



Aiming high, Achieving together

Handwriting Policy

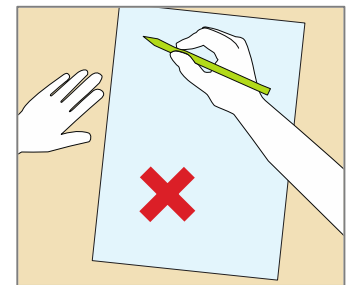
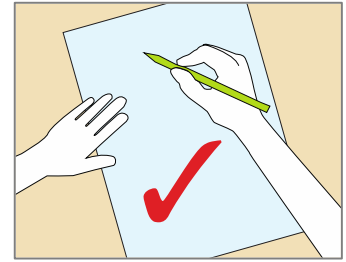
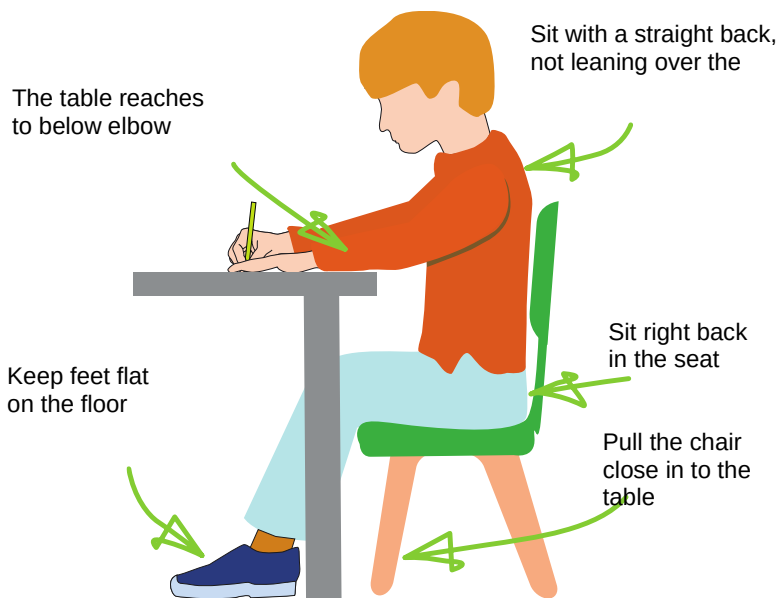
This policy has been written in the cursive font as a demonstration of the school's handwriting style. The teaching of handwriting is a high level activity. This style is taught immediately from Year R to enable all children to meet age related expectations and write in the cursive style by the end of Year 2.

Research indicates that the cursive style also assists with spelling development. The brain learns the movements of the words and the kinaesthetic memory retains the movements. When children can write with ease their confidence increases and their participation in all recording activities across the curriculum is far more evident.

Preparations

- Relaxed atmosphere
- Table at the child's height
- Feet flat firmly on the floor
- A smooth, hard work surface
- Appropriate book (agreed per year group)
- Appropriate writing implements
 - Large pencils (YR only)
 - Small HB pencil
 - Pencil grip if needed
- Correct tripod pencil grip
- Warm up games

Position

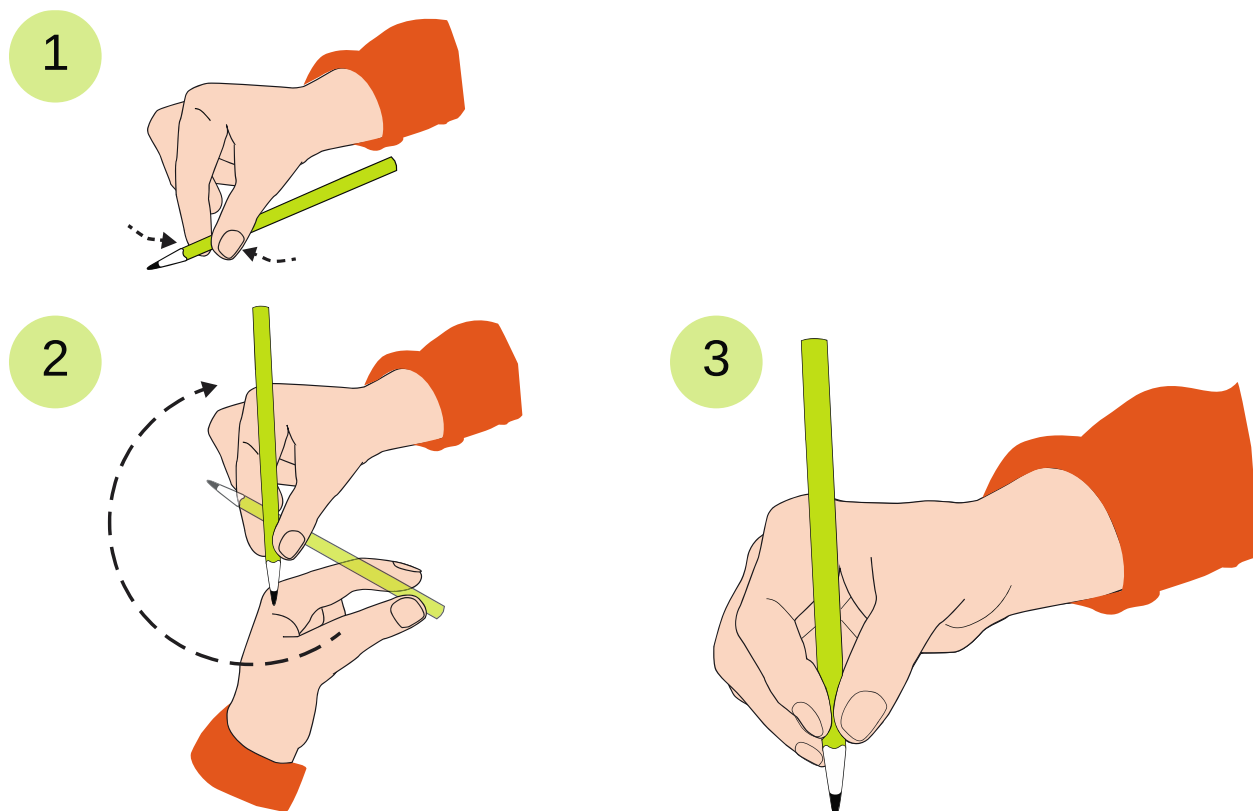


Correct paper position should allow free arm movement. The child's arm should not be across the body as this obscures the writer's view of the paper.

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) Grip the pencil with your index finger and thumb with the nib pointing away.
- 2) With your free hand, spin the pencil from



Left Handers

If taught correctly from the beginning, there is no reason why left handed writers should not develop flowing writing.

What do Left handers need?

- Paper positioned to the left of the centre line of the body. This means the child will need to sit at the right hand side of the desk to leave enough space for the paper and arm movement ie not next to anybody to avoid bumping into each other.
- Relaxed working environment as left handers tend to grip the pencil very tightly.
- HB pencil to avoid smudging e.g. soft lead or a felt tip.

Progression

Year R

Pre writing skills should be developed before letters are taught:

- Daily practice of hand control and movement / patterns as well as dot to dots, zig zags and wondering pen

mmmmmm uuuuuuuu llllllllll bbbbbbbb

- Daily dough gym to develop core strength
- Daily continuous provision to improve fine and gross motor skills in a variety of writing materials such as modelling clay, air writing, sand trays, felt pens, paintbrushes, chalks, crayons, pencils, IWB, iPads, laptops
- Daily opportunities for children to independently write (role play)

Hold a pencil in an effective manner for writing and be encouraged to correct any errors in grip or stature.

- Sit in the correct position and hold a pencil correctly to allow fluid movement of the nib
- Understand that letters are written on a base line and that all cursive letters 'start on the line' and 'end with a hook'
- Understand different shaped letter families
- Understand the language needed to describe pencil movements in preparation for letter formation
- Daily over writing and tracing of individual letters, digraphs and trigraphs, own name, cvc/cvcc/ccvc words and sentences on whiteboards
- Autumn term start Rainbow books
- Spring term start Phase 2 Phonics / handwriting booklets

Year 1 & 2

- **First 3 weeks** daily continuous provision approach of over writing and tracing of individual letters, digraphs and trigraphs, own name, cvc/cvcc/ccvc words and sentences on whiteboards to further improve fine and gross motor skills
- **Week 4 daily** handwriting sessions for 10 minutes in handwriting books already prepared

Form and use of the 4 basic handwriting joins:

Curly caterpillar letter

c o a d f e s g q

One arm robot letters

b h k m n p r

Ladder letters

i l t u j y

Zig-Zag letters

v w x z

Diagonal joins to letters without ascenders

ai ar un

Horizontal joins to letters without ascenders

oi vi wi

Diagonal joins to letters with ascenders

ab al it

Horizontal joins to letters with ascenders

ol wh ot

Please ensure children are encouraged to form the letters w and v with points at the bottom, not curves.

Teaching Progression

The order in which the letters are taught should follow the letter families order and these will be displayed in each classroom. Association should be made between letter sound, letter name and letter shape. There should also be regular practice of the child's name and common exception words.

Capital letters should be taught when the children can form all lowercase letters. These do not join to lower case letters.

Children should develop emergent writing using their phonic knowledge which the staff can interpret and rewrite underneath for the child to copy.

Extra provision:

For SEN children a copy of the school's phonic ruler should be kept on the table to help the children remember the letters. A recap of previous skills may be necessary before starting each session. Colour pencils or colour paper may help.

Adult's Role

It is crucial that the member of staff demonstrates how to form the letters correctly from the outset so errors or misconceptions can be discussed. Jingles can also help the children to form certain letters.

Staff should model on a whiteboard, the interactive whiteboard, on large paper and in the child's book. Starting 'entry' dots should be written into the handwriting book x3 on a line.

The teacher should visit each child during the session and offer feedback. The teacher should mark in pink pen but advise in green pen using the cursive style.

All work should be dated. If dated by an adult, use an orange pen.

Copy cards are a low level activity and should only be used when the children have secured all joins (eg HA writers)

At the end of the lesson the teacher must encourage the children to use the pink highlighter to identify one letter of which they feel proud (AFL) and one letter they think that they could improve.

All adults must advise correct sitting position at all times. Left handers should be placed at the end of tables to avoid bumping into right handers.

Assessment

In line with the school's assessment policy, handwriting is assessed daily allowing teachers to comment on the individual's style. Consideration of handwriting is also taken into account when moderating and levelling writing. Targets must be given for the next lesson especially if errors / misconceptions continually occur.