

**Monkton Church of England Primary School**

**Handwriting Policy**

Lead Person: Louise Warner

Policy Date: September 2022

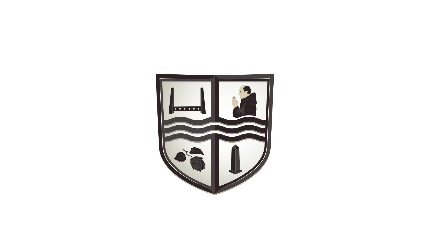
Review Date: September 2025

Signatures:

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Chair of Governors Executive Headteacher

Federation of Minster and Monkton Church of England Primary Schools

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| **Monkton Church of England Primary School** |
| **Compassion, Courage, Justice**  **Jesus said, ‘Go and do the same.’** |
| Our school has compassion at its heart, which inspires us to be people of courage, who care for ourselves, stand with others and seek justice as we grow and discover the world around us.  By knowing each individual, our learning environment is shaped to encourage creativity, promote challenge through our learning values and nurture spirituality, ensuring all thrive. |
| **The Parable of the Good Samaritan**  Luke 10:25-37 English Standard Version (ESV) |
| **Christian Foundations** |
| **Compassion Courage**  **Justice** |
| **As a Federation, we are passionate about every individual flourishing, so that they can be nurtured and develop as well-rounded children, living life in all its fullness.**  Every policy is written with our Christian Vision and Foundations in mind. |

**Aims**

Handwriting is a skill which, like reading and spelling, affects written communication across the curriculum. Children must be able to write with ease, speed and legibility. Cursive handwriting teaches pupils to join letters and words as a series of flowing movements and patterns. The development of this fluid style when mastered allows children to apply their energy into the content of their writing as opposed to the formation of the letters themselves. Handwriting skills are taught regularly and systematically throughout the school. The correct pencil grips should be encouraged from the time children enter the school. Cursive handwriting should be modelled by all teaching staff. Staff will use the Letter-join scheme to support the teaching and practice of cursive, joined handwriting.

**Progression in Handwriting**

The Handwriting programme at Monkton is based around four main development phases. They are:

1. Readiness for writing: Gross and fine motor skills leading to letter formation (Foundation Stage)
2. Beginning to join (KS1)
3. Securing the joins (KS1/Lower KS2)
4. Practising speed and fluency (Lower KS2)
5. Presentation skills (Upper KS2)

Clear NC progression for each Year Group (Years 1-6) can be found on the final page of this policy

**Handwriting in the Early Years Foundation Stage (EYFS)**

In order that children eventually acquire a legible, fluent and fast handwriting style, they need to develop skills including:

* good gross and fine motor control
* a recognition of pattern
* a language to talk about shapes and movements
* the main handwriting movements involved in the three basic letter shapes as exemplified by: l, c, r.

When children start in Foundation Stage, handwriting patterns are taught during the first term. Learning pre-handwriting patterns is the important first step in handwriting, with children learning the shapes and strokes needed to correctly form letters.

Children are taught to form letters clearly as part of their phonics work (Little Wandle) each week See below for examples…

Children are taught specific letters using Little Wandle in EYFS.

**Handwriting in Year 1 & 2**

During the week, the children may learn handwriting and gripping a pencil (crocodile hold) every day using Clever Hands.

The children also take part in Write Dance sessions twice a week for 15 minute sessions.

Children continue to learn correct letter formation as part of their phonics lessons using Little Wandle.

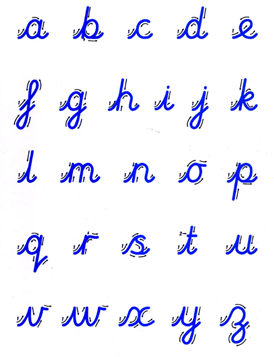
Clear letter formation is modelled by class teachers, ensuring that all letters can be easily read and are of an appropriate size on the page. The children focus on letters and words linked to their phonics spellings that have been set that week. Children also focus on handwriting during Early Morning Work using their handwriting books. Whilst some children may begin to explore using joined up, cursive handwriting, this is not the normal and not expected until Key Stage 2.

**Handwriting in Years 3-4**

Handwriting is taught and modelled by the teacher at least once a week using Letter-join. The start of year 3 marks the start of discrete lessons following Letter-join programme. The children initially focus on learning how to correctly write letters of the alphabet, they are taught the cursive, ‘lead in’ and ‘lead out’ method of handwriting. The children focus on letters and words linked to their topic words or their spellings that have been set that week. Children also focus on handwriting during Early Morning Work using their handwriting books.

From the beginning of the year, teachers model how to join up cursive script.

Children are taught specific letters using Letter-join



Towards the end of year 3 joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say. Additional interventions to support individual children may be used to further improve skills.

Pupils should be taught to:

• use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un joined.

• increase the legibility and quality of their handwriting, e.g. 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.

**Notes and guidance (non-statutory)**

Pupils should be using joined handwriting throughout their independent writing and spelling lessons. 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.

**Handwriting in Years 5-6**

**Statutory requirements:**

Handwriting and presentation Pupils should be taught to:

* write legibly, fluently and with increasing speed by:
* choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
* choosing the writing implement that is best suited for a task.

Additional interventions may still be needed to support individual children may be used to further improve skills.

**Notes and guidance (non-statutory)**

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 are taught this during writing modelling and spelling lessons. They should be clear about what standard 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 un joined 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.

**Letter-join**

Letter-join is our whole school handwriting scheme which offers a combination of traditional and digital resources. These include classroom presentations, handwriting activities, online games and hundreds of worksheets using either a printed font, or a cursive font with or without a lead-in line, depending on which stage is being taught.

**Developing letter shapes using gross motor movements**

* skywrite with both hands.
* Ask another adult or a confident child to model the movement with her/his back to the rest of the children. Stand behind the children to check they are all following the movement correctly.
* Let children make patterns in the air or on each other’s backs.
* Make a letter shape in damp sand, salt or cornflour. Invite each child in the group to trace over the shape. Model the correct letter formation to the children as a teaching point.
* Reinforce a letter movement by asking the children to write the letter with their eyes closed. Have laminated large letters so that children can trace the shape with cars, trains etc.
* Using tactile letters for children to trace over
* Developing the muscles for writing is crucial, particularly for boys. Make sure that children have experience of climbing, using malleable materials, finger and action rhymes etc.

**Ideas for Developing Fine Motor Control Skills**

* Children create patterns using peg-boards
* Sewing, threading and weaving
* Finger rhymes, counting fingers, playing with words and sounds
* Children can use small construction toys
* Sand and water play to sieve, pour, picking up toys using tools etc
* Develop the pincer movement using tweezers to pick up small items
* Paints and finger paints
* Clay and play dough modelling to strengthen fingers
* Thick paintbrushes and water to paint patterns on walls

**Other Key Resources used to help Develop Children’s Handwriting**

1. Shaving foam, sand, glitter in trays
2. Cotton bud paints
3. Small/chunky chalks
4. Small/chunky crayons
5. Handwriting chunky pencils
6. Handwriting books
7. Felt tips
8. Pegs
9. Pegboards
10. Whiteboard and pens
11. iPad games
12. threading activities
13. cutting skills
14. handwriting patterns- Letter-join can provide these

**Provision for Left-Handed Children**

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| |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | At least ten per cent of the population is left-handed – a slightly higher proportion of these are males. At Monkton, we believe strongly that there is no need for left-handed children to be disadvantaged when writing, if a few simple strategies are employed:   * Model letter formation, skywriting, etc. specifically for left-handed children, with your left hand. * Make sure that left-handed children sit on the left of right-handed children, otherwise their writing arms will clash.   **Supporting Children with SEND**   |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Some children with special educational needs (SEN) may require specific support or provision. It is important that an accurate assessment of needs is completed to ensure that the appropriate support and provision can be planned. It is also important that where appropriate, children with SEN are included in group handwriting practices and that the highest expectations are maintained. They will need skilled practitioner input. Most importantly teachers need to assess accurately where the child is, and plan carefully for the small steps of progress.  **Handwriting Progression**   |  |  | | --- | --- | | **Year Group** | **NC Statutory Requirements** | | **1** |  | | **2** |  | | **3/4** |  | | **5/6** |  | |  | |  | |

**Conclusion**

This policy also needs to read in-line with other school polices and therefore should be read in conjunction with the following school policies:

Curriculum Policy

English policy

Assessment Policy

SEND Policy

Computing Policy

Equality Policy

Health and Safety Policy

EYFS Policy