

Hollinhey Primary School



Handwriting Policy Statement

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Hollinhey's Handwriting Policy Statement

Introduction

This policy outlines the purpose and management of the handwriting taught and learned in Hollinhey Primary School.

The staff agreed to adopt the cursive style of handwriting (see Appendix 1).

From the earliest stages, and throughout the school, correct cursive letter formation is modelled. Children have the opportunity to consolidate skills in letter formation. When children are ready, joined cursive style will be taught. Individualised learning will allow for children to be taught joined, cursive style when appropriate. This maybe in Year 1 for some children or in KS2 for children identified with specific needs. Throughout the school, high expectations for letter formation and handwriting will be established.

In the Foundation Stage, the handwriting policy will be used in conjunction with the Early Years Foundation Stage Curriculum, where handwriting will be taught within the writing element of the Early Learning Goals and opportunities for independent reinforcement will be given.

Aims

To deliver each child his/her entitlement to the Programme of Study of the National Curriculum, at a level appropriate to the individual needs of that child.

Through our teaching of handwriting we aim:

- To promote pupil's presentational skills
- To ensure that all children have access to learning a consistent, fluent, legible and cursive style of handwriting which encourages good spelling habits

Teaching and Learning

EYFS

Reception: Children will learn individual lower case letters. Capital letter & numeric digits formation will also be taught. As children learn letter blends and sounds (phonics), they will be taught to form them at the same time as they learn to read and say them where appropriate.

Handwriting requires frequent and discreet, direct teaching.

Key Stage One

Year 1: Handwriting requires frequent and discreet, direct teaching. (minimum 3 x a week) In school we use Letter Join to support the progressive teaching of letter formation. Pupils should be able to form letters correctly and confidently. Children will start to join all sounds learned and be taught to start every lower case letter from the line (pre-cursive), spacing between sounds/words, height of ascenders and descenders, consistency of size. As the teacher feels the child is ready they can then be encouraged to join all the letters.

objectives

- 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' (ie letters that are formed in similar ways) and to practise these

Year 2:

Pupils should revise and practise correct letter formation frequently (minimum 3 x a week). In school we use Letter Join to support the progressive teaching of letter formation. They should be taught to write with a joined style.

Children will be encouraged to write in a pre-cursive style all of the time; joined, fluency and consistency will be developed. As the teacher feels the child is ready they can then be encouraged to join all the letters. All pupils should be encouraged to join all the letters by the end of Year 2.

Objectives

- 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 unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
- use spacing between words that reflects the size of the letters.

Key Stage Two

Year 3-4: Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, supported by Letter Join, with the aim of increasing the fluency with which pupils are able to write down what they want to say (minimum 2 x a week).

In Year 3 pupils should use pen in discrete handwriting lessons.

In Year 4 pupils should use pen for all writing.

Objectives

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting [for example, 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.

Year 5-6: Pupils should continue to be taught handwriting (minimum 2 x a week) 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, e.g., quick notes or final handwritten version.

They should also be taught to use an unjoined style, e.g., labelling diagrams or data, email address or for algebra and capital letters for filling in a form. .

Pupils should use pen for all writing.

Objectives

- 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.

The teaching of handwriting should involve a variety of strategies to provide a range of learning opportunities:

- Practical tasks using a very wide range of materials (especially in lower KS1 – use of sand trays, finger paint, tweezer work, bead threading etc. to develop fine motor control)
- Use of worksheets and handwriting books with ruled lines to encourage consistent size of letters
- Teacher to model the school handwriting style when writing on the board or when writing anything with the children
- Books to be marked using the school handwriting style

Progression

- Good fine motor control
- Correct pencil grip
- Increased consistency in letter formation
- Consistent size and straightness of ascenders and descenders
- Consistent letter size
- Consistent spaces between letters and words
- Consistent joins between letters

- All letters joined within a word after the capital letter
- Fluent individual use of style
- Child knows the difference between formal and note taking handwriting and is able to apply these appropriately

Writing Implements:

- **Reception/ks1:** pencil for formal work, any other materials for practice of fine motor control e.g. marker pens in large, crayons, felt tip pens, chalks on board, white board markers on white boards etc.
- **Ks2:** the children can be given a blue handwriting pen for practise in handwriting books, then use in formal work on paper or for display purposes; finally for all written work. There is an expectation that by the end of Year 4 most children will be using a pen to practise handwriting and write in pen in all written work and all children will do this once they have started Year 5.

Stages:-

Stage 1: Fluent, joined even-sized cursive script in pencil in handwriting book and written work.

Stage 2: Practise in pen in lined handwriting books and pencil in all other work.

Stage 3: The pen is used to write pieces of work in neat and some best pieces.

Stage 4: All work in pen apart from Maths, diagrams and note taking.

- These pens should be clearly labelled with the child's name as pens wear to the writer's grip, pressure and writing position. This is especially important for left-handed children.

Expected progression- Stage 1- ks1

Stage 2/3- Year 3

Stage 4- Year 4/5

By Year 5 all children are expected to write in pen.

Other Issues:

- **Errors** are to be neatly struck through with a single line using a ruler and whichever writing implement the child is using at the time
- **Seating:** children should be seated on a chair and at a table of appropriate height to enable them to put their feet flat on the floor
- **Left handed children:** must always be seated to the left of right handed children to avoid elbow clashing and teachers should take steps to ensure that correct grip and writing position is maintained
- **Pen/pencil grip:** correct pen/pencil grip must be taught upon from the Foundation Stage onwards

Differentiation

In teaching handwriting, provision will be made to ensure that the specific needs of children are met.

Special Educational Needs

In teaching handwriting, appropriate provision will be made for all children and for children with S.E.N and this will adhere to the school's S.E.N policy.

Equal Opportunities

The teaching of handwriting will adhere to the school's Equal Opportunities Policy

Information and Communication Technology

IWB may be used to demonstrate letter formation.

Health and Safety

At all stages, emphasis will be placed upon Health and Safety and good working practices encouraged.

Assessment

Handwriting should be assessed at the beginning of each school year to provide information for grouping the children, and through marking etc. of pupils' books.

Resources

Children will be provided with appropriate equipment.

Appendix

- Lowercase formation
- Unppercase formation
- RWI formation & rhymes

The Alphabet

Here are examples of how to form lower case letters in cursive style. The grey lines show the path the pen should take. A cross indicates where a letter should start. A dotted line indicates an abrupt change in direction.

a

b

c

d

e

f

vii

g

h

i

j

k

l

m

n

o

p

q

r

s

t

u

v

w

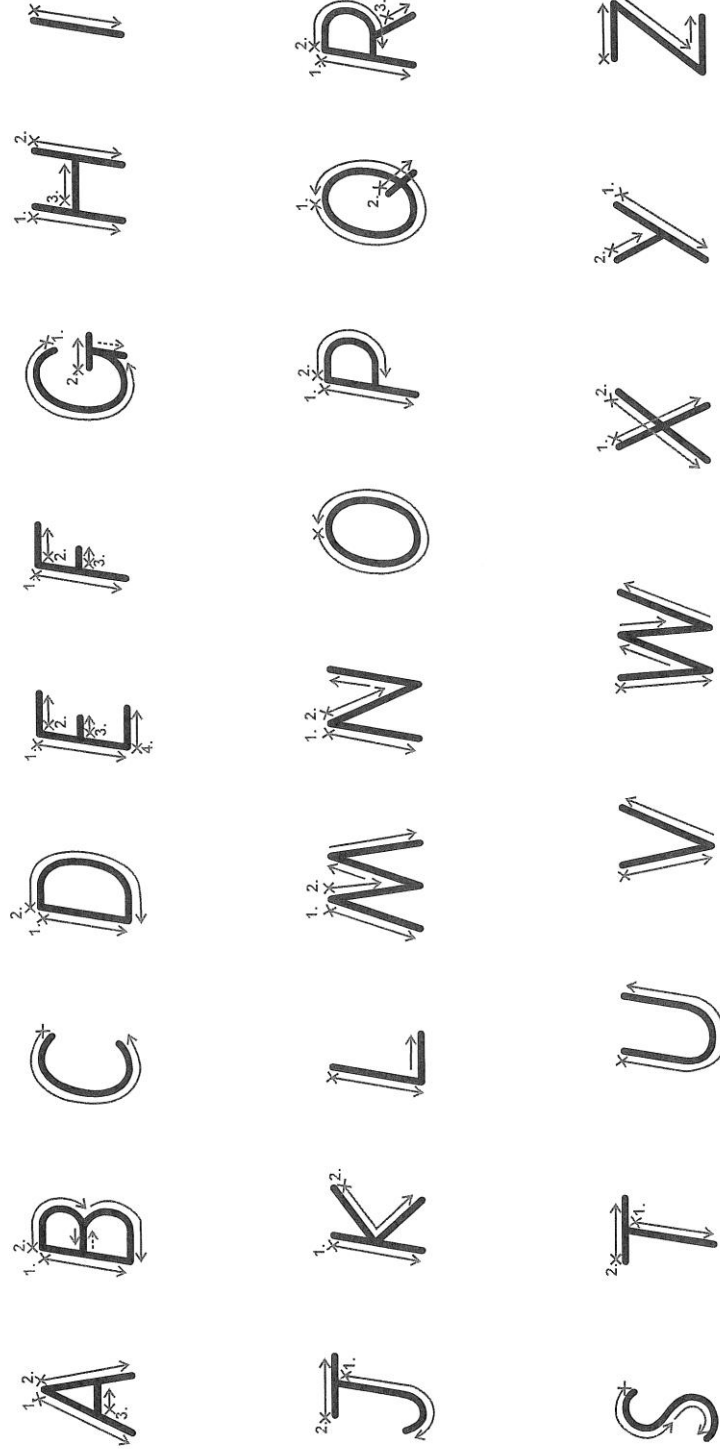
x

y

z

The Alphabet

The diagrams below show how the upper case or capital letters are formed. The grey lines show the path of the pen. A cross indicates where each stroke of the pen should start. The separate strokes are numbered and should be completed in the correct order.



Rhymes for letter formation - taken from Read Write Inc.

<p>a</p>  <p>Around the apple and down the leaf.</p>	<p>b</p>  <p>Down the laces to the heel and around the toe.</p>	<p>c</p>  <p>Curl around the caterpillar.</p>	<p>d</p>  <p>Around the dinosaurs bottom, up his tall neck & down to his toes.</p>	<p>e</p>  <p>Lift off the top and scoop out the egg.</p>	<p>f</p>  <p>Down the stem and draw the leaves.</p>
<p>g</p>  <p>Around the girls face, down her hair and give her a curl.</p>	<p>h</p>  <p>Down the head, to his hooves and over his back.</p>	<p>i</p>  <p>Down the body and dot for the head.</p>	<p>j</p>  <p>Down his body, curl, dot for his head.</p>	<p>k</p>  <p>Down the kangaroo's body tail and leg.</p>	<p>l</p>  <p>Down the long leg.</p>
<p>m</p>  <p>Down Maisie, mountain, mountain.</p>	<p>n</p>  <p>Down Nobby and over his net.</p>	<p>o</p>  <p>All around the orange.</p>	<p>p</p>  <p>Down the pirates plait and around his face.</p>	<p>qu</p>  <p>Round her head, up past her earring, down her hair, and flick.</p>	<p>r</p>  <p>Down the robots back and curl over his arm.</p>
<p>s</p>  <p>Slither down the snake.</p>	<p>t</p>  <p>Down the tower, across the tower.</p>	<p>u</p>  <p>Down and under, up to the top and draw the puddle.</p>	<p>v</p>  <p>Down a wing, up a wing.</p>	<p>w</p>  <p>Down, up, down, up.</p>	<p>x</p>  <p>Down the arm and leg, repeat the other side.</p>
<p>y</p>  <p>Down a horn, up a horn and under head.</p>	<p>z</p>  <p>Zig-zag-zig.</p>				