

TRIANGLE C OF E PRIMARY SCHOOL

HANDWRITING POLICY

MISSION STATEMENT

LEARNING - EXCELLENCE - RESPECT

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.

EMERGENT WRITING

For our youngest pupils we teach handwriting on a regular basis which will include 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.

EARLY HANDWRITING

There will be regular lessons in each year group 1-3, covering:

- 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.**

PROGRESSION IN CURSIVE SCRIPT

Regular handwriting lessons will continue in Years 4 – 6, to include:

- 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

At the start of Year 6, children who consistently write in a legible, joined and neat handwriting style will receive their pen licence. Once children are writing with a pen, they will be encouraged to further develop their own handwriting style (with accurate joins and formations), adapting their style of writing for different purposes.

We will encourage children to develop skills of writing quickly but legibly for notes and informal work. We will help pupils to realise that there are times when neat work is essential and other times when less formal writing is needed. Drawings, diagrams and charts must be carried out in pencil.

See Appendices 1,2 and 3 for more in-depth examples of content taught at each stage, along with recommendations for posture and grip and examples of letter formation.

RESOURCES

The school uses the Letterjoin handwriting scheme. See Appendices for examples of the specific teaching and recommendations of this scheme.

SPECIAL REQUIREMENTS FOR LEFT-HANDED PEOPLE

- 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.

SHARING KNOWLEDGE WITH PARENTS

Parents will be kept informed of their children's progress in handwriting alongside other areas of English. This information will be given at meetings, parent's consultation meetings, the end of year report.

PROVISION FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

Children whose handwriting is limited by problems with fine motor skills and children with special educational needs, will be given one-to-one tuition to help achieve their optimum handwriting level. Children with Special Educational Needs will be taught according to their own I.E.P. If the I.E.P. does not embrace handwriting and the child is working at a lower ability level, then that child must be taught at the appropriate level on the school handwriting scheme and in line with school policy.

PROVISION FOR NEWCOMERS TO THE SCHOOL

On entry to our school, children's handwriting will be assessed. Children who join the school during Year 1 or 2 with a different but equally good handwriting style will be encouraged to further develop their handwriting style and presentation. They will be exposed to the style of the school and in time may naturally adopt this style. Children who enter school during KS2 may have developed a style of their own. If this style is unsuitable to the purpose it is intended, having formed an assessment, the child will be placed at the correct point on the handwriting scheme/programme.

EQUAL OPPORTUNITIES

All children will have equal access to this subject, regardless of race, creed or disability.

All children at Triangle School, including S.E.N. and More Able children will have their work appropriately differentiated and will use materials suited to their needs.

Signed:..... **(Headteacher)**

Date:.....

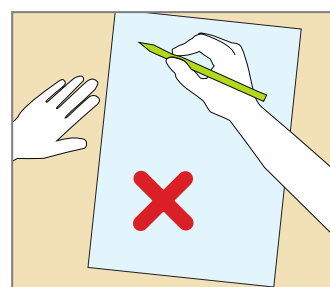
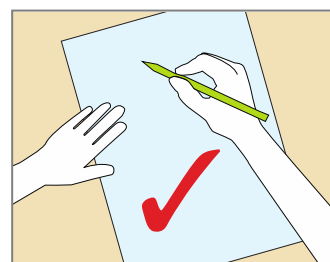
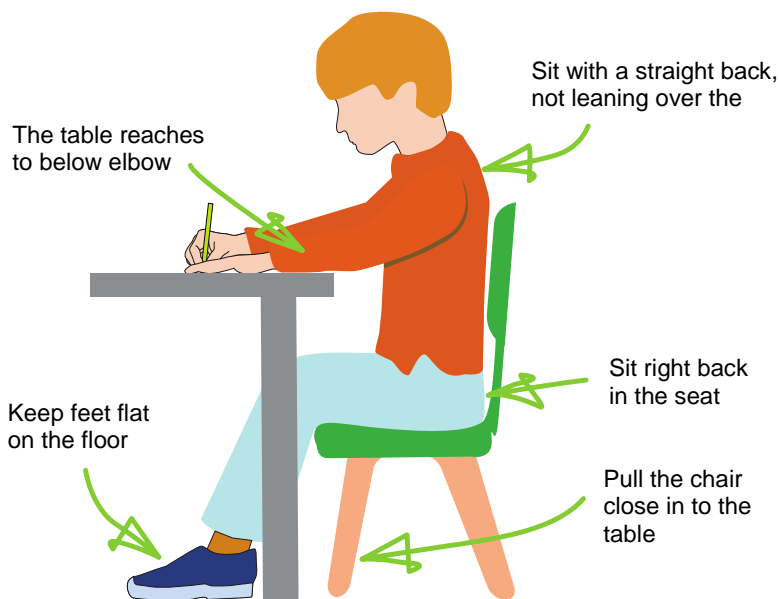
Signed:..... **(Governor)**

Date:.....

Appendix 1: Correct posture and pencil grip for handwriting

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

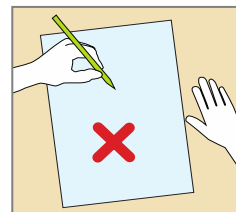
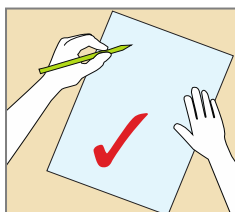
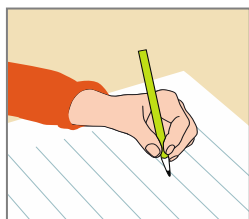
SITTING POSITION



Paper position for right-handed children

LEFT-HANDED CHILDREN

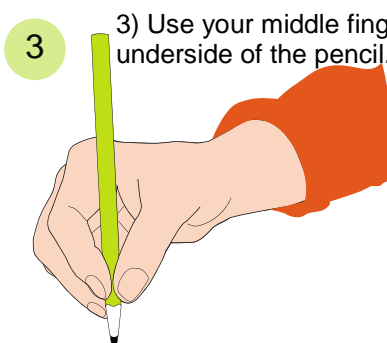
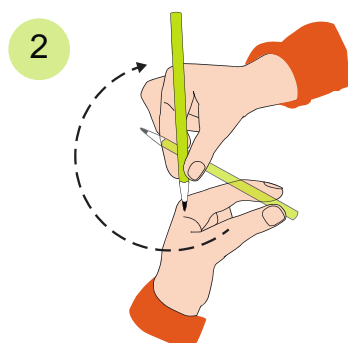
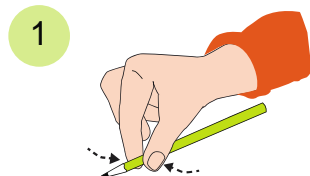
Left-handed children may find it difficult to follow right-handed teachers as they demonstrate letter formation (and vice versa). Teachers should demonstrate to left-handers on an individual or group basis.



THE TRIPOD PENCIL GRIP

Paper position for left-handed children

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.

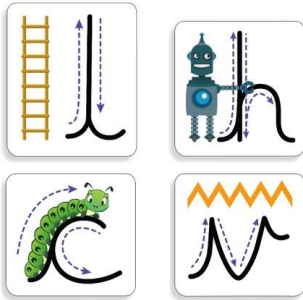


- 1) Grip the pencil with your index finger and thumb with the nib pointing away.
- 2) With your free hand, spin the pencil from underneath.
- 3) Use your middle finger to support the underside of the pencil.

Appendix 2: Key Stage Teaching

RECEPTION

- 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 and that all cursive letters 'start on the line' and 'end with a hook'.
- Begin to form some recognisable joined-up cursive letters, capital letters and numerals.
- Have an understanding of writing their own name.
- Understanding different shaped letter families.



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.

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.

Appendix 3: Letter forms

Cursive Lower Case Letters



Capital Letters



Numbers

