



# Handwriting Policy

# Jesus said, "Come follow me, live your lives the way God wants you to."

## Handwriting Scheme of Work

'Handwriting is the visible trace of a hand movement,' Rosemary Sassoon.

### Aims

To develop a clear and joined handwriting style.

### School ethos

Our teaching of handwriting will link to phonetic development. Children will be encouraged to have several levels of handwriting at school, e.g. best handwriting, printing, note-taking script, labelling and stylistic. Presentation of work will reflect: 'Only my best is good enough'. All members of staff must always use the school handwriting style, e.g. in reading records, handwritten displays, when marking work, in order to set a good example to the children.

### **Foundation Stage**

*Aim: To use a pencil and hold it effectively to form recognisable letters, most of which are formed correctly.*

#### Key points:

- Children need to develop hand and eye co-ordination, muscle control and visual sensitivity. Art activities, play activities and exposure to a print rich environment will help children to acquire these skills.
- PE movement, music and dance all have an impact on origins of handwriting – children making a mark. Gross motor movement eventually moves to fine movement and to a pincer movement.
- Young children should begin to see themselves as writers as early as possible and have the confidence to have a go at writing for themselves.
- Practitioners should provide many different opportunities for children to write and should value their attempts at mark making.
- It is essential to give opportunity to experiment with a range of writing materials and implements.
- Practitioners should model writing for children so they can see well-formed, clear handwriting as it is produced, allowing them to watch how letters are formed, including 'swoosh' or lead-in line when learning cursive script.
- Incorrect pencil grip or formation of letters must be picked up, modelled and corrected to ensure children do not form habits that are difficult to correct later on.

#### Teaching activities (Suggested progression):

- Engage in activities requiring hand-eye co-ordination.
- Use one-handed tools and equipment.
- Draw lines and circles using gross motor movements.
- Manipulate objects with increasing control.
- Begin to use anti-clockwise movements and retrace vertical lines.
- Begin to form recognisable lower-case letters.



Jesus said, 'Come follow me, live your lives the way God wants you to.'



- Begin to recognise and form capital letters.
- Hold a pencil effectively to form recognisable letters which are correctly formed with a flick (see attached handwriting sheet).

Once children are secure and are habitually forming the separate letters correctly they can be taught the joins as follows:-

### **1) Diagonal joins to letters without ascenders**

Key words which use this join – is, as, us, up

### **2) Horizontal joins to letters without ascenders**

Key words which use this join – out, with, on, was

### **3) Diagonal joins to letters with ascenders**

Key words which use this join – it, at, all

### **4) Horizontal joins to letters with ascenders**

Key words which use this join – of, when, old, other

See Appendix for further letters that follow these join patterns.

## **Key Stage One**

### **Year One**

Key points:

- Pupils will revise and progress from the skills acquired at Foundation Stage using a comfortable and efficient pencil grip.
- From January, pupils should begin to practise and use the four basic handwriting joins in conjunction with phonics/spellings and independent writing.
- Pupils should write with spaces between words.
- Pupils should recognise and form capital letters, understanding they do not join to a lower case letter.
- Incorrect pencil grip or formation of letters must be picked up, modelled and corrected to ensure children do not form habits that are difficult to correct later on.

Teaching activities:

- The teaching of handwriting will be linked to the daily teaching of phonics. This may be by teacher demonstration, pupil participation using whiteboards, or paper and pencil alternatives.
- A variety of resources will be available in class, including whiteboards with lines, laminated sheets and a limited number of worksheets.
- There will also be focussed handwriting sessions and encouragement for children to use their newly acquired skills cross-curricular in their daily work.

### **Year Two**



Jesus said, 'Come follow me, live your lives the way God wants you to.'



### Key points:

- Pupils will write legibly with upper and lower-case letters appropriately within words, and observe correct spacing within and between words.
- Pupils will continue to practise and use the four basic handwriting joins in conjunction with phonic and spelling patterns and in independent writing.

### Teaching activities:

- The teaching of handwriting will follow the same format as Year One, promoting the use of joined handwriting throughout the curriculum. This will incorporate more formal handwriting sessions using lined handwriting books. Handwriting will be linked to phonics and spelling work.
- Pupils will use pencil.

## Key Stage Two

### Year Three

### Key points:

- Pupils will continue to practise correct formation of basic joins from Year Two.
- Pupils will write with consistency in the size and proportion of letters and spacing between words.
- Pupils will build up handwriting speed, fluency and legibility through practice.

### Teaching activities:

- The teaching of handwriting will continue to follow more formal writing sessions to embed the skills acquired at KS1. This may be linked to spellings but also presentation of work in all subject areas should reflect the school handwriting style.
- A range of handwriting exercise books will be used depending on ability of the pupil.
- Pencils must be used, although pen can be used for display work if the required standard of fluency and legibility is achieved.
- Pupils will be encouraged to recognise different handwriting styles used for a variety of purposes, e.g. labelling of diagrams and a faster script for notes.
- Correct posture should be encouraged with feet flat on the floor, chairs supporting the child's back, etc.

### Year Four/Five/Six

### Key points:

- Pupils will use joined handwriting for all writing except where other special forms are required.
- Pupils will build up speed and ensure consistency in size and proportions of letters and spacing between letters and words.
- Pupils will use a range of presentation skills, e.g. print script for captions, sub-headings and labels, capital letters for posters, title pages, headings, a range of computer generated fonts and point sizes.
- Correct posture should be encouraged with feet flat on the floor, chairs supporting the child's back, etc.

### Teaching activities:

Jesus said, 'Come follow me, live your lives the way God wants you to.'



- It is expected that most children will have fluent, joined, legible script and an understanding of when to write in a particular style.
- Formal handwriting sessions will still be required if the expected standard has not yet been reached.
- Pupils will be encouraged to select a writing style for purpose and value the presentation of all work.
- When the required standard of joined, legible handwriting has been met, children are able to use a handwriting pen (only ones administered by school) with blue ink, during Years Five and Six.

NB By Year Six, pupils will be using different styles of handwriting for different purposes with a range of media. They will be developing a consistent and personal, legible style.

### **Inclusion: Gifted and Able**

All pupils will access the different stages of handwriting when they are ready to progress. It is recognised a child may be ready to develop at a faster pace than his/her peers and must therefore be encouraged to learn new skills accordingly. The teacher will use the scheme teaching activities appropriate to the child rather than age.

### **Inclusion: SEN**

It is recognised that a child may need more activities to support the development of handwriting. These may be noted on the child's support plan. In such cases the teacher will provide appropriate activities, for example, additional, small group handwriting programme such as 'Speed Up!' delivered by a Teaching Assistant.

Further resources such as sloping boards, pencil grips and notes on dyspraxia can be obtained from the SENCo.

### **Appendix**

- National Curriculum 2014 guidelines
- St Thomas CE Primary 'cursive script'
- Letter formation: Foundation Stage
- Letter formation: 'cursive script'
- Grouped letter formations
- Cursive handwriting style with order of four different joins
- National Handwriting Association resources:
  - Hands up for handwriting
  - Helping the older student
  - Speeding up
  - Patterns
  - Basic steps
  - Writing grip

Jesus said, 'Come follow me, live your lives the way God wants you to.'



## **National Curriculum 2014 guidelines**



Jesus said, 'Come follow me, live your lives the way God wants you to.'



| YEAR ONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Non-Statutory Guidance                                                                                                                                                                                                                                                                                                                                                                                                               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>□□sit correctly at a table, holding a pencil comfortably and correctly</li> <li>□□begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>□□form capital letters</li> <li>□□form digits 0-9</li> <li>□□understand which letters belong to which handwriting</li> </ul>                                                                                                                                                     | <p>Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided.</p> <p>Left-handed pupils should receive specific teaching to meet their needs.</p> |
| YEAR TWO                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>□□form lower-case letters of the correct size relative to one another</li> <li>□□start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>□□write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>□□use spacing between words that reflects the size of the letters.</li> </ul> | <p>Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.</p>                                                                                                                                                                                                                             |
| YEARS THREE & FOUR                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>□□use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>□□increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</li> </ul>                    | <p>Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.</p>                                                                                                                                  |
| YEARS FIVE & SIX                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>□□write legibly, fluently and with increasing speed by:</li> <li>□□choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> </ul>                                                                                                                                                                                                                                                                                    | <p>Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard</p>                                                                                                                                                                               |



Jesus said, 'Come follow me, live your lives the way God wants you to.'

□□choosing the writing implement that is best suited for a task.

of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.



Jesus said, 'Come follow me, live your lives the way God wants you to.'

