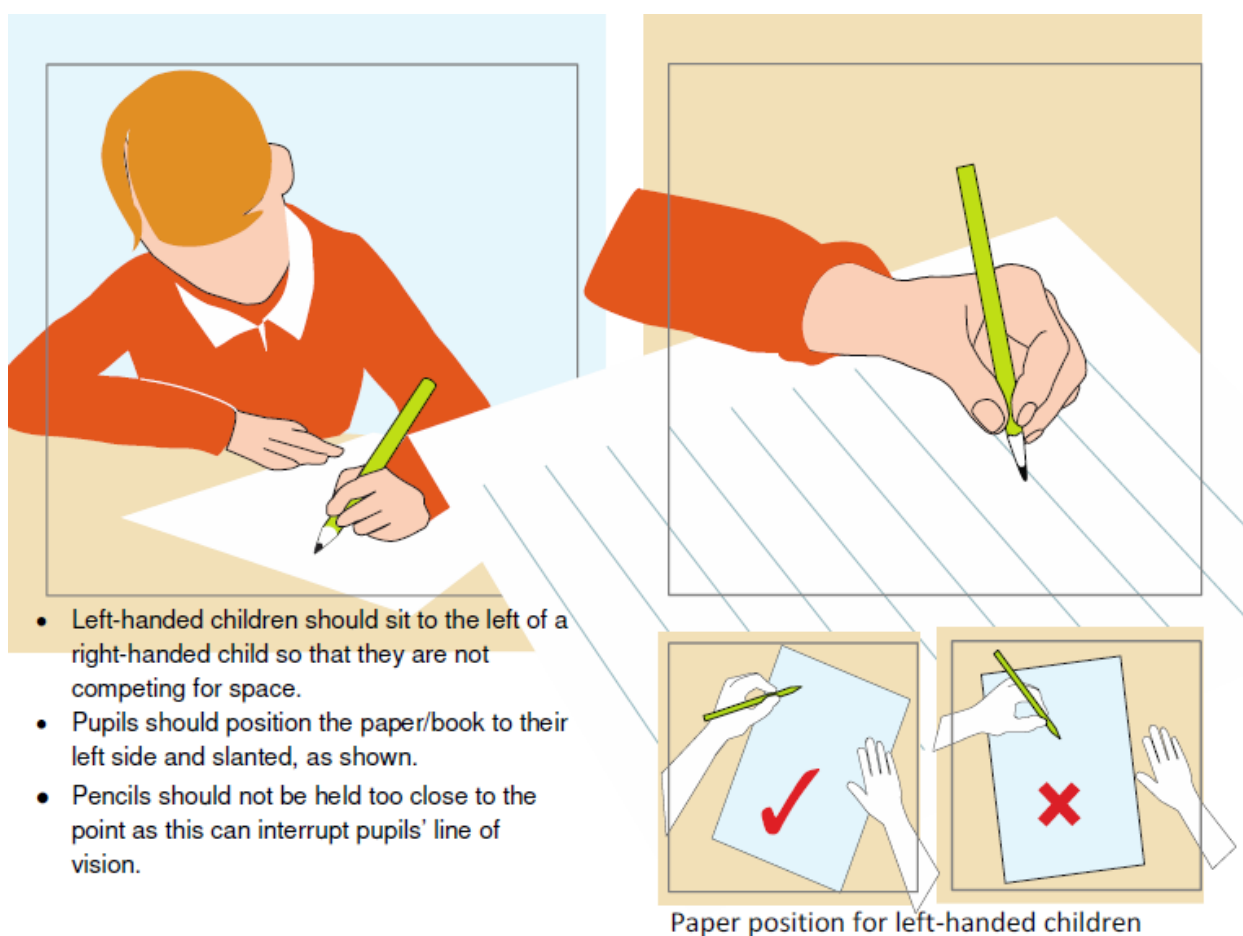


THE TRIPOD PENCIL GRIP

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.



Left-handed children



Planning

- During handwriting sessions, children will apply taught formations to letters, words or parts of text relevant to their current learning. For example, they may practise the letters from their current phonics focus, spelling words, key vocabulary or use parts of text from reading or chosen literacy texts.
- There is not the expectation that staff will provide formal written plans.

Resources

- Children use a standard HB pencil that is well sharpened.
- When teachers deem a child is ready, the child may practise using a handwriting pen.
- When a child is able to demonstrate to the class teacher that they consistently use neat, joined, cursive handwriting, they will be awarded a pen license. Children should be able to articulate how to achieve a pen license.
- Back of English books are used for handwriting specific exercises

Equal Opportunities and Special Educational Needs

- All children must have the opportunity and the encouragement to reach their full potential.
- Children with Special Educational Needs, where necessary, will be provided with specialist equipment such as pencil grips or wider ruled lined paper. Interventions are made available for children who experience significant difficulties to practice pre writing skills and to improve fine motor co-ordination.

Assessment, Monitoring and Moderation

- Children in the EYFS are assessed on an ongoing basis through observation
- Within Key Stage One and Key Stage Two, handwriting is assessed as part of children's writing assessments on a regular basis.
- All books can be used as evidence for the progression of handwriting.

Homework

- Pencils should be used for homework tasks and children are encouraged to use the cursive script in all written home learning.