



HANDWRITING POLICY 2020

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*Drake*

## 1 Aims and objectives

1.1 Handwriting is a skill which, like reading and spelling, affects written communication across the curriculum. Children must be able to write with ease, speed and legibility to maximise the fluency, quality and quantity of their work. Cursive handwriting teaches pupils to join letters and words as a series of flowing movements and patterns. If linked with spelling practice it can also aid accurate spelling as it helps children to develop a sense of whole words and common letter strings.

### 1.2 We aim for all pupils to:

- Produce legible, well-spaced handwriting;
- Use correctly formed letters and accurate joins;
- Develop accuracy and fluency;
- Recognise that handwriting is a life-long skill which will be fundamental to all forms of written communication;
- Take pride in their work and value high standards of handwriting and presentation.

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

- Handwriting is taught regularly and systematically in classes, groups or individually as appropriate through whole class teaching or targeted intervention support.
- Patterns are used initially, by writing with a variety of tools and using multisensory methods, to help free flowing hand motions and to develop muscle strength.
- Correct pencil hold and letter formation are taught from EYFS (even when 'air writing') and handwriting is frequently linked with spelling and phonics sessions.
- When marking or writing comments, members of staff use cursive handwriting as appropriate
- Teachers model cursive script by using it on IWB and whiteboards/flipcharts etc.



pencils, dinosaurs

- Display writing throughout the school includes cursive writing, print styles and commercial print.
- Writing in multisensory trays- sand, salt, gloop, glitter, paint
- Mark making with various resources e.g. cars,



## Teaching and Learning

1.4 At Causeway Green Primary School, all children are taught handwriting explicitly in handwriting sessions in their handwriting books. All children are introduced to a cursive style of handwriting from the start (see 2.3). We believe this raises standards in the Early Years which will impact throughout the whole school. We have a journey from cursive to continuous cursive.

Developing a cursive style from the start will help

- To minimise confusion, as every letter starts on the line with an entry stroke.
- Individual letters to flow into each other, helping with a fluent, joined style.
- Form spacing between words
- Develop a child's visual memory
- Develop all children's handwriting

1.5 Handwriting is taught as a specific skill for at least 30 minutes per week in all year groups. Little and often is recommended e.g. 10 minutes, 3 times a week, with additional time to practise independently. Handwriting specific skills are taught and modelled by the teacher.

- Nursery/ Reception - daily activities to develop motor skills
- KS1 - Daily (Linked to phonics where possible)
- Year 3 and 4 - 3 times a week
- Years 5 and 6 - At least 2 times a week



### 1.6 Pencil grip

The optimum tripod **grip** will provide a stable **grip** position. The shaft **pencil** is supported by the thumb against the base of the forefinger and the side of the middle finger. The tip of the forefinger rests against the shaft of the **pencil** close to the tip. Additional pencil support grips can be used by children to support their pencil grip. School have a range of different writing grips available to support all children who require additional support.

#### How to Grip a Writing Tool



Holding a pencil or pen correctly requires strong finger and hand muscles and dexterity. A correct pencil grip will enable the writer to move the fingers, controlling the pencil or pen with efficient finger movements.

It is very important to us, that we address a poor pencil grip early, especially if the writer is left handed. If it is not corrected, it can affect speed and fluency and impact on academic achievement, as well as put undue stress on developing joints causing pain when writing in exams.

## 1.7 Body posture

At Causeway Green we believe that body posture is integral to core strength and fluent handwriting.



Sitting with poor posture can put stress on your muscles, joints and ligaments. When children have unstable posture, they end up using excess energy to maintain their stability and balance. This can affect how they function and decrease their ability to complete fine motor tasks, school work and even to listen. Sitting with a good posture for writing

increases stability and provides a sturdy foundation for written output and can increase attention and focus.

At Causeway, we practise sitting at various positions and a strength.

These include:

- Lying on the floor, lifting the head (Lizard)
- Standing straight (Penguin)
- Kneeling with straight legs and back (Meerkat)
- Sitting crossed legs, with back straight (Gorilla)

## 1.8 Development of handwriting

Letter formation unjoined EYFS and Year 1:

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

Pre-Cursive unjoined: Year 2

Twinkl Cursive

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

Cursive joined: KS2

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

### Joined and unjoined letters

Diagonal joins (most common letter join- formed from the baseline) **a, b, c, d, e, h, i, k, l, m, n, p, s, t, u, z**

Horizontal joins (formed from the top of the letter) **o, r, v, w,**

Unjoined letters **f, g, j, q, x, y**

#### 1.8.1 Early Years

Throughout the Foundation Stage, children are encouraged to:

- Take part in activities to develop gross and fine motor skills and recognition of patterns. Individual letter formation is taught, modelled and practised;
- Use a range of mark-making tools with confidence and enjoyment;
- Develop vocabulary to talk about shapes and movements.
- Support pencil control
- Support pencil grip
- Write recognisable letters most of which are formed correctly (EY Framework)

Children in Reception develop these points, and in addition:

- Learn correct letter formation alongside phonics;
- Learn letter formation using 'shape families':
  - long ladder letters l i j t u y
  - one-armed robot letters r b h k m n p
  - curly caterpillar letters c a d e g o q f s
  - zigzag letters z, v, w, x,
- Are encouraged to write on a line

#### 2.5.2 Letter formation

##### Capital letters

Capital letters are all formed to the same height and are not joined to any other letter.

Capitals without lifting (C, L, O, S, U, V, W, Z)

C L O S U V W Z

Capitals with one lift (B, D, G, J, K, M, N, P, Q, R, T, X, Y)

B D G J K M N  
P Q R T X Y

Capitals with two or more lifts (A, E, F, H, I)

A E F H I

### 1 The Ladder Family (l, i, u, t, y, j)

- l down from the top
- i down, lift and dot
- u down, round, up and down
- t down from the top, curve, lift and across
- y down, round, up, down and round
- j down to the bottom, around, lift and dot



### 2 The One-Armed Robot Family (n, m, h, k, b, p, r)

- n down and up, around, down and stop
- m down and up, around, down and up around, down
- h down from the top, up, around and down
- k down from the top, up and right round, kick
- b down from the top, up and around
- p down from the top, up and around
- r down, up, around and stop



### 3 The Curly Caterpillar Family (c, a, d, e, s, g, f, q, o)

- c curve around and stop
- a curve around, up and down
- d curve around, up to the top and down
- e up and diagonal across, curve round and stop
- s curve around, curve around
- g curve around, up, down to the bottom and around
- f curve, down and cross
- q curve around, up, down to the bottom and flick
- o curve around and up around



### 4 The Zigzag Monster Family (z, v, w, x)

- z across, diagonal down, across
- v diagonal down, diagonal up
- w diagonal down, diagonal up, diagonal down and diagonal up
- x diagonal down, lift, diagonal down



## 1.8.2 Year 1

Children in Year 1 develop these points, and in addition:

- Learn correct letter formation for all letters alongside phonics;
- Learn letter formation using 'shape families':

- long ladder letters l i t u y
- one-armed robot letters r b h k m n p
- curly caterpillar letters c a d e g o q f s
- zigzag letters z, v, w, x,
- Are taught to write on a line

### Journey to pre cursive

<p><b>Diagonal Joins</b></p> <p>(the most common letter join – formed from the baseline)</p>	<p><b>used to join:</b></p> <p>a, b, c, d, e, h, i, k, l, m, n, p, s, t, u, z</p>	<p><b>to these letters:</b></p> <p>b, e, f, h, i, j, k, l, m, n, p, r, t, u, v, w, x, y, z</p>	<p><b>and to these tricky letters</b> (where the letter is formed in an anticlockwise movement):</p> <p>a, c, d, g, o, q, s</p>
<p><b>Horizontal Joins</b></p> <p>(formed from the top of the letter)</p>	<p><b>used to join:</b></p> <p>o, r, v, w</p>	<p><b>to these letters:</b></p> <p>b, e, f, h, i, j, k, l, m, n, p, r, t, u, v, w, x, y, z</p>	<p><b>and to these tricky letters</b> (where the letter is formed in an anticlockwise movement):</p> <p>a, c, d, g, o, q, s</p>
<p><b>Unjoined letters</b></p> <p>(where no onward join is needed)</p>	<p>f, g, j, q, x, y</p>		

#### 1.8.3 Year 2

Children embed the knowledge of how to form capital letters whilst they are taught how to form lower case letters using pre cursive flicks preparing for joining. Children still develop fine and gross motor skills with a range of multi-sensory activities. Handwriting is taught daily and can be linked to the daily phonics session. The children are taught to:

- Write from left to right and from top to bottom.
- Start and finish letters correctly.
- Be consistent with the size and shape of letters and the spacing of letters and words.
- Have the correct pencil grip.
- Find a convenient position for their page.
- Have the correct posture and position.

#### 1.8.4 Key Stage 2

Children continue to have direct teaching and regular practise of handwriting. 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 consistently joined handwriting style
- Neat legible handwriting for finished, presented work.
- A faster script for notes.
- Print for labelling maps or diagrams.

Handwriting will be taught, at least, on a weekly basis.

## The Journey to Continuous Cursive: Handwriting Joins

Correspondingly, the Twinkl Journey to Continuous Cursive materials also focus on the teaching of joining from Step 4 of the programme.

<p><b>Diagonal Joins</b></p> <p>(the most common letter join - formed from the baseline)</p>	<p>used to join:</p> <p>a, b, c, d, e, h, i, k, l, m, n, p, q, s, t, u, x, z</p>	<p>to these letters:</p> <p>b, e, f, h, i, j, k, l, m, n, p, r, t, u, v, w, x, y, z</p>	<p>and to these tricky letters (where the letter is formed in an anticlockwise movement):</p> <p>a, c, d, g, o, q, s</p>
<p><b>Horizontal Joins</b></p> <p>(formed from the top of the letter)</p>	<p>used to join:</p> <p>o, r, v, w</p>	<p>to these letters:</p> <p>b, e, f, h, i, j, k, l, m, n, p, r, t, u, v, w, x, y, z</p>	<p>and to these tricky letters (where the letter is formed in an anticlockwise movement):</p> <p>a, c, d, g, o, q, s</p>
<p><b>Descender Joins</b></p> <p>(formed from the loop of a descender)</p>	<p>used to join:</p> <p>f, g, j, y</p>	<p>to these letters:</p> <p>b, e, f, h, i, j, k, l, m, n, p, r, t, u, v, w, x, y, z</p>	<p>and to these tricky letters (where the letter is formed in an anticlockwise movement):</p> <p>a, c, d, g, o, q, s</p>

- Denotes a letter that is joined using a more complex bottom diagonal join.

## 2 Inclusion

The vast majority of pupils are able to write legibly and fluently. However, some pupils need more support and provision will be made for this in individual plans/programmes. Teachers of children whose handwriting is limited by problems with fine motor skills should liaise with the SENco to develop an intervention programme designed for the individual child. This may involve extra handwriting sessions and access to extra resources including funfit, pencil grips and effective interventions. Other areas that could be considered are posture, lighting, angle of table etc. Outside agencies can be contacted where appropriate.

### 2.1 Provision for left-handed children

All teachers are aware of the specific needs of **left-handed pupils** and make appropriate provision:

- Paper should be positioned to the left for right handed pupils and to the right for left handed pupils and slanted to suit the individual in either case;
- Pencils should not be held too close to the point as this can interrupt pupils' line of vision;
- Pupils should be positioned so that they can place their paper to their left side;
- left-handed pupils should sit to the left of a right-handed child so that they are not competing for space;
- Extra practice with left-to-right exercises may well be necessary before pupils write left-to-right automatically.

### Developing Early Writing

Teachers are alert to the fact that it is very difficult for left-handed pupils to follow handwriting movements when a right-handed teacher models them. Teachers demonstrate to left-handed children on an individual or group basis, even if the resulting writing is not neat.

### **3 Assessment**

Children's handwriting is continually assessed against National Curriculum descriptors, End of Year expectations and KPI targets. This is used to inform future planning. Children who struggle with handwriting are identified for intervention in groups or one-to-one.

### **4 Monitoring and rewards**

4.1- Monitoring- The presentation of all work is monitored through annual work scrutinies by subject leaders. The consistent use and teaching of cursive handwriting will be monitored through work scrutiny, learning walks and planning monitoring by the literacy coordinator and the leadership team.

#### **4.2 Rewards- Pen License**

Children can achieve a Pen License in school when they demonstrate consistently joined handwriting using the cursive taught style. Children will show their work to either the headteacher or deputy headteachers where they will be celebrated in merit assembly receiving a badge and certificate. Children who have achieved their pen license are celebrated on the newsletter.

Children receive a black pen to write with in lessons. Pens can be temporarily removed if children fail to demonstrate consistently joined handwriting using the cursive style.

#### **4.3 Rewards- Handwriting Hulk**

Children can work towards their Marvellous writing awards to increase writing standards. Each year group has a set of targets linked to their end of year expectations for handwriting. Once these have been achieved, children can receive their Handwriting Hulk award. Children will show their work to either the headteacher or deputy headteachers where they will be celebrated in merit assembly receiving a badge and certificate. Children who have achieved their Handwriting Hulk are celebrated on the newsletter.

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