

Sutton CE (VC) Primary School



Handwriting Policy

Approved by the Governing Body in: December 2020

Intent

At Sutton C of E Primary school we firmly believe that children should learn to be able to write legibly, fluently and at speed. Handwriting is essential to support children being effective communicators and produce high quality, creative and well structured writing. Even with increasing use of modern technology, handwriting is still an important life skill that will help children demonstrate their true potential throughout school and beyond.

Aims

- To develop legible handwriting.
- Where appropriate, we teach cursive handwriting (recommended by the British Dyslexia Association) to meet the individual needs of our children.
- To encourage children to develop a sense of pride in their work, enabling them to present work neatly for an audience.

Objectives For every child...

- To be able to hold a pencil in a comfortable and correct manner.
- To be able to correctly form lower and upper case letters.
- To know the correct entry and exit points of letters.
- For each child to know how to position themselves correctly, whether they are right or left handed.
- To be able to write letters and words showing regularity of spacing.
- To develop an ability to join letters in words by building upon their knowledge of letter formation.
- To handwrite with speed, precision and legibility.

What this looks like at Sutton

Early Years Foundation Stage

It is important for children to understand the importance of clear and neat handwriting from an early age and letter formation is taught in Reception. In order to achieve this children are given plenty of opportunities to develop their fine and gross motor skills through high quality provision and active and purposeful learning experiences which are essential for developing a tripod pencil grip and the ability to sit at a table with a good writing posture.

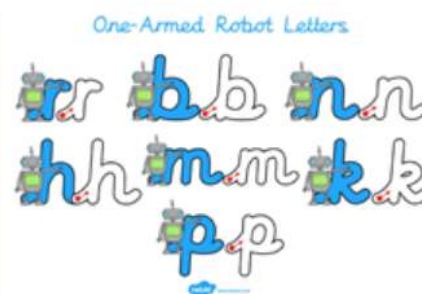
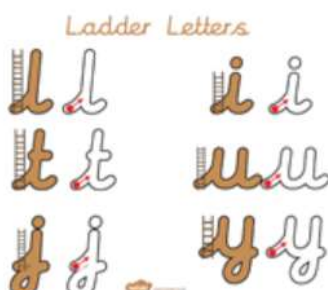
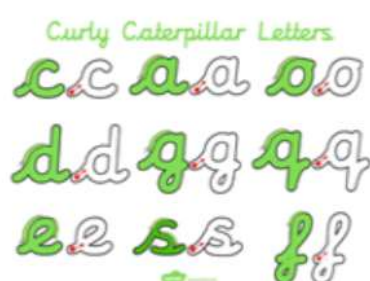
When first teaching children to form letters we follow the **Read, Write Inc.** programme and link the learning to systematic phonics lessons. (appendix 1) Children will learn to write legibly in a pre-cursive style with increasing fluency and speed by. Read Write inc letter formation is developed into a precursive style at Sutton with addition of a **‘here we go’** lead in to each letter, starting on the line to ensure that all letter formations start at the same place.

Children will also have experience of handwriting patterns related to each of the main families.



Key Stage 1

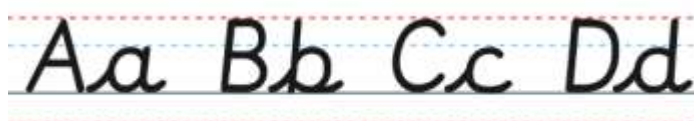
Children will continue to develop fine and gross motor-skills with a range of multi-sensory activities. Handwriting is modelled and integral within phonics sessions as well as taught as a discrete session 1-2 times a week. When teaching handwriting discreetly, we teach letters which are formed with a similar movement together following the Twinkl guidance.



Teachers and support staff continue to remind children how to write letters correctly, using an effective tripod pencil grip (correcting them when this is not being used). The handwriting and grip is modelled in each handwriting session and referred to during other writing activities.

By the end of Key stage 1 children should be able to:

- Write digits 0-9 accurately (See Appendix 2)
- Form lower-case letters of the correct size relative to one another
- Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- Use spacing between words that reflects the size of the letters



Key Stage 2

At this stage we aim for all children to develop a clear, fluent continuous cursive script.

Continuous Cursive Script

abcdefghijklmnopqrstuvwxyz

The quick brown fox jumps
over the lazy dog. Baa baa
black sheep, have you any
wool? Yes sir, yes sir, three
bags full.

Handwriting is modelled by adults and an important part of everything they do. Discrete handwriting is still taught 1-2 times a week. Letters which are formed with a similar movement will be taught together, following the Twinkl guidance.

By the end of Year 6 children are taught to adapt their handwriting for different purposes, such as: a neat, legible hand for finished, presented work, a faster script for note making and the ability to print for labelling diagrams etc.

We have a Pen Licence that allows children to write in pen during lessons. This works as an incentive for children to present their work to the highest standard they are capable of. Please see the Pen Licence Policy for more information.

Identified individuals will have a differentiated approach to enable them to be successful eg may still work on the correct letter formation. Additional handwriting support activities are provided during the week (eg fine motor activities) or with support grips.

Provision for left-handed children

A significant number of children have a preference for using their left hand when writing. Teachers will make adjustments to ensure that they help left handers develop a fluent cursive style.

These adjustments include:

- sitting left- handers to the left of others so elbows don't interfere with each other
- monitor grip (left handers can get in bad habits of how they hold a pencil. paper should be slanted in line with their body.
- Monitor letter formation
- Extra practice with left-to-right exercises may well be necessary before pupils write left-to-right automatically.

- Teachers demonstrate to left-handers on an individual or group basis.

For further guidance, information and troubleshooting please refer to extract from Chapter 7 of Teaching Primary English saved under the English folder in the gsuite.

The Learning Environment

In all classes:

- Pencil pots with suitable materials are available for pupils to work at their own tables.
- Classrooms are equipped with a range of writing implements, line guides, word lists and dictionaries.
- All our English and Maths books have Presentation Expectations stuck in the front to remind children of what we expect. Please see Appendix of English Policy for details on this.
- Presentation is picked up by teachers when marking using a 'P' in the margin. Please see Marking and Feedback Policy for more information.

Resources

After learning the letter formation in EYFS, we begin to use the Twinkl Continuous Cursive handwriting lessons to support the children and these can be downloaded from the website. We expect handwriting to be taught at least twice a week for 15 minutes. In Key Stage Two these sessions are often linked to the spelling pattern being taught.

Our handwriting style should be displayed in every classroom and available on tables for children to refer to. Please see Appendix 2 as an example of how this can be displayed.

Interventions

We regularly assess the children's handwriting across the curriculum. If we notice that a child is struggling with the formation of the letters we will offer an intervention on a small group basis. During this children will have the opportunity for extra practice.

If a child has severe difficulties with their fine motor skills then we will look to training them to touch type as a way of communication. This will be done after consultation with the SENDCo and parents.

The Role of Parents/Carers

Parents/Carers are made aware of our agreed handwriting style and encouraged to practice this with their children at home.

The Role of the Governing Body

Regular reports are made to the Teaching & Learning Committee of the Governing Body concerning the progress of English provision through the Headteacher. The Link Governor will also meet with the English Subject Lead during the year.

Review of this Policy

This policy will be reviewed by the governors every 5 years or sooner should there be nationally agreed changes to the teaching of handwriting.

Appendix 1

Read Write Inc. handwriting phrases - "here we go"

m: Maisie, mountain, mountain

a: Round the apple, down the leaf

s: Slither down the snake

d: Round his bottom, up his tall neck and down to his feet

t: Down the tower, across the tower

i: Down the body, dot for the head

n: Down Nobby, over his net

p: Down the plait and over the pirate's face

g: Round her face, down her hair and give her a curl

o: All around the orange

c: Curl around the caterpillar

k: Down the kangaroo's body, tail and leg

u: Down and under, up to the top and draw the puddle

b: Down the laces to the heel, round the toe

f: Down the stem and draw the leaves

e: Lift off the top and scoop out the egg

l: Down the long leg

h: Down the head to the hooves and over his back

r: Down his back and then curl over his arm

j: Down his body, curl and dot

v: Down a wing, up a wing

y: Down a horn, up a horn and under his head

w: Down, up, down, up

z: Zig-zag-zig

qu: Round her head, up past her earrings and down her hair

x: Down the arm and leg and repeat the other side

Appendix 2

Number formation rhymes

Make a big
loop, just like
so. This is
the way to
make **zero**.

A
straight
line **one**
it is fun.

Around and
back on the
railway track
makes **two**,
two, **two**.

Around the
tree and
around the
tree. This is
the way you
make a **three**.

Down and
across and
down some
more. This is
the way you
make a **four**.

With a
straight neck
and a round
tummy, put his
hat on, **five**
sure looks
funny.

Down to a
loop, the
six rolls a
hoop.

Across the
sky and down
from heaven.
This is the
way you make
a **seven**.

Make an **8**
and do not
wait. Climb
back up to
make an
eight.

A loop
and a line
makes a
nine.