



Ashton St. Peter's Church of England Voluntary Aided Primary School

Handwriting Policy

Ratified in September 2019

Update in September 2021

Rationale

At Ashton St Peter's Primary we are very proud of our pupils' handwriting and take particular care in our cursive/joined-up handwriting style. We use Letter-join as the basis of our handwriting policy that covers all the requirements of the 2014 National Curriculum.

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 and, eventually, speedy 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.

As a catalyst to speedy handwriting we encourage parents and carers to use the Letter-join resources at home and can arrange for free access to the Home Edition of Letter-join. See Appendix 1.

Equal Opportunities

All the children are entitled to a broad and balanced handwriting curriculum, irrespective of their age, gender, race or ability including EAL. Each child will have the opportunity to experience handwriting at a level and rate appropriate to their needs. In the context of the classroom, it is the teacher's responsibility to differentiate and match the needs of the children to relevant activities.

Children whose handwriting is limited by problems with fine motor skills, including left-handed children, and children with special educational needs, will be given one-to-one tuition or small group support, to help achieve their optimum handwriting level.

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.



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

Handwriting frequency

Handwriting is a cross-curriculum 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 provide daily activities that 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.

- Letter learning to familiarise letter shapes, formation and vocabulary.

YEARS 1 TO 3:

Tuition will consist of daily practice of:

- 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:

More advanced handwriting techniques will be taught as needed and reinforced at every point of writing.

- Cursive handwriting.

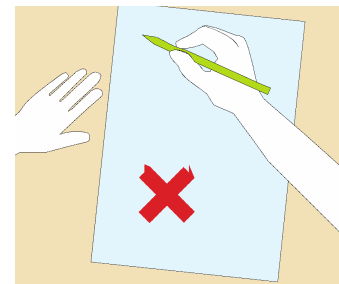
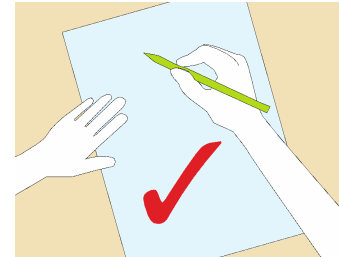
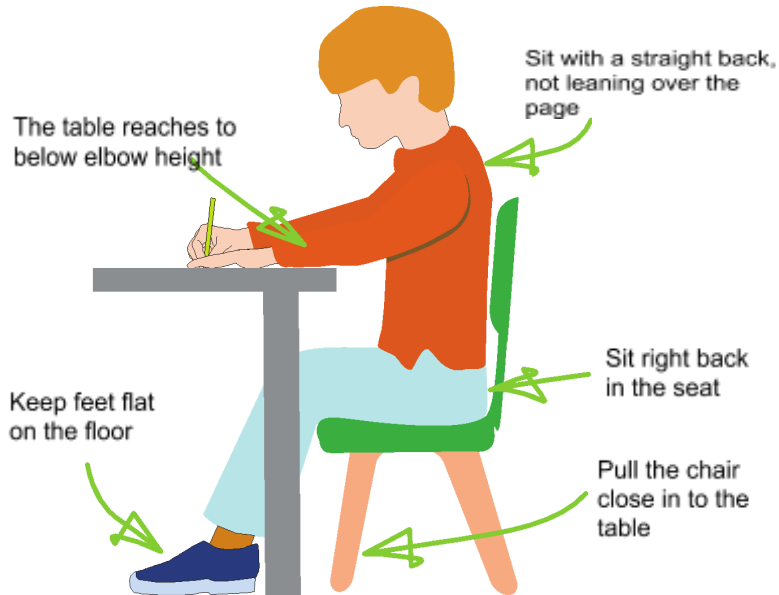
- Form-filling/labelling using printed and capital letters.

- Dictation exercises

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



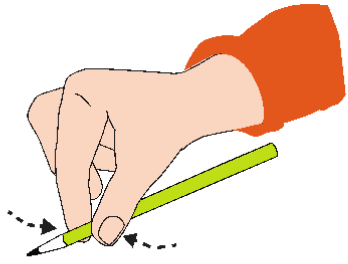
Paper position for right-handed children

THE TRIPOD PENCIL GRIP

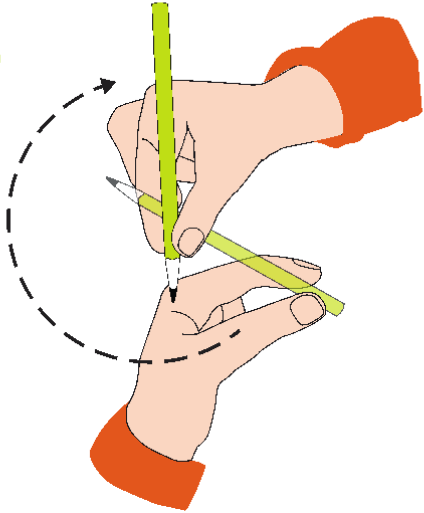
Both right and left handed children should be encouraged to use the tripod grip which allows the pen/pencil to be held securely whilst allowing controlled movements of the pen/pencil nib.

- 1) 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.

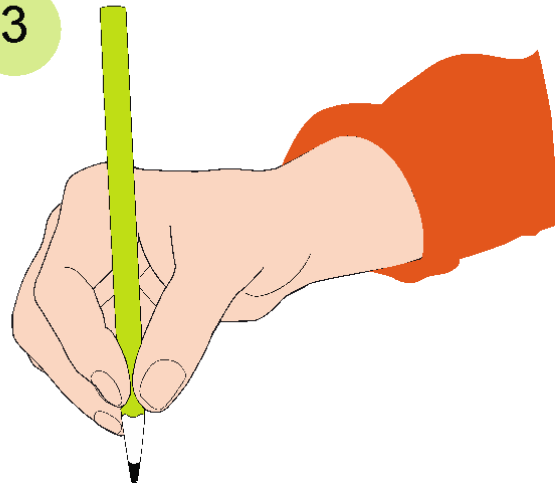
1



2

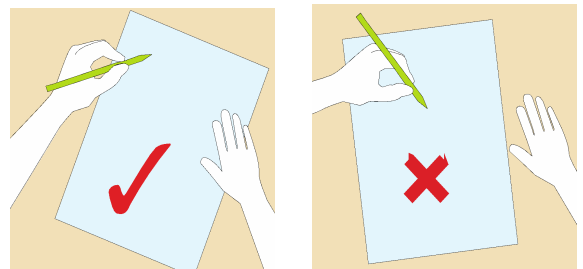
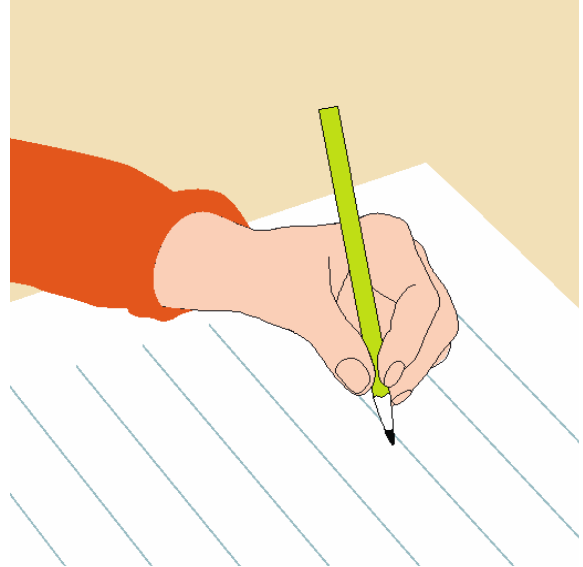


3



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.



Paper position for left-handed children

the left of a
e not
book to their
ose to the
line of
ercises
rite

PENS AND PENCILS

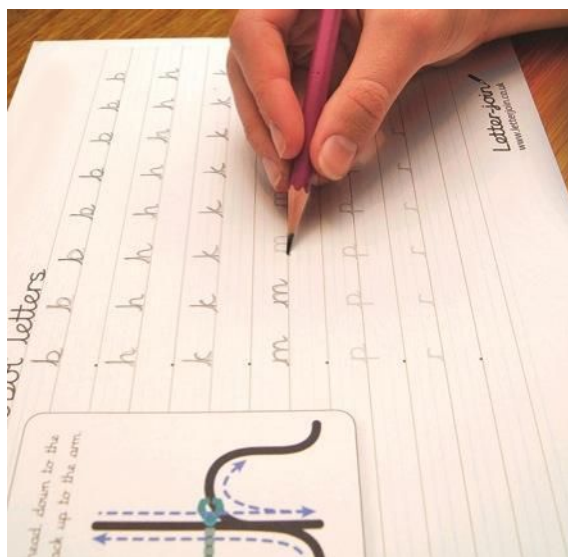
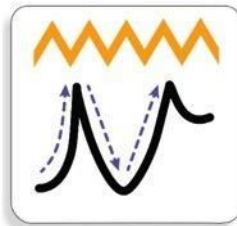
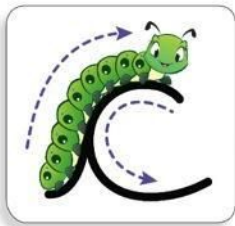
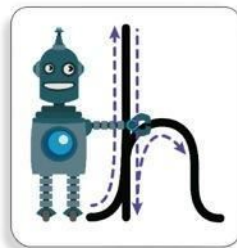
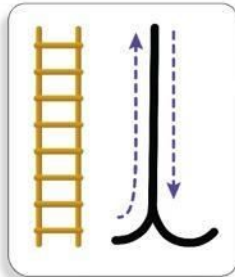
Children are encouraged to start handwriting using a soft pencil. When fine motor skills have been established a handwriting pen can be used. More competent pupils can use a ballpoint pen.

Key Stage Teaching

FOUNDATION



Sit
cor
Imj
enj
var
cla
cra
Un
per
for



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 Teaching

STAGE 2

ality, speed and stamina of

Ensure letters are consistently sized
l word spacing and that ascenders
nders are parallel and do not touch
the lines above and below.

improve speed of handwriting to
ative writing to take precedence
ask of handwriting and be able to
ck notes' at a faster pace.

Have the strength and mobility to be
rite for longer periods of time
atigue.

The image shows three handwriting practice cards. The first card is blue and titled 'Harder exercises' with a sub-heading 'A list of phrases, easy sums and a three-verse poem.' It contains a list of words, a simple addition $2 + 1 = 3$, and a three-verse poem. The second card is green and titled 'More challenging' with a sub-heading 'Shopping list, complex numbers and a written passage.' It contains a shopping list, a date, and a short passage. The third card is pink and contains a shopping list, a date, and a short passage.

knowledge and ability of the different
ndwriting for different purposes:

ed, cursive letters for writing
and large amounts of text, lists and

r capital letters for posters, notices,
labelling, and form filling.

andwriting for note-taking and
where neatness is not as important
cuts, such as + instead of 'and', can

Monitoring

Monitoring is the responsibility of all staff working with children to remind them of the correct letter formation and cursive style.

As handwriting is cross-curricular it will be monitored during any monitoring activity such as book scrutiny, learning walks or lesson observations.

Overall responsibility is with the Senior Leadership Team and the English Subject Leader.

Review Procedures

The School's policy will be reviewed when:

- Every 3 years in February 2020
- The School wishes to review the policy.
- If amendments are required by the LA

Ratified by:

Date: February 2017

Chair of Governors

Cursive Lower Case Letters



Capital Letters

A B C D E

F G H I J K

L M N O P

Q R S T U

V W X Y Z