

Whytemead Primary School

Handwriting Policy



Completed May 2017

Review May 2020

Rationale

At Whytemead First School all children are introduced to Cursive Handwriting from Year One. This teaches them to join letters and words as a series of flowing movements and patterns. Links are made between handwriting and spelling.

We aim to:

- Develop the pupils' ability to write with ease, speed and legibility, enabling them to maximise the fluency, quality and quantity of their work.
- Provide equal opportunities for all pupils to achieve success in handwriting.
- Develop the pupils' ability to present work neatly to a variety of audiences.
- Enable the children to recognise that handwriting is a form of communication and as such should be considered important in order for it to be effective.
- Promote confidence and self-esteem.
- Encourage children to take pride in their work.

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.
- form spacing between words as the child develops whole word awareness
- develop a child's visual memory.
- all children's writing skills regardless of academic ability.
- to develop skills of punctuation and grammar.

Development of learning and teaching handwriting

Foundation Stage:

On entry, Reception children are involved in a variety of activities to develop

essential pre-writing skills in line with the Early Learning Goals of the Foundation

Stage. Letter formation is taught using the Ruth Miskin RWI patter.

Children should be given opportunities to:

- Use writing as a means of recording and communicating
 - Engage in activities requiring hand-eye coordination
 - Practice patterns and free flowing hand motions
 - Manipulate objects with increasing control
 - Hold a pencil/pen correctly.
 - Start and finish letters correctly both lower case and capital.

At Key Stage One

Children start practising using the cursive style in Year One and begin joining their letters from Year Two onwards.

Handwriting is taught regularly.

The children are taught to:

- Develop their fine and gross motor skills with a range of multi-sensory activities
- Write both lower case and upper case letters
- 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
- Sit letters on the line, and ensure that ascenders reach the appropriate height, and that
descenders sit below the line
- Have the correct pencil grip
- Find a convenient position for their page
- Have the correct posture and position
- To put regular spaces between letters and words
- How to join letters
- The importance of clear and neat presentation in order to communicate their meaning effectively.

At Key Stage Two

During years 3 and 4, children will be taught to use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. They will increase the legibility, consistency and quality of their handwriting. In years 5 and 6, children will write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters and choosing the writing implement that is best suited for a task.

Children should be taught:

- Write legibly in a joined style with increasing fluency and speed.
- Use different forms of handwriting for different purposes - a neat legible hand for finished, presented work and a faster script for notes.

General

- Display writing throughout the school which includes block letters, cursive writing and computer generated writing.
- When marking or writing comments, members of staff use cursive handwriting as appropriate.
- Left-handed children should sit on the left side of right-handed children, so their elbows don't bump. They are encouraged to find a comfortable orientation for their paper, usually slightly to the left of centre of their body, and to have their fingers about 1.5 cm from the point of their pencil.

STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of English are laid out in the National

Curriculum English Document (2014) and in the Communication, Language and Literacy section of the Curriculum Guidance for the Foundation Stage (2013).