

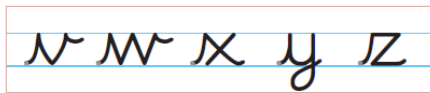
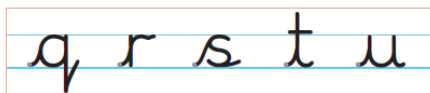
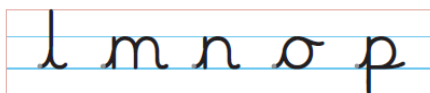
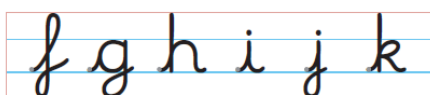
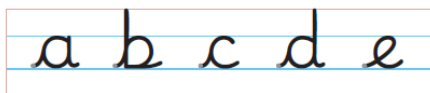


Continuous Cursive Handwriting Policy

Aims and rationale behind this style

- As recommended by the British Dyslexia Association, to have a consistent continuous cursive style across the whole school to ensure high levels of presentation; a simpler approach to forming joins; and a clearer distinction between capital and lower case letters.
- Children to achieve a neat, legible style with correctly formed letters in cursive handwriting. Each letter begins in the same place on the line and flows from left to right. This reduces the likelihood of reversal mix-ups such as b/d and p/q.
- A smooth flow improves speed and spelling; children develop fluency whilst writing, with a physical memory of how each letter is written. Eventually, the children are able to write the letters with confidence and correct orientation.
- All adults to adopt correctly and neatly formed cursive handwriting when writing in children's books, on the interactive whiteboard or when shown on displays / other handwritten resources.
- We will provide regular opportunities for children to develop, practise and perfect their skills and provide targeted support for any child experiencing difficulty.

Our agreed cursive style is as below:



- All letters will join including the letter 'x'.
- Each lower case letter begins on the line and loops into the main body.

In the Foundation stage and Year 1, handwriting will be implemented as follows:

- Children will develop hand eye co-ordination, gross and fine motor skills to support handwriting.
- Children will use a range of tools to develop drawing lines and circles using gross motor skills e.g. swirling ribbons, batting balls, painting.

- Children will use a range of materials to develop fine motor skills e.g. wax crayons, markers, pencils, sponges, chunky brushes, cotton wool balls, shaving foam, finger paints, etc.
- Children will practice manipulative skills e.g. cooking, playing with constructions, threading and playing instruments.
- Children will use variety of tools and paper, indoors and outdoors for purposeful writing. e.g. role play, labelling, making cards.
- Children will physically develop the movements of letter shapes using gross motor skills (linked to music and sounds) to gain confidence with the basic movements and flow of writing.
- Children will be introduced to letters in line with their Phonics programme. Teachers will further embed handwriting when they are carrying out the daily Phonics session.
- Children will be taught how to correctly hold a pencil: using a tripod grasp and ensuring the first finger is around 2 cm away from the point. They may use triangular shaped pencils to support this initially.
- Children will be taught to form letters using Letter Join print, an un-joined, non-cursive style.
- Parents will be given opportunities to support their child to practise their letter formation at home. Teachers will send home materials to enable parents to do this.

Across the Primary Age Range (KS1 and KS2)

Teachers and Teaching Assistants should:

- Have high expectations; valuing work that is the child's best effort and supporting when it clearly is not.
- Identify left-handed children and make sure they have sufficient space in which to work and that they are tilting their paper by slanting to the right. Ensure these children in particular maintain a good posture and straight hold of their pencil.
- Encourage children to assume a correct sitting position in order to write – Motto of 'Bum back, feet flat' to be implemented.
- Provide appropriate paper and pencils and/or pens (i.e. all pencils must be sharp and of a reasonable length).
- Model how to hold a pencil correctly.
- Ensure the hand that is not holding the pencil is holding the paper.
- Reinforce how to form letters, beginning each letter in the same place on the line, using a variety of strategies and materials.
- Reinforce how to join letters correctly adopting a fluid motion.
- Monitor children's progress through regular assessments and observations of how letters and numbers are formed in all subject areas.
- Implement intervention for those children not forming letters or numbers correctly.

- Where necessary, group children and provide differentiated tasks; engaging whole year teams in planning and support.
- Modelling good handwriting: on the board, in marking children's work, displays, use cursive handwriting font on teaching materials where possible etc.
- Allow children with very poor fine motor skills to print and not make joins.
- Capital letters are taught to be “tall and proud and stand on their own.”

Children should:

- Take pride in their work (All children).
- Learn to write clearly recognisable letters and form them correctly (EYFS).
- Know how to begin each letter from the line and join letters neatly (From Year 1).
- Enhance speed and fluency in order to develop a legible individual style (KS2).
- Demonstrate correct letter formation and joins learnt in all handwriting across the curriculum (KS1 and KS2).

Teaching and Learning

- Across the school there should be 3 x weekly handwriting sessions (unless intervention is required).
- During handwriting sessions in all key stages, children will apply taught formations to letters, words or parts of text relevant to their current learning. For example, they may practise the letters from their current phonics focus, the letter strings used in their pathways spelling sessions, key vocabulary related to core texts or use parts of text from guided reading or literacy.
- Children will use a standard HB pencil, well sharpened and when the teacher deems a child ready a pen will be used.
- There is no expectation that formal written plans are available on the staff drive as we follow the letter join scheme of work. Books will be used as evidence for the progression of handwriting.
- Children are to be given a lined handwriting book from year 1, using the appropriate sized lines for their age, which continues throughout the school.
- It should be made very clear to children that a handwriting style is very different to a printed style of writing, but that cursive writing allows speed and fluency.

Other points

The school has purchased the system ‘Letter Join’ to be able to create documents using the continuous cursive style; early years have access to the phonics scheme ‘Floppy’s phonics’ to support teaching of handwriting. These provide models of forming letters, word samples and a way to produce text using the agreed school cursive system. Each class teacher has the ability to download the software onto their personal machine so they can produce text and worksheets to support teaching and learning.

The online platform also gives staff photocopiable practise sheets which will support teaching and learning and provide a model for teacher to determine how well children are progressing.

From year 2, all display materials will be expected to appear in continuous cursive writing along with the Widgit icons, with the exception of phonics intervention displays.

IWB and Printed fonts

Letter Join font should be used for print outs to expose the children to the correct letter formations and joins. They should have contextual alternatives turned on to ensure the lead in and out lines are visible for the children.

Printed font should be no smaller than 12 point.

Cursive writing should not be limited to the actual handwritten word (either in books as previously mentioned, or on the IWB when in handwriting mode). As this is a new introduction, the children need to be exposed to the style in every instance.

Equal opportunities and special needs

All children must have the opportunity and the encouragement to reach their full potential regardless of race, creed or sex. Children with Special Educational needs, where necessary, will be provided with specialist equipment such as pencil grips or wider ruled lined paper. Children will also have the opportunity to use iPads and other tools deemed appropriate to rehearse specific skills on a more regular basis. Intervention is available for children who experience significant difficulties to practice pre writing skills and fine motor coordination.