

Handwriting Policy



Name of Policy Writer/Amendments	Date Written/Amended	Next Review Date
R Denham/ C Wierzbianski	June 2016	June 2018
L Harper	April 2018	April 2021

Handwriting Policy

Here at Brighter Futures Academy Trust we are very proud of our pupil's handwriting and take particular care in our cursive/joined-up handwriting style.

Handwriting is a basic skill that influences the quality of work throughout the curriculum. At the end of Key Stage 2 all pupils should have the ability to produce fluent, legible, joined-up handwriting, and to understand the different forms of handwriting used for different purposes.

We aim to make handwriting an automatic process that does not interfere with creative and mental thinking.

School aims

We aim for our pupils to develop a neat, legible, speedy handwriting style using continuous cursive letters that leads to producing letters and words automatically in independent writing.

By the end of Year 6 pupils will understand the importance of neat presentation and the need for different letterforms (cursive, printed or capital letters) to help communicate meaning clearly.



Method

Our teachers are encouraged to use neat, joined-up cursive writing for all handwriting tasks including report writing (when not word-processed), marking and comments.

Consistency throughout the school:

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.

Handwriting frequency

Handwriting is a cross-curricular task and will be taken into consideration during all lessons. Formal teaching of handwriting is to be carried out regularly and systematically to ensure Key Stage targets are met.

FOUNDATION:

For our youngest pupils we will teach the following;

- Movements to enhance gross motor skills such as air-writing, pattern making, dancing.
- Exercises to develop fine motor skills such as making marks on paper, whiteboards, blackboards, sand trays, iPads and tablets.
- Letter learning to familiarise letter shapes, formation and vocabulary.

YEARS 1 TO 3:

In years 1 to 3 we will teach the following:

- Gross and fine motor skills exercises.
- Cursive handwriting reinforcement, learning and practice.
- Numerals, capitals and printed letters: where and when to use, learning and practice.

YEARS 4 TO 6:

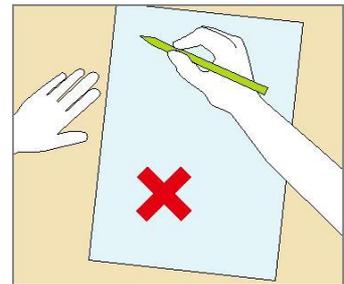
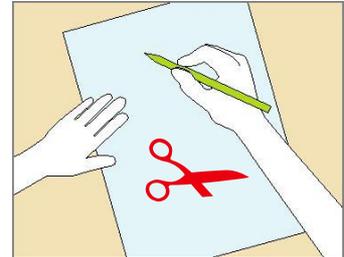
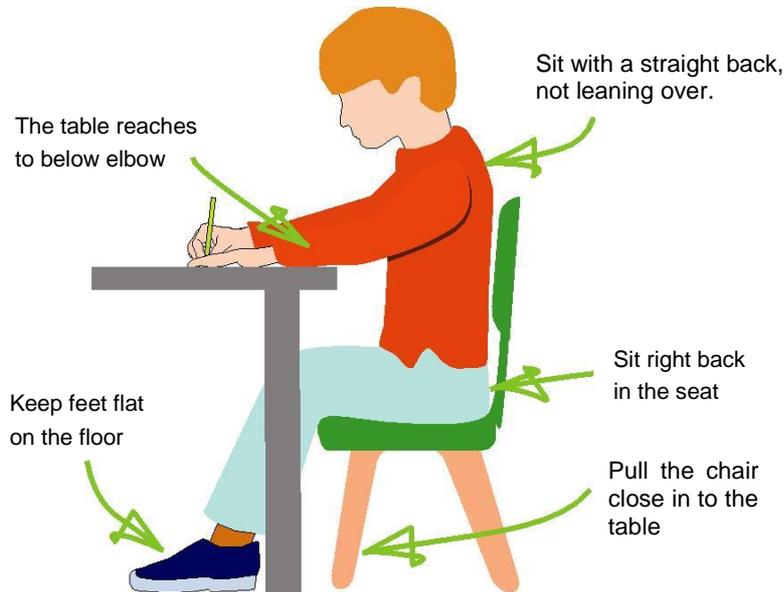
In years 4 to 6 we will teach the following:

- Cursive handwriting re-enforcement.
- Form-filling/labelling using printed and capital letters.
- Dictation exercises to teach the need for quick notes and speedy handwriting writing.

Correct posture and pencil grip for handwriting

Pupils should be taught to sit correctly at a table, holding a pencil comfortably and correctly.

SITTING POSITION

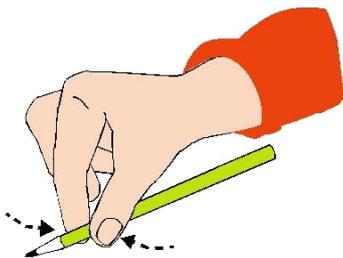


Paper position for right-handed children

THE TRIPOD PENCIL GRIP

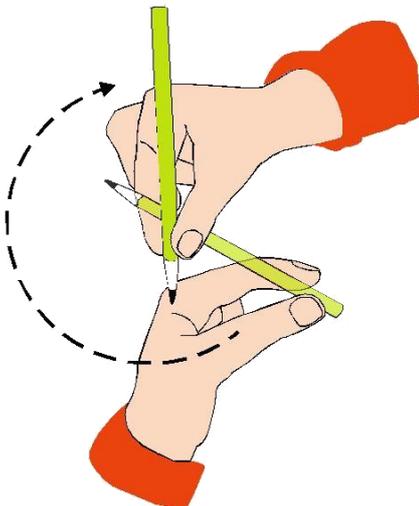
Both right and left handed children should be encouraged to use the tripod grip which allows the pen/pencil to be held securely whilst allowing controlled movements of the pen/pencil nib.

1



1) Grip the pencil with your index finger and thumb with the nib pointing away.

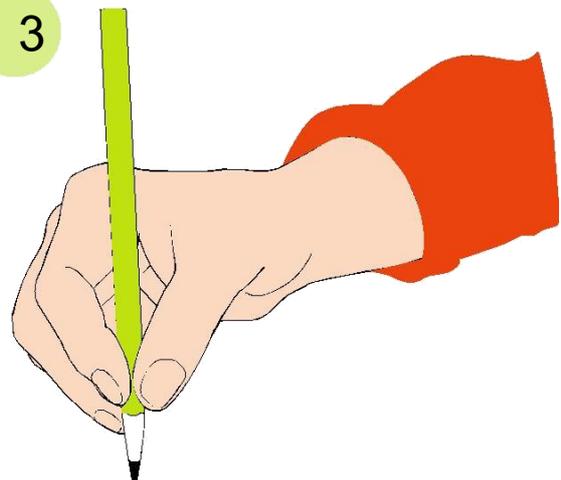
2



2) With your free hand, spin the pencil from underneath.

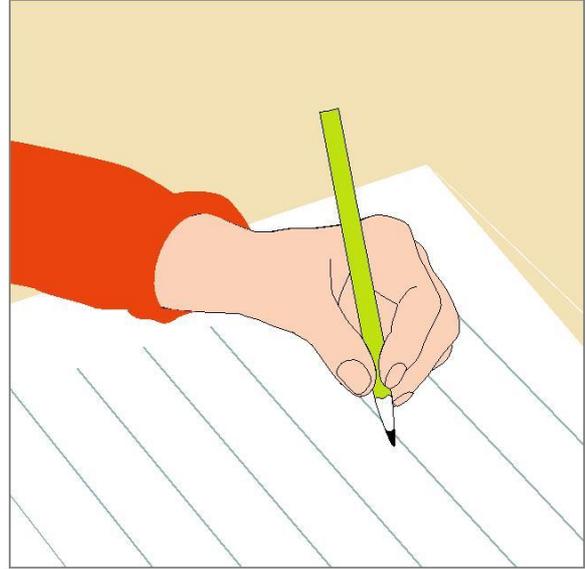
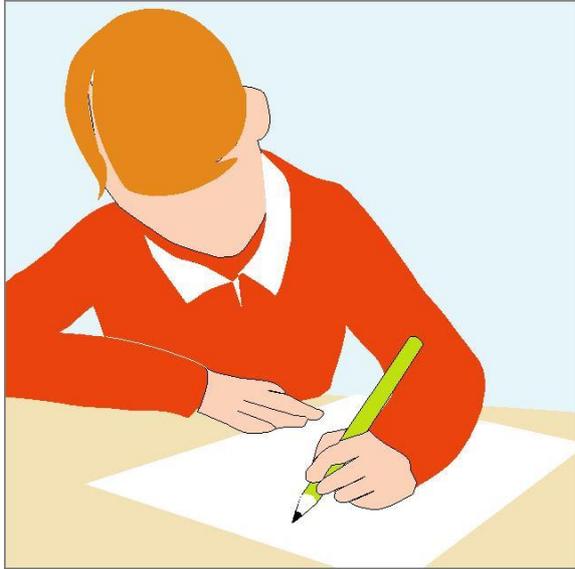
3) Use your middle finger to support the underside of the pencil.

3

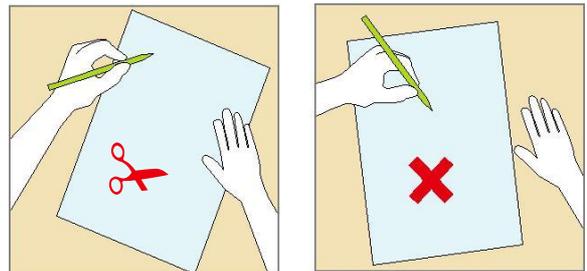


LEFT-HANDED CHILDREN

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.



Paper position for left-handed children

INCLUSION

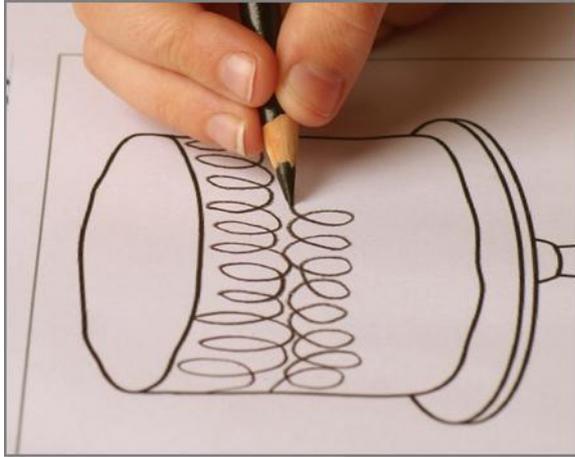
Children whose handwriting is limited by problems with fine motor skills, including left-handed children, and children with special educational needs, will be given support to help achieve their optimum handwriting level. This could take the form of a range of writing instruments, pencil grips and sloping boards.

PENS AND PENCILS

Children are encouraged to start handwriting using a soft pencil. When fine motor skills have been established a handwriting pen can be used..

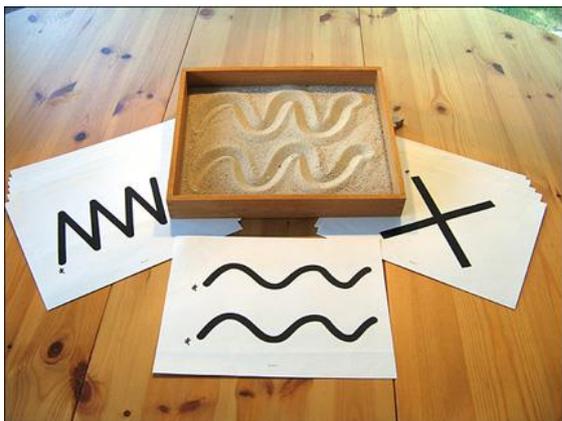
Key Stage Teaching

EYFS



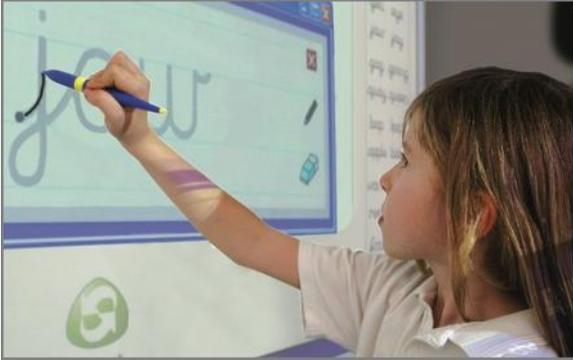
- Sit in the correct position and hold a pencil correctly to allow fluid movement of the nib.
- Develop fine and gross motor skills by enjoying drawing patterns in a variety of writing materials such as modelling clay, air writing, sand trays, felt pens, crayons, pencils, IWB, iPads/tablets.
- Understand the language need to describe pencil movements in preparation for letter formation.

- Hold a pencil in an effective manner for writing and be encouraged to correct any errors in grip or stature.
- Understand that letters are written on a base line.
- Begin to form consistently recognisable letters with a clear exit stroke, capital letters and numerals, following the RWI programme.
- Understand different shaped letter families.

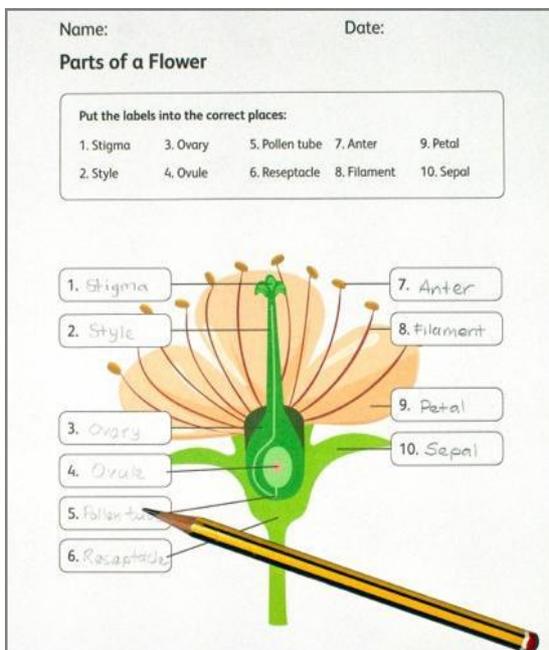


Key Stage Teaching

KEY STAGE 1



- Write legibly using upper and lower case letters with correct joins.
- Ensure that letters sit on the base line and are consistent in size with ascenders and descenders that are the correct length and formation.
- Leave the correct space between words.
- Form capital letters and use where appropriate.
- Form numerals that are consistent in size and sit on the base line.
- Begin to form printed letters and understand when they are to be used.
- Improve the speed of writing and begin to write automatically so promoting creativity in independent writing.



KEY STAGE 2

Improve quality, speed and stamina of handwriting.

- Quality:** Ensure letters are consistently sized with equal word spacing and that ascenders and descenders are parallel and do not touch words on the lines above and below.
- Speed:** Improve speed of handwriting to allow creative writing to take precedence over the task of handwriting and be able to take 'quick notes' at a faster pace.
- Stamina:** Have the strength and mobility to be able to write for longer periods of time without fatigue.

Dictation Exercises

Easy practice	Harder exercises	More challenging
A selection of CVC words, a list of numbers and an easy poem.	A list of phrases, easy sums and a three-verse poem.	Shopping list, complex numbers and a written passage.
<div style="border: 1px solid black; padding: 2px; display: inline-block;"> dog hill bus 24 37 92 I can eat a bun. Put it in my bun. Open up the top. Sip on my pop. </div>	<div style="border: 1px solid black; padding: 2px; display: inline-block;"> Over the hill. 2 + 1 = 3 A is an ant. That seldom shed skill. It made a nice house. Inside a hill. Nice little ant! </div>	<div style="border: 1px solid black; padding: 2px; display: inline-block;"> 6 small sausages 12 medium barn eggs 29-10-2003 My birthday is Scotland but all seven I moved south to: Lancashire I have lived there since then, other than </div>

Have full knowledge and ability of the different forms of handwriting for different purposes:

- Neat, joined, cursive letters for writing passages and large amounts of text, lists and letters.
- Printed or capital letters for posters, notices, headings, labelling, and form filling.
- Speedy handwriting for note-taking and dictation where neatness is not as important and shortcuts, such as + instead of 'and', can be used.

There will be some letters that will be best left un-joined.