

Handwriting Policy

Reviewed: September 2022
Next Review: September 2023

St George's Church of England Primary School



Bringing **faith** and **education** together

**Reviewed by Mrs L Dennis, Handwriting Subject
Lead**

Rationale

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 together as a series of flowing movements and patterns. We believe that handwriting skills should be taught regularly and systematically.

Aims:

At St George's CEP School our aims in teaching handwriting are that pupils will:

- Achieve a neat, legible style with correctly formed letters using cursive script
- Develop flow and speed
- Eventually produce the letters automatically in their independent writing.

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

Teaching and Learning

All children:

- Experience continuity in learning and teaching across the school
- Understand the importance of clear and neat presentation in order to communicate meaning clearly.
- Are encouraged to take pride in the presentation of their work and therefore study handwriting with a sense of enjoyment and achievement
- Are encouraged to use their skills with confidence and pride in real life situations

Progression of Skills

Early Years Foundation Stage

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 etc. Sessions taught discreetly 3 - 5 times weekly

By the end of EYFS children should:

- Begin to learn how to correctly hold a pencil
- Learn how to hold a pencil effectively to form recognisable letters, most of which are correctly formed
- Be given the opportunities to develop their handwriting, using pre-cursive style (developing into cursive joins when ready)

Key Stage 1

Children continue to develop fine and gross motor-skills with a range of multi-sensory activities. Handwriting should be discussed and linked to phonics sessions. Teachers and support staff continue to guide children how to form letters correctly, using a comfortable and efficient pencil grip. Sessions taught discreetly 3 - 5 times weekly

By the end of Key Stage 1 children should:

- Consistently and accurately leave spaces between words
- Be able to sit comfortably in a position for writing
- Be able to write legibly, using upper and lower-case letters appropriately using cursive style

Key Stage 2

During this stage the children continue to have direct teaching and regular practice of handwriting. Sessions taught discreetly 2-3 times weekly.

By the end of Key Stage 2 children should:

- Develop a clear, fluent style
- Be able to adapt their handwriting for different purposes e.g. a neat, legible hand for finished, presented work, a faster script for note making and the ability to print for labelling diagrams

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 children and make appropriate provision:

- Children should be positioned so that they can place their paper to their left side
- Children should be sat to the left of a right-handed child so they are not competing for space
- Extra practice with left-to-right exercises may well be necessary before children write from left-to-right automatically

Teachers are aware that it is difficult for left-handed children to follow handwriting movements when modelled by a right-handed teacher. Teachers demonstrate to left-handers on an individual or group basis.

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. The class teacher should model this during Literacy and Phonics sessions.

Resources and Learning Environment

Resources are available on the 'Teacher Area' → Subjects → English → 2020-2021 → Writing → Handwriting Purple Mash also offers an app called '2Handwrite', where teachers can model and record cursive handwriting. Our handwriting style should be displayed in every classroom and available for children to refer to.

Appendix

On 20th March 2020, schools in England closed to all children due to COVID19. To support those children who have been away from regular educational settings we have put the following measures into place:

EYFS and Key Stage 1

Using letter formations from 'Read Write Inc' as an added resource to embed and support the learning of letter formations in a fun and enjoyable way.

Key Stage 2

To revise letter formations and practice joining letters using the phrases and order outlined in this policy to support where necessary (see below)

The Rockin' Round Letters

a lead up, rock back, lead on

c lead up, rock back

d lead up, rock back, three quarter up, three quarter back, lead on

o lead up, rock back, loop round, lead on

g lead up, rock back, drop down, loop round

The Tallees

b lead up, three quarter line, drop back down, pop, lead on
h lead up, three quarter line, drop down, over the hill, lead on
k lead up, three quarter line, drop down, pop, lead on
l lead up, three quarter line, drop down, lead on
t lead up, three quarter line, drop down, lead on.

The Rollercoasters

e lead up, loopdeloop
s lead up, curly-wurly, lead on
x lead up, backwards c, forwards c
z lead up, zig, zag, zog
f lead up, three quarter line (with a hat), drop down, three quarters, loop to lead on

The Up-downs

y lead up, drop down, smiley, drop down, loop
u lead up, smile, lead on
i lead up, drop down, lead on. Dot
m lead up, drop down, over the hill, over the hill, lead on
n lead up, drop down, over the hill, lead on
r lead up, drop down, back up, lead on with a hat
v lead up, zig zag, lead on
w lead up, down, up, down, up, lead on

The Drop-downs

j lead up, drop down, three quarters, loop round, lead on
p lead up, drop down, three quarters, back up, pop, lead on
q lead up, rock back, drop down

Handwriting Joins in Order

EYFS/KS1

ch sh th
ng ai ee
igh oa oo
ar or ur
ow oi ear
air er ure

- Practise capital letters
- First join; un um ig id ed eg an or ing ung
- Second join; ch sh th tl ll ill sli slu ck ack st sti ink unk
- Third join; od pg re ve oon oom
- Fourth join; wl vl of ff fl flo
- in ine
- ut ute
- ve vi
- ok oh

- sh as es (practising two ways of joining the letter s)
- ri ru ry (practising joining from the letter r)
- oa ad as (practising joining to and from the letter a)
- ee ea ed (practising joining from the letter e)
- ow ov ox (practising joining from the letter o)
- ky hy ly (practising joining to the letter y)
- ha ta fa (practising joining to the letter a)
- od oo og (practising joining from the letter o)
- er ir ur (practising joining to the letter r)
- ai al ay
- o you oi
- re oe fe (practising the horizontal join to the letter e)
- fu wu vu (practising the horizontal join to the letter u)
- ot ol ok (practising joining to ascenders)
- ai al ow ol (practising all the joins)

LKS2

- ning ping ting
- oc od oo
- ake ome are
- fla flo fle
- who wha whe
- ie in il
- inly ky ny
- ap ar an
- ick uck ack
- practise writing with a slope
- he
- we
- re

- fte fir fin
- wra wri kni (silent letters)
- ii ll tt rr nn mm cc oo dd ss ff ee
- ew ev ex (spacing)
- th ht fl (proportions)
- ac ag af
- Capital letters
- Decorated capital letters
- Practising with punctuation ! ? – “ “ , ‘