



SOHO PARISH PRIMARY POLICY

Handwriting Policy

Most recent review	March 2020	Next review due	March 2025
Governor committee responsible	SAW	Written by	Robyn Churchman

Children must be able to write with ease, speed and legibility. If they have difficulty, this will limit fluency and inhibit the quality and quantity of their work. Cursive handwriting teaches pupils to join letters and words as a series of flowing movements and patterns. The style is quick and easy to learn, particularly when it is practised from an early stage. In Reception, pupils will learn to form individual letters appropriately and accurately (with 'kicks and flicks') and by the end of reception most pupils will begin to join their handwriting.

Handwriting skills are taught regularly and systematically, using the 'Letter Join' programme. Pupils in the Foundation Stage and Key Stage 1 will practise handwriting as part of their phonics learning. Teachers in Key Stage 1 and 2 will select the most appropriate method of teaching handwriting to their classes and individual pupils, adhering to the agreed school letter formation (appendix 1) and the school expectations for each year group / key stage.

Aims

We aim for children to:

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

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

Teaching and Learning

- Handwriting is taught regularly and systematically in classes, groups or individually as appropriate.
- Patterns are used initially, by writing with a variety of tools and using multisensory methods, to help free flowing hand motions.
- Correct pencil hold and letter formation are taught from the beginning and handwriting is frequently linked with spelling.
- When marking or writing for pupils, including board work, members of staff always model cursive handwriting.
- Display writing, flipcharts and worksheets throughout the school are produced using the agreed 'Letter Join' font.

Provision for left handed children

At least 10% of the population are left-handed, the majority of whom are boys. Left handed children always sit on the left side of right-handed children, so their elbows don't bump. They are

encouraged to find a comfortable orientation for their paper, usually slightly to the left of centre of their body, and to have their fingers about 1.5 cm from the point of their pencil.

Resources and Writing Materials

- Children are given experience of a variety of writing tools. Pens are used by pupils when their writing is almost fully joined and they are able to write without smudging. Blue pens should be used by all pupils in writing tasks in years 4 to 6, unless a particular difficulty has been identified and discussed with the Inclusion or English Co-ordinator.
- Biro's are not used.

Special Educational Needs

Pupils with specific learning difficulties find cursive handwriting useful because the writing implement stays on the page for the majority of a word. If a child has particular difficulties in the area of gross or fine motor skills, the expectations for their year group may not apply and the class teacher should support them at their own developmental stage, following discussion with the Inclusion or English Co-ordinator if necessary. If a child is having difficulty with handwriting (seeing the board, untidy writing) the first step is to refer that child to the school nurse for an eye test or to ask the parents to arrange one privately. Eyesight issues should not be a hindrance to good handwriting if appropriate glasses are worn. Teachers should ensure all children with glasses wear them when appropriate, especially if they are necessary for handwriting (e.g. seeing the board or doing 'close work').

How handwriting is taught throughout the school

Foundation Stage

In the Foundation Stage children take part in activities to develop gross and fine motor skills and recognition of patterns. Individual letter formation is taught, modelled and practised in working towards the objectives of the Foundation Stage curriculum and those listed below at Key Stage 1. Pencil grip is taught (a traditional pencil grip may be used to support some pupils).

Key Stage 1

In accordance with the National Curriculum, the children are taught how to form both lower case and capital letters and how to join them (letter formation includes 'kicks and flicks' as a pre-cursor to joining), whilst still developing fine and gross motor skills with a range of multi-sensory activities. Handwriting is taught daily and can be linked to the phonics session. The children are taught to:

- Write from left to right and from top to bottom of a page.
- Start and finish letters correctly (kicks and flicks).
- Be consistent with the size and shape of letters and the spacing of letters and words (line guides may be employed).
- Find a convenient position for their page.
- Have the correct posture and position (feet flat on floor, back straight).
- Use correct pencil grip (special pens are available in Y1/Y2 and Y3/Y4 classroom for those pupils struggling with this, or a traditional pencil grip may be used)

Key Stage 2

During this stage the children continue to have direct teaching and regular practice of handwriting. If a child has a specific need which means they have difficulty with handwriting, a laptop can be provided for extended pieces of writing. We aim for them to develop a clear and fluent style and by the end of Key Stage 2, be able to adapt their handwriting for the following different purposes:

- A neat legible hand for finished, presented work.
- A faster script for notes.
- Print for labelling maps or diagrams, if necessary.

Cursive script is the aim and expectation by end of Y3.

Assessment

Throughout their time at Soho Parish, samples of children's writing are collected and moderated against National Curriculum criteria. As part of the school's assessment policy, a sample of children's writing is completed and assessed three times per academic year.

Handwriting at Home

Pupils are encouraged to practise their handwriting at home by using the Pupil log-in for Letter-join. Teachers will set specific tasks such as:

- Magic Patterns
- Magic Words
- Phonics Match
- Word Search
- Word Bank
- Write it Right!

Children can also watch the word and letter animations and practice and explore other handwriting resources on Letter-join.

Appendices

Appendix 1: Agreed school letter formation

Appendix 2: Correct posture

Appendix 3: Pencil grip

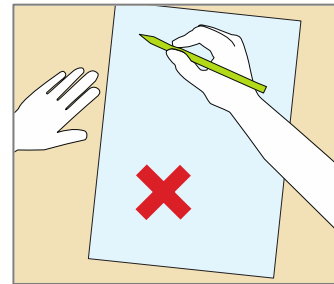
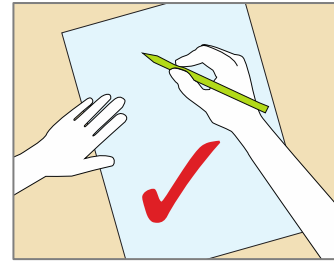
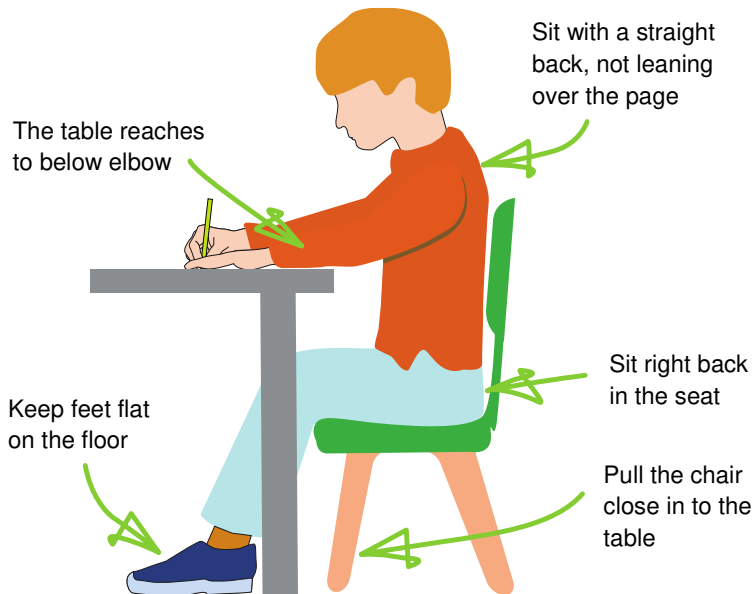
Appendix 1: Agreed school letter formation

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

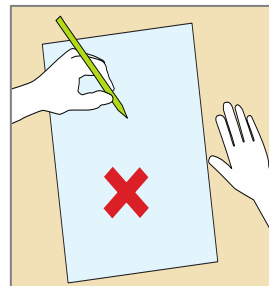
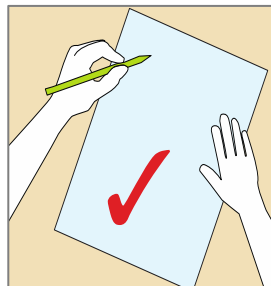
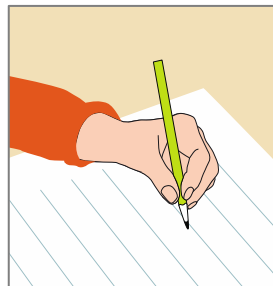
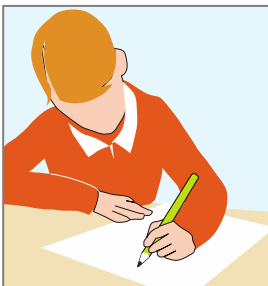
Appendix 2: Correct posture

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

SITTING POSITION



Paper position for right-handed children.



Paper position for left-handed children.

Appendix 3: Pencil grip

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.

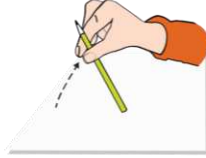
Right-handed pencil grip



Point away the pencil,



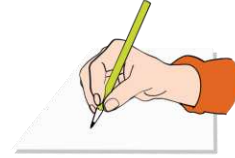
Pinch it near the tip,



Lift it off the table,

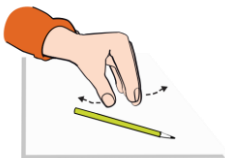


Spin it round...



and grip.

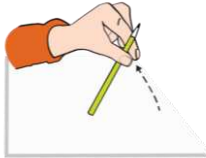
Left-handed pencil grip



Point away the pencil,



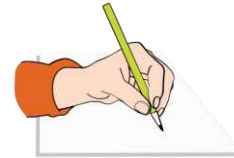
Pinch it near the tip,



Lift it off the table,



Spin it round...



and grip.