

Stockton Wood Primary School

Handwriting Policy

2023-24

Approved by:		Date:	
Last reviewed on:			
Next review due by:			

At Stockton Wood Primary School, we are very proud of our pupil's handwriting and take particular care in our presentation and handwriting style. We use Letter-join's on-line handwriting resource as the basis of our handwriting policy as it covers all the requirements of the National Curriculum.

Aims

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.

Objectives

- 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 for all Teaching Staff

All teaching staff are encouraged to model the correct style in all their handwriting, whether on whiteboards, displays or in pupils' books. An example of correct formation can be seen in the Appendices. 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 this will be taken into consideration during all lessons. Formal teaching of handwriting will be carried out regularly and systematically to ensure Key Stage targets are met.

EYFS - Daily - short sessions

KSI - Daily - 20 minutes

KS2 - twice a week for 20 minutes

Key Stage Expectations and teaching

Early Years

The printed letter formation resources will be used to demonstrate correct letter formation for printed lowercase letters.

In EYFS, handwriting outcomes will be:

- Children develop hand eye coordination, gross and fine-motor skills needed to support handwriting.
- Children use a range of tools to develop drawing lines and circles using gross motor skills. e.g. swirling ribbons, painting, peg work and mark-making.
- Children use a range of materials to develop fine motor skills. e.g. shaving foam, sponges, felt tips etc.
- Children practice manipulative skills through play.

Year 1

Module 2 - contains lessons for teaching how to write capital letters, printed letters, numbers and symbols, using Letter-join's on-line and printed resources. It is divided into three sections covering:

- capital letters
- printed letters
- numbers and symbols

In Year One, handwriting outcomes will be:

- Children taught how to sit correctly at a table and pencil grip consolidated
 - Children begin to form lower case letters in the correct direction by starting and finishing in the correct place
 - Children form capital letters
 - Children able to form digits of 0-9
 - Children to make links between letters which join to make sounds
 - Children continue to build on EYFS letter formation and follow the Debbie Hepplewhite scheme to develop their handwriting skills
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- Children may start to use some diagonal and horizontal strokes needed to join letters

Year 2

Module 3 includes lessons to improve letter formation and orientation of letters through regular practice and to support spelling, grammar and punctuation. The sections in this module cover:

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

In Year Two, handwriting outcomes will be:

- Children form lower case letters of the correct size relative to one another
- Children start using some diagonal and horizontal strokes needed to join letters (a National Curriculum requirement)
- Children write capital letters and digits in the correct size, orientation and relationship to one another and to lower case letters
- Children use finger spacing between words

Lower Key Stage 2: Years 3 and 4

Handwriting lessons will continue twice a week in Lower Key Stage 2. 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. Completion of Module 4 of letter-joins online handwriting resources 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.

In Years Three and Four, handwriting outcomes will be:

- Children use diagonal and horizontal strokes to join letters in a continuous cursive style.
- Children's handwriting will increase in legibility, consistency and quality
- Children produce writing that is spaced sufficiently and begin to develop their own style.

Upper Key Stage 2:

More advanced handwriting techniques will be taught during two weekly lessons.

Module 6 for Year 5 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.

Module 7 in Year 6 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 practice writing at length.

In Years Five and Six, handwriting outcomes will be:

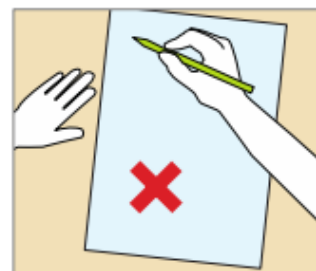
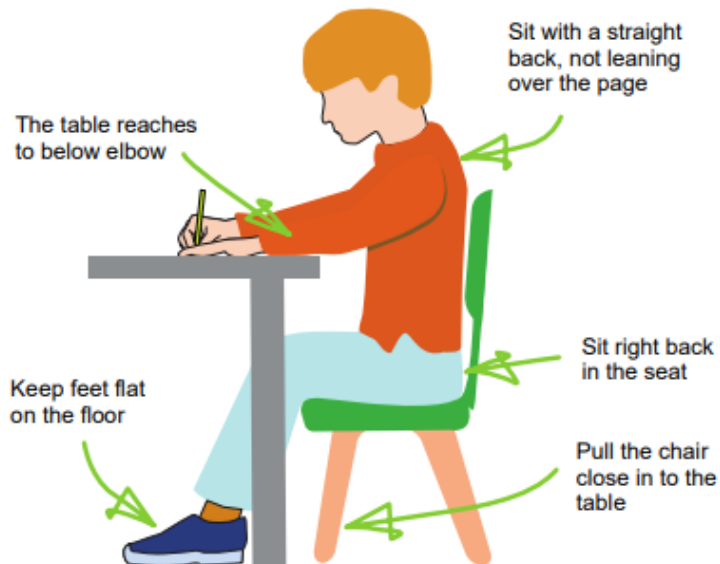
- Children use diagonal and horizontal strokes to join letters in a continuous cursive style (a National Curriculum requirement)
 - Children write legibly, fluently and with increasing speed and personal style
 - Children choose which shape of a letter to use as part of their personal style
 - Children choose the writing implement that is best suited for a task
 - Children regularly create extended (long) pieces of writing
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Appendices:

Appendix 1 - 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

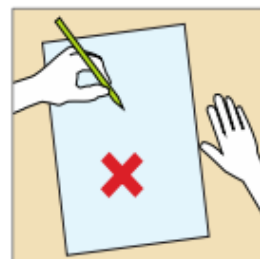
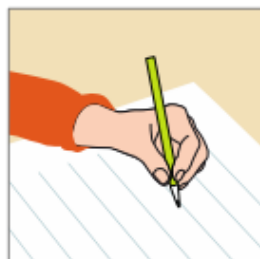


Paper position for right-handed children.

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.

Cursive Lower Case 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

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
