



HANDWRITING POLICY

Committee Responsible:	Teaching and Learning Committee
Person Responsible:	Headteacher
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Signed.....

Date.....



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1 Document Purpose and Audience

At St James', we aim to equip children with the necessary skills to develop a fluent and legible handwriting style which can be adapted to a variety of tasks. Although we need to recognise the three objectives of legibility, character and speed, it is important that children take the necessary time and care with their writing in the early stages so that correct habits are formed. This document will support all members of the teaching staff in reinforcing these habits as a child moves through the school. When a smooth, flowing, functional style becomes habitual, speed will increase without effort and without loss of legibility. It is hoped that by following our scheme a basic, attractive handwriting style will be produced which will take on individual character as it matures and can be adapted to fast note-taking and communication.

The rationale for our scheme is that when reliable handwriting is established, thinking, letter and word sequencing and movements for writing can be brought together which aids spelling difficulties and helps children with dyslexic tendencies. In Foundation Stage and Year 1 children will be taught correct letter formation with an introduction to joins. From Year 2 a fully cursive style will begin to be introduced.

2. Handwriting Scheme

In order to achieve these aims, we intend that:

- Here at St James' we are very proud of our pupil's handwriting and take particular care in the children's cursive/joined-up handwriting style. We use Letterland resources to support our handwriting policy that covers all the requirements of the 2014 National Curriculum.
- In Foundation stage and Year 1, letters are taught through the Letterland scheme with a lead out. During Year 1 children are



taught how to join letters in diagraphs and will start to use these joins in their own writing.

- The use of different styles for different purposes is covered throughout Key Stage Two (KS2). Progression follows the objectives set out in the New National Curriculum, e.g. by the end of KS1 children will begin to be able to write in a joined and legible style and lower KS2 children will become more fluent in the joined, legible style.
- Children are taught a fully cursive script in which ALL letters, (see appendix) apart from capital letters will be joined. To set clear objectives at the learning stage, letters are taught in an upright position, vertical to the line. As writers become more fluent, some children will naturally slope their writing particularly as speed develops and this is quite acceptable as it gives individual character to the writing. However, any sloping must be consistent throughout, and not so exaggerated that legibility is affected.
- We aim to provide opportunities for using a variety of paper and a range of writing tools. Children have the opportunity to use paper with a centre guide line while correct size relationships are being taught. In FS a ruled base line for the 'sitting of letters' is sufficient. Children are also given opportunities for using plain paper with and without guide sheets. It is not necessary that the paper should always be white.
- In Year 4, blue handwriting pens are provided for use during the teaching and practice sessions. It is suggested that ball point pens should be avoided completely as they slip on the paper and leave smudges. In KS1 special triangular pencil huggers will be provided (as well as blue triangular pens in KS2) for children who have difficulty holding the pencil (or pen) correctly.
- Our teachers are encouraged to use neat, joined up cursive writing for all handwriting tasks, marking and comments. Consistency throughout the school is important. Pupils should experience coherence and continuity in the learning and teaching of handwriting across all school years and be encouraged to take pride in the presentation of their work. Our aim is to help pupils enjoy learning and developing their handwriting with a sense of achievement and pride. A cursive font (Twinkl) is available on the computer for displays.



3. Foundation Stage

Pre-Handwriting

- Finger printing inside a shape. Using a pencil, ensuring that it is held correctly and children will colour in shapes trying to keep inside the lines. Using a pencil, ensuring that it is held correctly, tracing over the outline of a picture. Playdough – moulding this will help develop fine motor skills. Threading beads – this will help develop their hand eye co-ordination. Exercises to develop gross motor arm actions, use doweling with a ribbon attached to twirl. Chalk writing on a larger scale- in play grounds, during outdoor play etc.

Pattern Writing

- Paint the table and then using large brushes make patterns. Make patterns in the sand- letter cutters to be available to support letter shapes/formation. Use water bottles and make patterns outside on the floor. Use water pots and paint brushes and draw patterns on the floor outside. Use felt tip pens, chunky and fine, and strips of paper and draw patterns on the line. Mark making in flour, shaving foam, gloop etc. Drawing patterns could fit with other curricular areas e.g. Numeracy, Geography and PE.
- Use whiteboard and marker pens to create patterns and simple shapes. Teach this initially as a whole class activity.

The order of introducing letters in FS will be as follows:

Term One - The letters taught will be related to the children's Letterland work. Letter formation is taught in conjunction with the letter formation

- Correct formation of capital letters is taught alongside lower case. Plenty of practice with the correct formation of capital letters will be provided so that children learn to make large, bold capital letters in their writing. This should lead to more thoughtful use and avoid the meaningless and haphazard proliferation of capitals, which degrades the accuracy of so much written work.
- FS children are given opportunities for pre-writing activities to develop fine motor control, left/right hand eye co-ordination patterns with entry strokes.
- Writing around school i.e. on displays and teachers' own writing reflects the school scheme.
- Great emphasis is placed on teaching the correct posture, position and grip from the beginning and this should be carefully monitored and corrected where necessary.



- Correct formation and orientation of numbers is also taught (using jingle below).

4. Letter Formation

Letter formation is taught through Letterland using the handwriting phrases as each new sound is introduced. Children are taught to air-write before writing on a larger scale, slowly encouraging letters to decrease in size and sit on the line.

Name cards are used in FS so that they can see what their name looks like and how the letters of their name are shaped/formed. Then they need to explore this by tracing over the letters with their fingers, pencils, pens etc and then try and copy write.

Children will be taught how to hold the pencil correctly and how to have the correct writing posture (see below).

- Numbers: Teach number formation in groups. This needs to be taught when children can hold a pencil correctly. Make number posters using felt tip pens and pencils on plain paper. Write out all the numbers, teacher model. Numbers need to be taught in the correct order. 1,2,3,4,5,6,7,8,9,10 then begin to write the numbers on lines by practising writing a line of each number. Majority of children will be taught to write their numbers in the Spring Term. Some will be taught earlier if they are able to hold a pencil correctly. Some will be taught in the Summer Term.

Number Jingle :

- Straight down.
- Up, over, down, straight across.
- Curly round, back, curly round.
- Straight down, straight across, take the pen off and down.
- Straight down, out and round, go back and put the hat on.
- Down and curl it in.
- Straight across, straight down.
- Do a 's', back up and round.
- All the way round, straight down.



5. Key Stage 1

Objective

By the end of Year Two children will be able to form all letters with exit and entry strokes, a completed loop under the line for g, j and y and a round k, v, w, x. They will be able to form capital letters and numbers correctly. This will depend on the level they are at in Letterland.

6. Key Stage 2

Objective

Children will continue to develop a legible, fluent script which will be able to be adapted for different purposes. From Year 4 they will generally use a blue handwriting pen to complete all writing in English, Science and other Foundation subjects, and a pencil for Maths.

Activities

In KS2 children are introduced to the fact that different forms of handwriting can be used for different purposes, e.g. speed for note-taking, capitals and printing for notices, diagrams etc. Continue to reinforce correct posture and grip.

7. Posture and Grip

Pupils are taught to sit at a table, holding a pencil or a pen comfortably and correctly.

THE TRIPOD PENCIL GRIP - Both right and left handed children should be encouraged to use the tripod grip which allows the pen/pencil to be held securely whilst allowing controlled movements of the pen/pencil nib.

8. Left Handed Children

Left-handed children may find it difficult to follow right-handed teachers as they demonstrate letter formation (and vice versa). Teachers should demonstrate to left-handers on an individual or group basis.

- Left-handed pupils should sit to the left of a right-handed child so that they are not competing for space.
- Pupils should position the paper/book to their left side and slanted, as shown.
- Pencils should not be held too close to the point as this can interrupt pupils' line of vision.
- Extra practice with left-to-right exercises may be necessary before pupils write left-to-right automatically.



- Children are encouraged to start handwriting using a soft pencil. When fine motor skills have been established a handwriting pen can be used. More competent pupils can use a ballpoint pen. Left-handed pens can be purchased where necessary for specific children.

9. Inclusion

Children whose handwriting is limited by problems with fine motor skills, including left-handed children, and children with special educational needs, will be given one-to-one tuition to help achieve their optimum handwriting level. Where appropriate this will be mentioned on the child's PLP.

END



Handwriting formation St James - Microsoft Word

File Home Insert Page Layout References Mailings Review View

Clipboard Font Paragraph Styles Editing

Twinkl Cursive L 18 A Aa

AaBbCcDd AaBbCcDd AaBbCc AaBbCc AaB AaBbCc AaBbCcDd

Normal No Spacing Heading 1 Heading 2 Title Subtitle Subtle Emphasis Change Styles Find Replace Select

St James Handwriting Formation

Start like a c family

Aa Cc Dd Gg Oo Qq

Start with a stick family

Bb Hh Ii Jj Kk Ll Mm

Nn Pp Rr Tt

Join across the top family

Vv Ww Rr Oo

others

Ff Fe Ss Uu Xx Yy Zz

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