



Trinity St Stephen Church of England (Aided) First School

# Handwriting Policy

**Headteacher**

March 2021

Full Governing Body review due – March 24

*Ch. H. G. G. G.*

## Handwriting Policy

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. Handwriting skills should be taught regularly and systematically through the use of the cursive script.

This policy aims to:

- Establish an entitlement for all children
- Establish expectations for teachers
- Promote continuity across the school
- To detail the school's approach to this subject

At Trinity St Stephen's Church of England First School our aims in teaching handwriting are that the pupils will:

- Achieve a neat, legible cursive style with correctly formed letters (See Appendix 1)
- Develop flow and speed.
- Eventually produce the letters automatically and in their independent writing.

In order to achieve these aims, the following principles are followed:

### Teaching and Learning

- Children should experience coherence and continuity in learning and teaching across the school.
- Develop a recognition and appreciation of pattern and line and be given support in finding a comfortable grip.
- Understand the importance of clear and neat presentation in order to communicate meaning clearly.
- Encouraged to take pride in the presentation of their work and therefore study handwriting with a sense of enjoyment and achievement.
- Be supported in developing correct spelling quickly through a multi-sensory approach to handwriting.
- Shown how to be able to write quickly to aid expressing themselves creatively and imaginatively across the curriculum and for a range of purposes.
- Encouraged to use their skills with confidence and pride in real life situations.

Knowledge, Skills and Understanding (See Appendix 2 for detailed year by year guidance)

## ***Early Years***

Children take part in activities to develop their fine and gross motor-skills and recognition of patterns, for example, to form letters using their index finger in sand or using paint. Children should begin to learn how to correctly hold a pencil. Then how to use a pencil, and hold it effectively to form recognisable letters most of which are correctly formed and linked to their phonic learning. They should be given the opportunities to develop their handwriting to their full potential at that age.

## ***Key Stage 1***

Children will continue to develop fine and gross motor-skills with a range of multi-sensory activities. Handwriting should be discussed within and linked to phonics sessions. Teachers and support staff continue to guide children on how to write letters correctly, using a comfortable and efficient pencil grip. Children should now be leaving spaces between words accurately. By the end of Key Stage 1 children will be able to write legibly, using upper and lower-case letters appropriately and correct spacing between words. Children will be introduced to and practice the common exception word for Year 1 and Year 2.

## ***Key Stage 2***

During this stage the children continue to have direct teaching and regular practice of handwriting. Children will be introduced to and practice the common exception word for Year 3 and Year 4. We aim for them to develop a clear, fluent style by the end of Year 4. Children in Year 3 and 4 will continue to write with a pencil until they have shown their class teacher that they are able to successfully and consistently fulfil their year group aims for handwriting. Once children are in the Spring Term in Year 4 they will all be provided with a handwriting pen (Staedtler fibre tip handwriting pen- blue ink) to use. Children's handwriting will continue to be monitored in all written work.

## **Provision for left-handed children**

At least 10% of the population are left-handed, the majority of whom are boys. All teachers are aware of the specific needs of left-handed pupils and make appropriate provision:

- paper should be positioned to the right for right handed pupils and to the left for left handed pupils and slanted to suit the individual in either case;
- pencils should not be held too close to the point as this can interrupt pupils' line of vision;
- pupils should be positioned so that they can place their paper to their left side;
- left-handed pupils should sit to the left of a right-handed child so that they are not competing for space;
- extra practice with left-to-right exercises may well be necessary before pupils write left-to-right automatically.

Teachers are aware of the fact that it is very difficult for left-handed pupils to follow handwriting movements when a right-handed teacher models them and vice versa. Teachers demonstrate to children writing with the opposite hand to themselves, even if the resulting writing is not neat. They may decide to demonstrate to left-handers in a small group, depending on the number of children in the class who are left handed.

## Capital letters

Capital letters stand alone and are not joined to the next letter. Children must practice starting sentences and writing names using a capital letter and not joining the subsequent letter. This should be modelled by the teacher during Literacy and Phonics sessions.

## Inclusion

The vast majority of pupils are able to write legibly and fluently. However, some pupils need more support and provision will be made for this in Individual Education Plans [I.E.P.'s]. Teachers of children, whose handwriting is limited, by problems with fine motor skills, should liaise with the SENCO to develop a programme designed for the individual child.

## The Learning Environment

In all classes, writing boxes with suitable materials are available for pupils to work at their own tables. Writing boxes are equipped with a range of writing implements, line guides, word lists and dictionaries.

## Assessment

A uniformed handwriting style should be consistent throughout the school; this will be evident on display boards and in book scrutinies. Handwriting is currently assessed and recorded on the school's internal tracking system.

## The Role of Parents/Carers

Parents/Carers are made aware of our agreed handwriting style and encouraged to practice this with their children at home.

## Resources

Resources are available on the shared system in the folder 'Handwriting Resources.' Our handwriting style should be displayed in every classroom and available on tables for children to refer to.

Handwriting books with age appropriate lines are used in each year group.

Handwriting for Windows computer software.

## Review

This policy will be reviewed before the start of each new academic year. It is the responsibility of the English Subject Leader

Appendix 1.

*lower case letters all join and  
begin with a leading line*

*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*

CAPITAL LETTERS DO NOT JOIN

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

## **Appendix 2**

### **Across the Early Years Foundation Stage there will be:**

Opportunities to watch adults write and for children to write.

A variety of different writing opportunities.

A focus on writing their own names and other writing forms such as labels and captions and begin to form simple sentences, using simple punctuation.

A focus on using their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words.

A focus on using a pencil and hold it comfortably and effectively to form recognisable letters and numbers, most of which are correctly formed.

### **Year 1**

Further develop a comfortable and efficient pencil grip to write. The handwriting will follow the national curriculum guidelines for handwriting and spelling.

Sit correctly at the table, holding a pencil comfortably and correctly

Form lower-case letters in the correct direction, starting and finishing in the right place

Form capital letters

Form digits 0-9

Join some letters together

Using the National Curriculum spelling programme and common exception words for Year 1 to support handwriting practice

### **Year 2**

Form lower case letters evenly

Join most letters together

Understand which letters, at times, are best left unjoined

Write capital letters and digits the correct size

Use correct spacing between words

Using the National Curriculum spelling programme and common exception words for Year 2 to support handwriting practice

### **Year 3**

Join letters using diagonal and horizontal strokes

Understand which letters, when adjacent to one another, are best left unjoined

Keep all letters an even size

Make sure that down strokes of letters are of an even size

Space all lines of writing so that the ascenders and descenders of letters do not touch

Using the National Curriculum spelling programme and common exception words for Year 3 and Year 4 to support handwriting practice

### **Year 4**

Join letters using diagonal and horizontal strokes

Understand which letters, when adjacent to one another, are best left unjoined

Keep all letters an even size

Make sure that down strokes of letters are of an even size

Space all lines of writing so that the ascenders and descenders of letters do not touch

Using the National Curriculum spelling programme and common exception words for Year 3 and Year 4 to support handwriting practice