

Park Street C of E Primary School & Nursery



HANDWRITING POLICY

Version	1.0
Name/Department of originator/author:	Ffion Thomas
Name/Title of responsible committee/individual:	School Effectiveness Committee
Date issued:	October 2018
Review frequency:	Every 2 years
Target audience:	Staff and Governors

The governing body shall conduct the school with a view to promoting high standards of educational achievement.

Park Street Primary School is committed to eliminating discrimination, advancing equality of opportunity and fostering good relations between different groups. These factors were considered in the formation and review of this policy and will be adhered to in its implementation and application across the whole school community.

Park Street Primary School will promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and will actively challenge any member of the school community expressing opinions contrary to fundamental British Values, including 'extremist' views.

Version	Date	Notes
V1.0		

Rationale

At Park Street C of E Primary School, all children begin the process of learning cursive handwriting from Foundation Stage. This starts with developing motor skills and learning basic letter formations, before progressing to pre-cursive writing in Year 1 and developing full, joined cursive thereafter. We believe this raises standards in handwriting throughout the whole school, developing confidence, accuracy, fluency, writing stamina and presentation.

The rules of the cursive style help:

- to minimise confusion for the child as every letter starts on the line with an entry stroke and leads out with an exit stroke.
- with the flow of cursive writing as letters naturally flow into each other; it is impossible to write separate letters without joining.
- to form spacing between words as the child develops whole word awareness
- to develop a child's visual memory
- all children's writing skills regardless of academic ability
- to develop skills of punctuation and grammar

All children begin by writing with a pencil, although older pupils able to use ink pens.

Policy outline

Teaching and learning: Handwriting will be taught in every year, beginning in the Foundation stage with gross and fine motor activities and basic letter formations. The style, nature and frequency of handwriting lessons will be dependent on the needs of children in individual classes, but should comprise discrete handwriting lessons and those embedded within English and Phonics. Handwriting should be modelled throughout the school by adults.

Gross and fine motor skills: Activities to develop gross and fine motor skills are essential to the development of good handwriting. This is of particular importance in EYFS and early KS1, but may be required as an appropriate intervention in KS2.

Posture: Children should be taught the importance of sitting upright and correctly on their chair, with their feet on the floor and their chair tucked in.

Pencil grip: Children should use a tripod grip and be given constant reminders until this is established. Shaped pencil grips are available in school for children who find them helpful.

Position of paper: Left handed children should be encouraged to tilt their paper slightly to the right to improve their view of what they are writing, and to reduce smudging later on when they write in ink. Right handed children may find it helpful to tilt paper slightly to the left. Paper should be steadied with the free hand.

Paper: Early writers will make marks on and eventually write on unlined paper, whiteboards or other surfaces so that they are able to write at a size appropriate to their needs. As soon as children are beginning to control the size of their writing, they will be given lined paper or exercise books, to encourage the correct placing of letters on the line. Handwriting books have coloured lines to assist

with accuracy and consistency in size and form, although other exercise books are either blank or have one line only. Where pages are blank or when children write on to A4 paper, they are expected to use a line guide and paperclips to hold the guide in place. Using a variety of methods discourages dependency on the use of the tram lines.

Correct letter formation: Children are taught to form letters correctly, paying attention to the starting point for each letter, the direction of pencil movement, the shape and orientation of the letter, and the relative heights of the body of each letter, and any ascender and descender. Teaching will be multi-sensory and appropriate to the needs of the child.

Handwriting and Reading

In school, children are exposed to cursive, pre-cursive and a range of different print styles. They develop awareness for reading in print and writing in cursive side by side in their learning, such as prompts around classrooms/school – lettering, labels on displays/teaching aids e.g. alphabet on tables and through teacher modelling of writing. However, teachers make every bit of effort to ensure the majority of their displays are in cursive.

Resources:

Handwriting for Windows 3.0

A reference for Spelling and Handwriting by Kath Balcombe

Group 1-

c, a, d, g, q,

Group 2-

l, i, j, t, b, h,
k, p, m, n, u, y

Group 3-

o, v, w

Group 4-

e, f, r, s, x, z

Whole Alphabet-

Aa Bb Cc Dd Ee Ff
Gg Hh Ii Jj Kk Ll
Mm Nn Oo Pp Qq
Rr Ss Tt Uu Vv Ww
Xx Yy Zz

Example of joining-

ai ae aj am ar ci ce cu
cy di dr dy de ee ei em
er he hu hi hy ie ir ip
iw iy ke ki kn ky le lm
lu ly me mi mm mu ne
ni nu ny te ti tu ty tt
tw ui ue up