



Handwriting Policy



Aims

- To use a well-formed, cursive style of handwriting.
- To raise attainment for all pupils in handwriting through a consistent approach to the teaching of handwriting throughout the school.
- That we are consistent in the way in which we form individual letters by following the Cambridge Handwriting Scheme.
 - * t and f to be three quarter height.
- That we are consistent in the way in which we join letters i.e. it must be remembered that some letters **never** join:
 - * All capital letters
 - * g, j, x, y and z
- That teachers and support staff use all opportunities to model the agreed cursive style of handwriting when writing on the board or marking work.
- Where appropriate, teachers, support staff and pupils use all opportunities for writing as handwriting practise, regardless of subject.

Foundation Stage

- In the Foundation Stage we teach children to form letters correctly as they learn them. We encourage children to practise letter shapes as they paint, draw and record, and as they write, e.g. their names, labelling their work, making cards and writing notices.
- We provide opportunities to write meaningfully, e.g. by placing notepads by phones or having appointment cards in the role-play doctor's surgery.
- By the end of the Foundation Stage, children should be able to use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.

Key Stage 1

- In KS1 the children undertake formal handwriting practice twice weekly.
- The children practise their handwriting using pencil.
- They practise correct letter formation according to the Cambridge Scheme.
- Where possible, children are to practise handwriting in all subjects.
- Handwriting targets are to be included in IEPs where relevant.

Resources: Specially lined handwriting exercise books.

Key Stage 2

- In KS2 the children are taught formal handwriting practice twice weekly, with an emphasis on short, sharp and focussed sessions.
- The children practise their handwriting using a blue pen if the class teacher feels that they are ready, otherwise they will continue to use a pencil.
- In Year 3/4 children continue to practise correct letter formation according to the Cambridge Scheme. The emphasis is on building upon the joins established in KS1.

- The emphasis is on ensuring consistency in size and proportion and using joined writing for all writing except where other special forms are required e.g. labelling a diagram.
- In Years 5/6 handwriting skills should be established and children should have their own developed cursive style. However, in reality this is not always the case. Children in Years 5 and 6 then will have opportunities to revisit the basics and work on the presentation side of their handwriting using the Cambridge Scheme. Children should also be given opportunities to practise handwriting in conjunction with spelling.
- Handwriting targets are to be included in IEPs where relevant.

Resources: Specially lined handwriting exercise books, blue pens.

Materials

- Pens/Pencils
- Pencils are provided by the school.
- In KS2, blue handwriting pens will be available from school or may be provided from home, fountain pens may also be provided from home. Red Pens may be used for underlining in year 5/6. Biro's, black pens, felt pens and gel pens are not to be used in exercise books.
- Exercise books.

Posture

Children should be encouraged to sit up straight with their feet on the floor. The non-writing hand must be used to steady the book or paper.

Pen Grip

The pen or pencil should be gripped comfortably between forefinger and thumb with the second finger below to steady it. If you pick up a pen which is lying on the table in front of you with its nib towards you in line with your forearm, you instinctively pick it up in the correct grip.

Guidance for Left-handers

Special rules apply for left-handers. They should sit on the left-hand side of double desks or tables. They must be able to rest their left forearms on the edge of the desk. The book or paper must slope in line with the left forearm. As writing is completed down the page, the paper must be moved away from the body in the same line. The aim is to keep the left arm in much the same position at all times to avoid the elbow being cramped by the chest. Moving the paper away from the body prevents writing becoming cramped at the foot of the page. The right hand must be used to control the movement of the page. The left hand should end up below the line of writing to avoid smudging and to give a clear view of what is being written. Children should be discouraged from hooking their left hand above the line of writing to avoid smudging.

Guidance for Right-handers

Right-handers do not face the same problems as left-handers, but many children will find it helpful to slope the paper slightly and to move it away from the body as the page is completed.

Checklist for Teachers

If a child's handwriting is to develop into a pleasing and consistent style, it is helpful to examine each piece of writing in the light of the following criteria:

1. Shape

Are all letters properly formed and clear?

2. Joining

Are as many letters as possible joined consistently?

3. Slope

Is the slope of letters consistent?

4. Evenness

Are letters of a consistent and reasonable size? Capitals can be too big, tall letters too tall, small letters too small.

5. Floating and Sinking

Do letters sit on the line? Words sometimes float above or sink below the writing line. This happens because the writing hand is not moving steadily across the page.

6. Particular Letters

Which letters are really well formed? Which ones need careful practice?