

**The Willows**



**Primary School**

Explore - Dream - Discover

# **Handwriting Policy**

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### **Handwriting Policy**

#### **Aims**

- To enable children to write clearly and neatly in order to communicate meaning effectively
- To write legibly in both cursive joined and printed styles with increasing fluency and speed by:
- Having a correct, tripod, pencil grip
- Knowing that all letters start on the line
- Forming all letters correctly
- Knowing the size and orientation of letters

#### **Teaching time**

Daily practice is necessary until letter formation is accurate. In the early years and KS1 this is taught as stand-alone handwriting lessons outside of English lessons.

Specific handwriting books to practice in are used in Y1 and Y2.

Handwriting sessions in KS2 will take place outside English lessons. For those children who need extra practice, interventions will be put in place and parental involvement encouraged.

#### **EYFS Expectations**

During the EYFS the children are encouraged to:

- Develop gross motor control
- Develop fine motor control
- Use large equipment to make marks e.g. big chalks, large paint brushes, shaving foam, finger painting
- Use a range of mark making tools such as pencils, pens and crayons with confidence and enjoyment
- Develop a language to talk about shapes and movements
- Practice pre-cursive gross and fine motor handwriting movements

As the children progress, they will be encouraged to:

- Learn correct, cursive letter formation with each letter starting on the line when they are ready
- Use a pencil and hold it effectively to form recognisable letters
- Receive instant feedback when errors in pencil grip or formation are seen

Formation practice will occur without the restriction of lines to begin with, progressing to lines in Reception once the child is ready.

#### **Handwriting Requirements and The National Curriculum**

**Yr 1** pupils should be taught to:

- sit correctly at a table, feet flat on the floor, holding a pencil comfortably and correctly
- start letters on the line
- begin to form lower-case letters in the correct direction, starting on the line 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.

At the beginning of **Yr 2**

- pupils should be able to form individual letters correctly, so establishing good handwriting habits from the beginning.
- Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined, cursive style.

In **Yr 3, Yr 4, Y5 & Y6**

- Pupils should be using joined, cursive 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.

**Handwriting is a movement skill** and one which is best taught directly by demonstration, explanation and practice.

**Teaching the correct formation of the letters must** be given highest priority, and this should be achieved by pupils before any attempt is made at joining.

### **Joining letters**

When individual cursive letter formation is accurate children will be taught to join. This will usually be during Y2 and Y3 but could be earlier or later. We teach joined writing by demonstrating, explaining and giving children time to practice. All lower case letters start on the line (cursive script). From a printed letter that is formed accurately, children are told to keep their pencil on the page and take it to the starting position of the next letter. Horizontal joins from letters o v w and joining from letters with a descender f g j q y will need to be explicitly taught. Individual letters will be displayed in the classroom for children to refer to.

### **Cursive teaching order (see individual letter styles in appendix 1)**

c a d g q s f	(over and back letters)
l h t p b	(up and down letters)
e	
u y i j	(climb and slide letters)
k	(loopy letter)
r o w v	(join to next letter from the top)
m n	(bouncy letters)

x z

We do not join from a capital letter.

### **Progression of the four basic handwriting joins:**

- Practise handwriting patterns from Year 1/2.
- Begin using and practising the four basic handwriting joins used in the cursive script:
  - diagonal joins to letters without ascenders, e.g. ai, ar, un
  - horizontal joins to letters without ascenders, e.g. ou, vi, wi
  - diagonal joins to letters with ascenders, e.g. ab, ul, it
  - horizontal joins to letters with ascenders, e.g. ol, wh, ot

When children are joining their writing well, the class teacher will give the children a pen to write with. If handwriting 'slips' the child will revert back to using pencil until returning to the acceptable standard for pen.

### **Basic structure of a handwriting session**

- Warm up, if needed (dough disco FS)
- Posture check; feet flat on the floor, back touching the chair
- Teacher modelling
- Children practising with teacher model, then from memory
- Teacher to walk around class checking on formation

Sessions should be varied and multi-sensory; writing letters in the air, on backs or hands, orally describing letter shapes and joins. Children may also use other materials for additional practice e.g. whiteboards, chalk, foam, felt pens, crayons, plasticine, shaving foam.

### **Inclusion**

The vast majority of pupils will be able to write fluently and legibly. However, some pupils may need more support. Teachers of children whose handwriting is limited by problems with fine motor skills should liaise with the Senco or English subject leader. Support for handwriting may include extra resources as well as posture, lighting, angle of table, etc being considered.

Teachers should be aware of the specific needs of left-handed pupils and make appropriate provision:

- Paper should be positioned to the left for right-handed pupils and to the right for left-handed pupils.

- Left-handed pupils should be positioned to the left of a right-handed pupil so that they are not competing for space.
- Extra practice with left-to-right exercises may be necessary before pupils write left-to right automatically.
- Letters which have a cross-stroke such as t and f, will be formed slightly differently by left-handed children.
- Teachers should be alert to the fact that it is difficult for left-handed children to follow handwriting movements when a right-handed teacher models them. Provision may be needed to demonstrate to left-handed pupils on a group or individual basis.

### **Consistency and standards**

Teachers must ensure that high standards are maintained by modelling the correct formation and size of letters when doing any writing on the board, wall or when writing in children's books.

The quality of handwriting in all books must be of a high standard and teachers should not accept anything less than the best of each child's ability.

### **Appendix 1**

#### **Cursive script**

abcdefghijklmnopqrstuvwxyz