

# Kingsfield Primary School

A member of the Active Learning Trust



<b>Statement / Policy Summary</b>	
This policy looks at the school's approach to handwriting.	
<b>Date ratified:</b>	Autumn 2021
<b>Date of review:</b>	Autumn 2023

<b>Equalities Impact Statement</b>	
Has this policy fully considered the school's equality objectives and statement?	Yes
Is there any impact upon the school's equality objectives?	Yes
If 'yes', are these clearly described and their impact assessed?	Positive impact upon inclusion, supporting all children particularly those with SEND.

## 1. Aims

The Kingsfield Primary School Handwriting Policy aims to have a consistent, cursive approach to handwriting across the school to ensure high levels of presentation and develop children's muscle memory to aid spelling.

By the end of Key Stage 2, pupils are expected to maintain legibility in joined handwriting when writing at speed (Teacher Assessment Framework).

Effective teaching of handwriting can only be achieved through modelling. Teachers must demonstrate letter formation and joins daily and children must practise by carefully copying and repeating.

Children should learn to write using continuous, cursive handwriting so they do not have to learn how to form letters twice when they need to write more quickly later on.

## 2. The Continuous Cursive Script

As recommended by the British Dyslexia Association, we adopt a continuous cursive style of writing. Its most important feature is that each letter is formed without taking the pencil off the paper. Consequently, each word is formed in one, flowing movement.

The key advantages of this script:

- By making each letter in one movement, children's hands develop a physical memory of it, making it easier to produce the correct shape;
- The starting and finishing points for all continuous cursive letters are easier to remember (they all start on the line and, other than a few exceptions (i.e. o, r) all finish on the line);
- As letters and words flow from left to right, children are less likely to reverse letters which are typically difficult (i.e. b/d, p/q);
- There is a clear distinction between capital letters and lower case;
- The transition to joined writing is simple and occurs sooner, allowing children to concentrate on the composition of the writing, rather than thinking how to form the letters;
- Words written in one set of movement, without the pen being taken off the paper, helps the motor memory store spellings; and
- The continuous flow of writing ultimately improves speed and spelling.



Dynamic-Tripod

## 3. Pen Hold

Pupils should be taught the dynamic, tripod grasp.

## 4. Key Stage Expectations

### Reception

Children in Reception are taught the pre-cursive script in line with the Floppy's Phonics scheme.

### KS1

Children in Key Stage 1 are taught the pre-cursive script to prepare them for joining their handwriting by the end of Year 2. Children in Year 2 are given the opportunity to earn pen licences for continuous, cursive handwriting. Handwriting is taught daily for up to 15 minutes, including explicit teacher modelling.

### KS2

Children in Key Stage 2 are taught continuous, cursive, joined handwriting daily for up to 15 minutes. The teaching of handwriting is linked to statutory spelling words. Pupils in Years 3 and 4 are given the

opportunity to earn pen licenses for continuous, cursive handwriting, whereas pupils in Years 5 and 6 should use pens.

Aa Bb Cc Dd

Ee Ff Gg Hh Ii

Jj Kk Ll Mm

Nn Oo Pp Qq

Rr Ss Tt Uu Vv

Ww Xx Yy Zz