

Westfield Primary School



Handwriting

Date Adopted: September 2021

Chair of Governors: Mrs L Farrow

Signed:

Headteacher: Miss S Pope

Signed:

Review Date: September 2022

Changes since last policy: This is a new policy

Westfield Primary School

Handwriting Policy

At Westfield, we are very proud of our pupils' handwriting and take particular care in our cursive handwriting style. We use daily timetabled slots for handwriting for children that are accessing our *Read Write Inc* phonics scheme to ensure that children build up their handwriting skills every day. Once children have completed *Read Write Inc*, teachers transition into using Letter-join's on-line handwriting resource and Lesson Planners to teach discreet handwriting sessions twice a week.

Objective

Handwriting is a basic skill that influences the quality of work throughout the curriculum. By 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.

Our intention is to make handwriting an automatic process that does not interfere with creative and mental thinking.

Aims:

- To develop a neat, legible, speedy handwriting style using continuous cursive letters, which leads to producing letters and words automatically in independent writing.
- To establish and maintain high expectations for the presentation of written work.
- For pupils to understand, by the end of Year 6, the importance of neat presentation and the need for different letterforms (cursive, printed or capital letters) to help communicate meaning clearly.

Expectations

In EYFS and KS1 (usually up until Spring Term in Year 2), children are taught to form printed letters correctly in line with our *Read, Write Inc* phonics scheme. In KS2, all teaching staff are encouraged to model the cursive style in all their handwriting, whether on whiteboards, displays or in pupils' books.

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 objective 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 will be carried daily whilst children are accessing our *Read Write Inc* phonics scheme and then twice weekly once they have transitioned to using *Letter-join*. Handwriting is recorded in children's handwriting books to ensure Key Stage targets are met.

Pens and pencils

Children will start handwriting using a pencil. When fine motor skills have been established, and a clear handwriting style (with correct letter formation) has been shown to be consistent, children can be put forward to receive a 'pen licence'. This is at the discretion of both the class teacher and the headteacher (Miss Pope). Each child that receives a pen licence will also receive a blue handwriting pen and badge to wear proudly around school.

When children have received a pen licence, they may use their pens in all of their workbooks (excluding Maths). At the beginning of each half term, children will be asked to complete a 'handwriting standard' at the beginning of a new topic. This will be referred to throughout the half term as a benchmark for expectations. Children should use a pencil and a ruler to underline dates/titles as well as to cross out any mistakes that have been made. In addition to this, children should always use a pencil for drawing diagrams and lines for labels in all subjects.

Inclusion

For children who experience handwriting difficulties due to delayed fine motor development or dexterity-related conditions, appropriate additional support will be put into place. All children will receive their pen licence when a professional judgement is made that a pupil has met individual expectations.

Provision of special pens or other writing equipment will be made available in consultation with headteacher (Miss Pope) and SENCo (Mrs Havard).

Handwriting objectives

For our youngest learners, we teach letter formation through our daily RWI phonics programme. There are regular timetabled slots for handwriting to ensure that children build up their handwriting skills every day.

We make the physical process of writing - handwriting- enjoyable from the start, so children see themselves as 'writers'. We use mnemonics to help children visualise the letter or join before they write it down. Children need to practise handwriting under the guidance of a teacher/teaching assistant so that they do not develop habits that will be difficult to undo later. All handwriting practise is completed at a table and in a handwriting book. When teaching handwriting, teachers and support staff will use the handwriting signal so that children will automatically go into the perfect handwriting position.

To support our RWI phonics scheme, we have chosen to start teaching handwriting with printed letters. We follow three handwriting stages before the children progress onto our *Letter-join* scheme. This is usually during the Spring Term of Year 2, however, this is dependent on the stage of learning for each individual pupil.

Stage 1

1a) Children practise correct letter formation.

1b) Children learn where to place the letters on the writing line.

Stage 2

Children learn a mature style of writing that will lead to joined-up writing.

Stage 3

Children learn the two basic joins: diagonal and horizontal. They also learn the two variables for each join

Year 2

This module includes lessons to improve letter formation and orientation of letters through regular practice and to support spelling, grammar and punctuation in readiness for KS1 SATs. The sections in this module cover:

- letter families
- high frequency words
- joining techniques
- sequencing sentences
- dictation exercises

- times table facts
- SPaG practice for KS1 SATs

With the regular handwriting practice throughout this module, children should now be developing the fluency and speed of their writing.

Year 3

This module is targeted at children in lower KS2 where pupils should be using a cursive style throughout their independent writing in all subjects, helping to refine their handwriting in line with the requirements of each lesson. This module covers topics such as dictation, double letters, number vocabulary, palindromes, tongue twisters, MFL (French and Spanish), onomatopoeia, simile and statutory spellings.

Completion of Module 4 should ensure improvement in the legibility, consistency and quality of the children's handwriting through a variety of resources which link handwriting to other areas of the curriculum.

Year 4

This module focuses on using handwriting practice to support other subjects in the curriculum and, at the same time, builds on fluency and consistency. This module aims to promote meaningful links with other subjects such as English, maths, science, geography, French and Spanish. Making such links enables children to apply the skills they are learning in context and also provides depth to the curriculum.

Learners will continue to build on producing fluent, consistent and legible handwriting through the regular practice offered in this module's lessons.

On concluding this module, children will have practised applying size-appropriate handwriting to all areas of the curriculum whilst maintaining fluency and legibility.

Year 5

This module continues to build on combining fluent handwriting with other subjects across the curriculum.

In this module, learners will have plenty of opportunity to develop the stamina and skills to write at length, with accurate spelling and punctuation. With Letter-join's wide range of resources they will be able to work towards producing consistently neat and well-presented handwriting in all curriculum subjects.

On completing this module, children should be producing cursive writing automatically, enabling them to focus on the content of their work rather than the process of writing.

Year 6

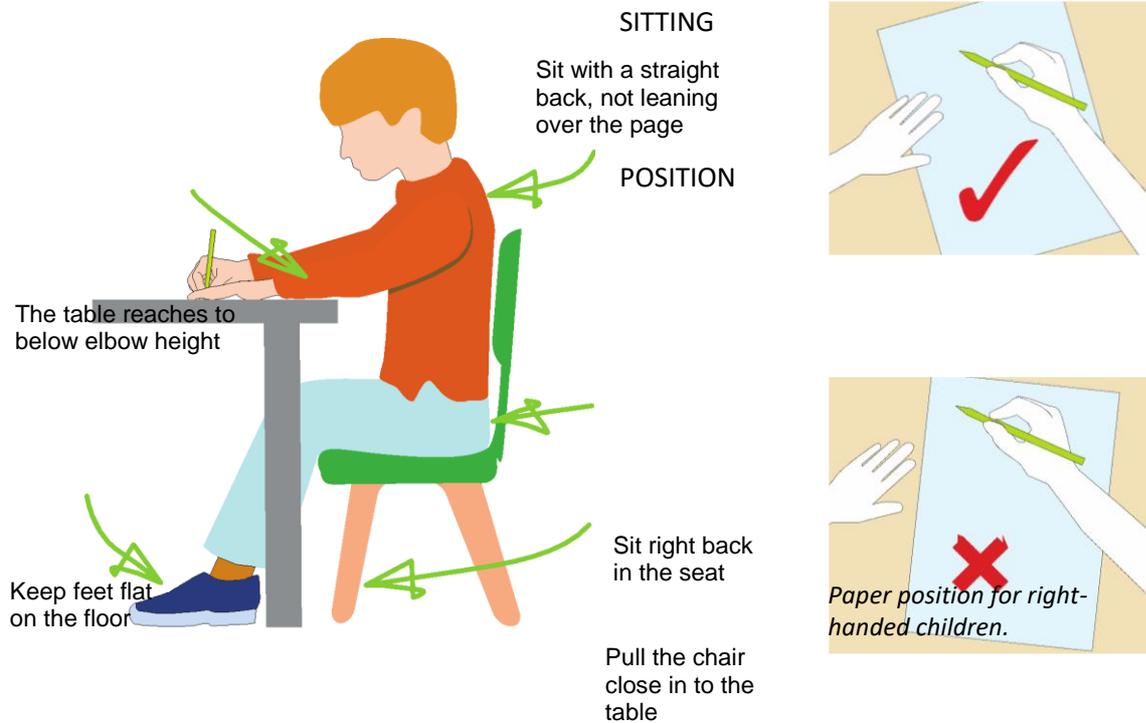
This module presents learners with a range of tasks where they have to decide on an appropriate style of handwriting. Promoting speedy, fluent writing continues to be a strong feature. Challenging dictation exercises will refine pupils' revising and checking skills as well as boosting their handwriting speed, stamina and fluency. A range of curriculum-based worksheets will give pupils the opportunity to practise writing at length.

Module 7 also contains a series of worksheets to aid KS2 SATs SPaG revision. They are designed to support year 6 pupils in meeting expected standards for spelling, punctuation and grammar, with lots of SPaG preparation and plenty of handwriting practice.

By the end of this module, children should be able to adapt their handwriting for a range of tasks and purposes and to create different effects. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes, a final handwritten version, an un-joined style or capital letters. All of these writing styles are covered in this module.

Correct posture and pencil grip for handwriting

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



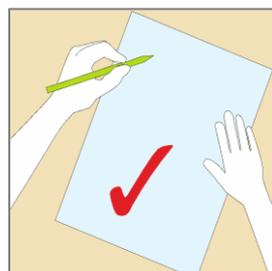
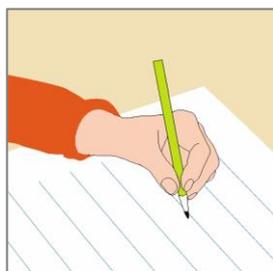
LEFT-HANDED CHILDREN

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

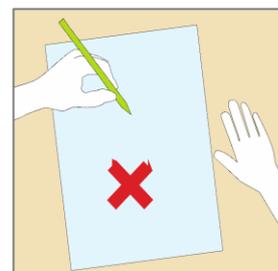
- Left-handed pupils should sit to the left of a right-handed child so that they are not competing for space.
- Pupils should position the paper/book to their left side and slanted, as shown.
- Pencils should not be held too close to the point as this can interrupt pupils' line of vision.
- Extra practice with left-to-right exercises may be necessary before pupils write left-to-right automatically.



Paper position for left-handed children.



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. We use the Tripod Grip Rhyme:

Right-handed pencil grip



Point away the pencil,



Pinch it near the tip,



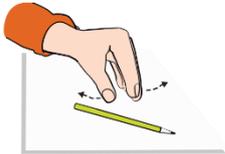
Lift it off the table, Spin it round...



and grip.



Left-handed pencil grip



Point away the pencil,



Pinch it near the tip,



Lift it off the table, Spin it round...



and grip.

