



Handwriting Policy

February 2019

Introduction

This policy outlines the purpose, nature and management of the teaching of handwriting in our school. When communicating ideas in writing, it is important that children use a handwriting style which is neat and legible. The importance of handwriting should not be under-estimated. If children have difficulty, this will limit fluency and inhibit the quality and quantity of their work. Cursive handwriting teaches pupils to join letters and words as a series of flowing movements and patterns. Since handwriting is essentially a movement skill, correct modelling of the agreed style by the teacher is very important. If children receive handwriting lessons frequently for a short period of time, it will become an automatic skill, allowing all their energy to be applied to the content of their writing and not the skill of handwriting itself. All members of staff are expected to promote the agreed handwriting style by their own example. Handwriting will also be closely linked with spelling so that the teaching of common letter strings will be taught in the context of handwriting.

Aims

Teaching of handwriting aims to ensure that children:

- Achieve a neat, legible style with correctly formed letters in cursive handwriting.
- Develop flow and speed.
- Understand the need to develop a good handwriting style.
- Eventually produce the letters automatically in their independent writing.
- (In Key Stage 2) are aware that they need to balance speed and neatness to achieve a style appropriate to a task

Organisation

Early Years Foundation Stage:

The children will be supported to adopt a cursive style right from the very beginning of their school years. They will continue to read and recognise sounds around them in different font styles, reflecting the world around them. However, when we begin to teach how to write sounds (graphemes), linked to phonics, we will start all letters with a leading in stroke **from the line**, in a pre cursive style and use the phrase "up the ramp" to start and "flick at the end".

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

Key Stage 1:

Year 1: Aim - to develop the physical skills needed for handwriting

- Pupils will learn to sit correctly at a table
- Hold a pencil comfortably and correctly
- Continue to form lower-case letters in the correct direction, starting with a leading in stroke, from the line and finishing with a flick, ready for joining.
- Form digits 0-9 correctly, and with the right orientation
- Understand which letters belong to which handwriting family (i.e. letters that are formed in similar ways) and to practise them (see appendix 1)



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Year 2: Aim - to establish good handwriting habits

- Form lower-case letters of the correct size relative to one another
- Start using some of the diagonal and horizontal strokes required to join letters
- Write capital letters and digits of the correct size and orientation
- Use spacing between words that reflects the size of the letters

Lower Key Stage 2:

Years 3 to 4: Aim - joined handwriting should now be the norm; pupils should now be able to use it fast enough to keep pace with what they want to say.

- To use the diagonal and horizontal strokes that are needed to join letters
- To increase the legibility, consistency and quality of their handwriting
- Place most writing correctly on the line
- Further develop speed and stamina

Upper Key Stage 2:

Years 5 and 6: Aim - to use a clear and fluent style, to write at speed and show awareness of when different handwriting styles may be needed

- Write legibly, fluently with increasing speed by:
 - Choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters
 - Choosing the writing implement that is best suited for a task (e.g. quick notes, letters etc)

Provision for left handed children

Children should always sit on the left side of right-handed children, so that they are not competing for space. They are encouraged to find a comfortable orientation for their paper, usually slightly to the left of centre of their body.

Teachers are alert to the fact that it is very difficult for left-handed pupils to follow handwriting movements when they are modelled by a right-handed teacher. Teachers demonstrate to left-handers on an individual or group basis, even if the resulting writing is not neat.

Special Educational Needs

Inclusion

Children with special needs in handwriting will be helped by appropriate teacher intervention. Additional support and advice is available from our IMAT SENCO.

Children at all key stages will have access to a range of writing tools (including pencil grips and specialist pens and pencils) and will be given guidance about which are best suited to their needs: Pupils with specific learning difficulties find cursive handwriting useful because the writing implement stays on the page for the majority of a word.

- Pencils should not be held too close to the point as this can interrupt pupils' line of vision.
- Pupils should be positioned so that they can place their paper to their left side.

Children with special educational needs will be given opportunities to present written work for display and they will be encouraged to see the need for developing a neat, legible style.

Review This policy is to be reviewed in January 2021 in line with the Governor's two year plan.



