



Handwriting Policy

*“Handwriting is more connected to the
movement to the heart”*

Natalie Goldberg

Aims

It is our aim to encourage the progression and development of each child's handwriting throughout the school into a fluent, legible and individual style that can be adapted for a range of purposes and will support their spelling and composition.

Methodology

The school uses cursive handwriting as our agreed writing style.

This begins in EYFS where children are taught to become proficient in print (using correct letter formation and sizing) These foundations are built upon in KS1 by the end of which we aim for all children to be using pre-cursive style with some joining fully. This ensures that there is a consistent handwriting approach from Early Years Foundation Stage through to the end of Key Stage 2.

Fully joined cursive handwriting encourages:

- Natural movement
- Correct letter formation
- Less load on memory, aiding movement from left to right
- Clearer spacing
- Increased speed
- The development of a personal style
- Less focus on the mechanics and more on the product of writing
- Improved spelling

Disabilities & Equalities Statement

All children are given full access to the National Curriculum. Staff will endeavour to ensure that all children reach their potential, irrespective of race, gender, age, home-background or ability.

Mountford Manor Primary school is committed to promoting equality. When planning and teaching handwriting, staff will make reasonable adjustments to promote equality of opportunity.

Organisation

Handwriting objectives are taken from National Curriculum English Programme of Study (see Appendix 1) and form part of the class teachers' and children's continuous work. Handwriting is taught in explicit, regular sessions focussing on letter formation, consistent size and shape of letters, as well as accurate joining. The teaching of handwriting follows the expectations set out in the Programmes of Study and includes cursive handwriting from Reception. Learning is differentiated (scaffolded) based on the needs of the child. Handwriting is applied in all writing and modelling, as well as in displays, where appropriate, and is a consistent marking focus.

Planning and Delivery

The appropriate handwriting style is taught and modelled in marking and teaching from EYFS through to Key Stage 2 (KS2).

All teachers give specific attention to pencil and pen control, grip and posture in helping pupils to develop a legible cursive style.

In Reception and Year 1, children are encouraged to write using a wide variety of media.

Early Years Foundation Stage (EYFS)

Children in the Early Years Foundation Stage are involved in a variety of activities to develop their physical development. Both gross and fine motor skills develop in a 'top down' approach. Just as a baby first learns to lift its head, then gains core control, beginning to sit, crawl and then stand, so it is the same for fine motor skills. These emerge from the shoulder joint, then to elbow and lastly to wrist and finger joints. In the Early Years we support and progress this development in the following ways:

- Funky fingers:
- Dough Gym:
- Squiggle while you wiggle
- SPARK-EY: Intervention to develop children's motor skills

- Fine Motor Skills groups: This aims to provide children with lower motor skills chances to learn and develop in this area, leading to better balance, coordination and mark making.
- Handwriting sessions: These are done with the adults in the classroom to support and develop children's letter formation and handwriting skills. These tie into Phonics sessions and letter formation is taught alongside the letter sounds.

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 Reception, Children are taught how to form individual letters accurately in line with the agreed letter formation (See Appendix 2) alongside phonic teaching using a variety of strategies. Patterns to support letter shapes are used for children that need them.

Key Stage 1

In KS1, there are discrete handwriting sessions each week. In addition, handwriting forms part of early morning activities. These focus on letter formation and the objectives of the Key Stage One and Two Programmes of Study. Extra intervention is offered to children who need further handwriting support. (See below.)

Key Stage 2

Across KS2, children are expected to use the cursive script. Targeted handwriting interventions are used to support children who are developing their cursive script.

Individual and Group Support

At all stages, teachers are aware of the specific requirements of individuals and will adapt lessons to meet individual needs. Individuals and groups pinpointed as needing further support are given extra time to practise handwriting. Opportunities to continue to develop fine motor skills are planned and provided as appropriate. Teachers also give further support to children who still have not established correct letter formation and may need to include this in a support plan. When marking, teachers offer opportunities to practise specific letters that children are struggling with. Pencil grips and ergonomic pens are provided for children where required.

Terminology

Cursive: Joined-up handwriting style

Capital and lowercase: The names of capital and lowercase letters (rather than 'big and small').

Ascenders and Descenders: Letters that go above the usual letter line and below the base line
Letter bodies: The main body of letters, which are neither ascenders or descenders (e.g. the rounded parts of 'b', 'd' and 'a' and the arches of 'm' and 'n')

Entry and exit strokes: Entry stroke starts on the line and exit strokes generally end on the line (with the exception of 'o', 'v', 'w', 'r' and 'x')

Assessment of writing

Writing is assessed as part of the English Curriculum and is judged in the context of the child's day to day writing.

Review

To be reviewed September 2023 by Robyn Allford (Early Years Foundation Stage lead) and Lee Edmonds (Principal)

Appendix 1 – Development Matters and National Curriculum Handwriting Programme of Study

EYFS

Physical Development 40-60 months

- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.
- Uses simple tools to effect changes to materials.
- Handles tools, objects, construction and malleable materials safely and with increasing control.
- Shows a preference for a dominant hand.
- Begins to use anticlockwise movement and retrace vertical lines. •Begins to form recognisable letters.
- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.

Physical Development Early Learning Goal

Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

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.

Notes and guidance (non-statutory)

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. Left-handed pupils should receive specific teaching to meet their needs

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 un-joined e.g. x?
- write capital letters of the correct size and orientation in relationship to one another, and to lower case letters
- Write digits of the correct size and orientation in relationship to one another • use spacing between words that reflects the size of the letters.

Notes and guidance (non-statutory)

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.

Year 3 & 4

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, consistency and quality of their handwriting (for example, by ensuring that the down strokes 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. 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.

Year 5 & 6

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.

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 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.

Appendix 2 – Teaching order of letters and letter combinations

Single letters

c, o, a, d, g, q, s
e, f
n, m, l, h, b, p, r
i, j, k, t
u, y, v, w
x, z

Letter combinations

(Practise letters and then appropriate words containing combinations of the letters)

Top joining letters

o, r, v, w, x

The letter E

e

Ascender-joining letters

e, h, t, k, l

Descender-joining letters

f, j, p, q, y

Wave letters

a, c, g, o, d

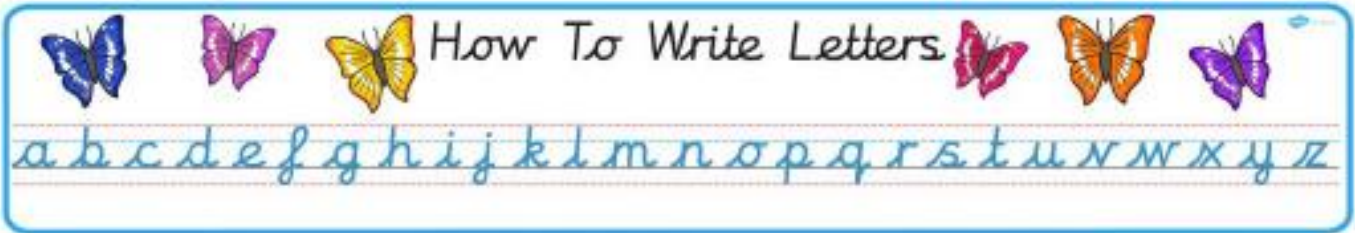
Arcades:

h, m, n

Extras:

i, s, z

Appendix 4 – Twinkl Classroom Resources



a b c d e f g h i

j k l m n o p q r

s t u v w x y z