



# Handwriting Policy

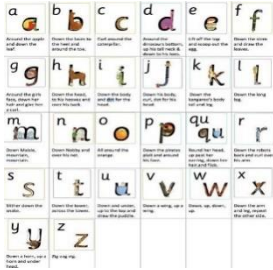
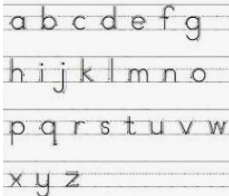

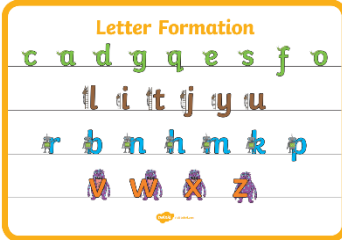


Latest update: June 2021

## Introduction

In order to achieve the best in presentation, spelling and composition when writing, children need to be able to write in a way that is automatic and functional. The school believes the best way to achieve this is through the use of cursive handwriting. International and national studies completed over a number of years have shown that fluency in handwriting enables children to spell more automatically, based on handwriting and spelling patterns that have been taught and therefore concentrate on the composition of a text.

## Aims

Our aim is for all children to be using cursive script by the end of Year 2. We see the progression, linked to readiness, as follows:

<p><b>STEP 1</b></p>	<p>Children will form all 26 letters correctly. Children have an awareness of capital letters. Children use the Read Write Inc rhymes to form letters with the correct formation.</p> 
<p><b>STEP 2</b></p>	<p>Children will form all letters correctly (upper and lower case), starting and finishing points and sitting them on a line.</p> 
<p><b>STEP 3</b></p>	<p>Children will begin to use pre-cursive script forming letters that 'start on the line every time'. Children will learn the letter families. Curly Caterpillar, ladder, one armed robot and zig zag letters.</p>  
<p><b>STEP 4</b></p>	<p>Children will begin cursive, joining letters using taught joins.</p> 
<p><b>STEP 5</b></p>	<p>Children join letters that are clear and correctly formed, automatically in a clear and legible cursive script.</p> 

## **Teaching and Learning**

### **Early Years Foundation Stage (EYFS)**

Children in the Early Years Foundation Stage are involved in a variety of activities to develop their physical development. Opportunities for mark making are planned in both the inside and outside environment. Children are offered a range of materials and experiences for mark making developed across all six areas of learning. When teachers are modelling activities, they demonstrate and encourage correct pencil grip. In EYFS, Children are taught how to form individual letters accurately in line with the agreed letter formation alongside phonic teaching using a variety of strategies. Patterns to support letter shapes are used for children that need them.

### **Key Stage 1**

Children are taught to form the letters correctly in discrete daily sessions and receive support and feedback on handwriting whenever necessary throughout their time in school. For more information please refer to our handwriting planning documentations. Formation of letters is known to be the most important element to the use of the cursive handwriting; teachers will ensure readiness for the next step and therefore will always correct errors in formation.

### **Provision for left-handed children**

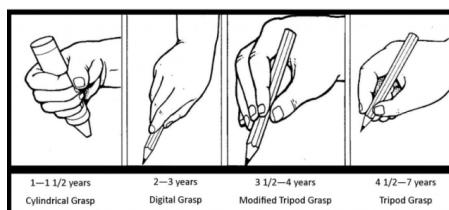
At least 10% of the population are left-handed, the majority of whom are boys.

All teachers are aware of the specific needs of left-handed pupils and make appropriate provision:

- paper should be positioned to the left for right handed pupils and to the right for left handed pupils and slanted to suit the individual in either case;
- 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;
- left-handed pupils should sit to the left of a right-handed child so that they are not competing for space;
- extra practice with left-to-right exercises may well be necessary before pupils write left-to-right automatically. Teachers are aware of the fact that it is very difficult for left-handed pupils to follow handwriting movements when a right-handed teacher models them. Teachers demonstrate to left-handers on an individual or group basis

### **Posture and Pencil Grip**

Key considerations and elements are pencil grip and sitting position. Children should use a tripod grip, and be given constant modelling and reminders until this is established. Children should be taught the importance of sitting upright and correctly on their chair, with their feet on the floor.



### **Further Support**

The English subject leader is available to support all staff in the teaching of handwriting. Refer to the 'Penpals' teacher handbook for extra support.

A useful link to make practise sheets for children (if appropriate) follows:  
<http://www.handwritingworksheets.com/flash/cursive/index.htm>

Twinkl has a wealth of cursive handwriting resources that follow our handwriting style.

**Role of the Governing Body**

The purpose of the Governing Body is to ensure the implementation of the Early Years Foundation Stage Framework, the National Curriculum and to review the policy. Additional meetings may be held to discuss English priorities across the school and to gain an overview of the teaching and learning of English.

**Policy Review**

This policy was written by the English Leader. It is due for review during the summer term of 2021.

Signed ..... **Chair of Governors**

Signed ..... **Head teacher**

## APPENDIX 1

### Statutory Requirements

#### EYFS

- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. (40-60 months)
- Handle equipment and tools effectively, including pencils for writing. (ELG PD)

#### Year 1

Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

#### Year 2

Pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- 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
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters

<b>Established by:</b>	English Subject Leader	<b>Approved Gov:</b>	
<b>Revised by:</b>	Mrs N. Richards	<b>Last reviewed:</b>	June 2021
		<b>Next review due:</b>	June 2022