



Handwriting Policy

Our Motto

Learn ~ Grow ~ Flourish

Ethos

Recognising our historic foundation, Hallaton C of E Primary School endeavours to provide our community with a relevant, aspirational education of the highest quality. We strive to preserve and develop our distinct religious character through our Christian values and shape our pupils' lives, so they become thoughtful, kind and respectful members of the wider community who take responsibility to reach their highest potential.

"Train up a child in the way he should go; even when he is old, he will not depart from it." Ezra 10:4

Aims – Our School Vision: We aim to provide high standards of teaching and learning and promote spiritual development and the ability to grow and flourish as human beings.

- We aim to provide a stimulating and varied curriculum that links to real life experiences and our heritage
- Our inclusive curriculum tries to ensure equal opportunities for all which is appropriate to an individual child's needs.
- Our pupils are encouraged to become independent learners and take responsibility in setting challenging goals
- We strive to provide a safe learning environment with opportunities for children to build their self-confidence in order to lead, as well as be respectful team members and learn cooperatively
- Through embodying our Learning Powers and Christian Values we promote high standards of behaviour based on mutual trust and respect, developing responsibility, and fostering self-discipline
- By aspiring to be a community based on family values, we aim to know all pupils and their families, in order to support good well-being and a nurturing, safe learning environment
- We aim for all our children to make happy, long-lasting memories with us and be proud to be a member of our school and all that they achieve

Our Christian Values are: Friendship, Justice, Creation, Wisdom, Service, Endurance, Compassion

Rationale:

The ability to write fluently and legibly gives children a means to communicate their thoughts and ideas efficiently. Handwriting is a skill which must be learnt in order to provide a style which becomes simple to produce and easy to read. Cursive handwriting helps children to learn and remember spelling patterns. It is an integral part of the multisensory technique enabling pupils to make the automatic symbol-sound relationship for spelling.



All children are introduced to Cursive Years Foundation Stage. We believe this throughout the whole school, developing improved presentation.

Handwriting from the start of Early raises standards in handwriting confidence, accuracy and fluency and

Cursive writing helps:

- Minimise confusion for the child as every letter starts on the line with an entry stroke and leads out with an exit stroke.
- It aids the left to right movements through each word across the page and helps develop a child's visual memory.
- It helps sequencing and prevents reversals, inversions and omissions.
- It aids legibility, especially for those with motor and spatial difficulties, providing a motor training programme.
- Letters naturally flow into each other, it is impossible to write separate letters without joining, therefore it will eventually help them to increase the speed of their writing.
- Form spacing between words as the child develops whole word awareness.
- A cursive style of handwriting is recommended by the British Dyslexia Association.

Aims

Our objective is to help pupils enjoy learning and developing their handwriting with a sense of achievement and pride. We aim for our pupils to develop a neat, legible, speedy handwriting style using continuous cursive letters that leads to producing letters and words automatically in independent writing by:

- providing equal opportunities for all pupils to achieve success in handwriting.
- producing clear, concise, legible handwriting in all areas of the curriculum.
- developing accuracy and fluency.
- helping children recognise that handwriting is a form of communication and as such should be considered important in order for it to be effective.
- promoting confidence and self-esteem.
- encouraging children to take pride in their work.
- helping children recognise that handwriting as a life-long skill and will be a fundamental element of all forms of written communication throughout their lives.
- adopting a common approach towards handwriting by all adults when writing in children's books, on the whiteboard or on displays/resources.

To Achieve These Aims We Will:



Statutory Requirements:

and learning of English are laid out in Document (2013) which details specific teaching of handwriting from Year 1 to expectations for writing development are and Literacy section of the Statutory Framework for Early Years Foundation Stage (2012).

Statutory requirements for the teaching the National Curriculum English requirements and expectations for the Year 6. At EYFS requirements and detailed in the Physical Development

Our agreed cursive typed font and style is as below:

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

abcdefghijklmnopqrstuvwxyz KS2 (Twinkl Cursive Looped)

abcdefghijklmnopqrstuvwxyz

KS1 (Twinkl Cursive Looped)

Early Years Foundation Stage

Children will access a range of learning opportunities to develop essential pre-writing skills.

- Movements to enhance gross motor skills such as air-writing, pattern making, dancing.
- Development of balance skills/upper body strength puzzles or crayons and paper on the floor while on stomach, puzzles, crayons and paper on all fours on floor encourages shoulder/hand strengthening, squeezing wet sponges, finger painting, water play, sand play, play dough, rice play, gloop, cooking, cornflour and water.
- They will develop fine motor skills, fastening, buttons, pull up a zip, threading, tweezers, cutting, pinching clay. The children will access a range of activities that requires them to grasp small objects: Making collage pictures using pieces of wool or string, decorating iced biscuits with small cake decorations, posting small items into narrow necked bottles.
- The children will access a range of learning opportunities that will support the development of their shoulder, elbow, wrist stability and bi-lateral use of their hands. They will also develop control of writing implements and develop hand eye co-ordination and fine motor strength. They will learn directional sequences and movements.
- The children will learn to sit in the correct position and hold a pencil correctly to allow fluid movement of the nib. They will hold a pencil using a tripod grip for writing and will be encouraged to correct any errors in grip and will understand the language "patter" to describe pencil movements in preparation of letter formation.
- The children will understand that letters are written on a base line and that all cursive letters 'start on the line' and 'end with a hook'. They will learn that letters are part of "Letter Families" and will begin to form recognisable joined-up cursive letters, capital letters and numerals. Children's name cards and self-registration cards will be in cursive script. Teachers will use a range of script for displays but will also handwrite in cursive for classroom displays. In Reception high frequency words will be displayed in a cursive script. When learning letter sounds we follow the letter and sounds scheme. Children need to know that there are different types of font as books, computers etc all produce a wide range of writing styles.



For the purposes of learning letter sounds:

- recognition of the letters
- children will be shown regular print but when the formal writing takes place this will be in cursive. Pencil grips and triangular pencils are used to encourage a good grip, and children are monitored so that they do not hold the pencil too tightly which produces tension in the arm and shoulder.

Children who are left handed are encouraged to tilt their work clockwise so that they can more easily see what they have written. Children are provided with a designated 'writing area' to give status to their early independent writing and develop a positive attitude to the act of writing, and left-right orientation is encouraged. By the end of the Foundation stage, most children are able to use a pencil, holding it effectively to form recognisable letters, most of which are correctly formed using cursive handwriting.

Key Stage 1

In Key Stage 1, building on the Foundation Stage, pupils develop a legible style. This is achieved by reinforcing a comfortable and efficient pencil grip and by practising handwriting in conjunction with spelling and independent writing. Children use pre-cursive handwriting for all writing, except where other special forms are required. Formal handwriting practice is undertaken at least four times a week linked to spellings and individual letter formation is consolidated and similarly formed letters are joined together. Handwriting practice must be included in homework linked to spellings. Specific needs of individual pupils are met through individual or small group support with the teacher or teaching assistant.

Key Stage 2

In Key Stage 2 pupils' handwriting speed, fluency, and legibility are built up through practice. Children use joined handwriting for all writing unless other specific forms are required, e.g. printing on a map, note taking, posters etc- appropriateness to the task being paramount. Teaching of handwriting occurs at least four times a week linked to spellings.

Shared and guided writing provides many opportunities for modelling and the monitoring of handwriting.

Letters should be taught in letter family groups and their similarities and differences should be stated clearly as this reduces the amount of new information to be learned as each new letter or type of linking is introduced. The letters will be taught in the following order/groups:

1. i l t u w e c o a d n m h
2. j y g q b p k v s r f z x

Letter Formation

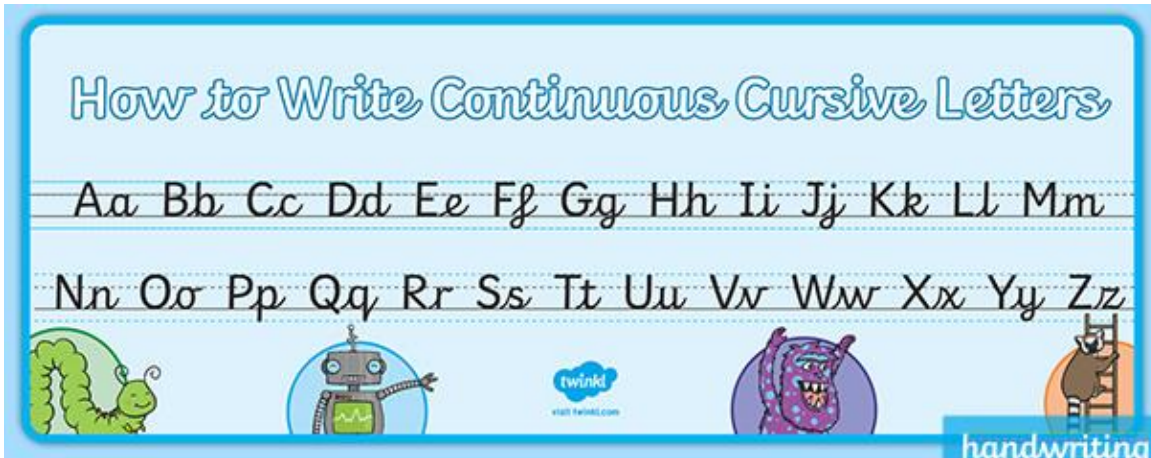
It is vital that children are taught the correct formation from the outset. Incorrect formation of letters leads to fluency problems later on, this may need to be corrected with children throughout key stage one and two.

- Letters can be grouped by the way in which they are formed. This can help children to orient their letters correctly. E.g. 'Start with a c, turn it into a d!'

The four groups are:

- ◆ Down and off in another direction (l) (long ladder): letters i, t, l, u, y, j
- ◆ Down and retrace upwards (r) (one armed robot): letters n, m, r, h, b, p, k
- ◆ Anti-clockwise round (c) (curly caterpillar): letters c, a, d, e, g, o, q
- ◆ Zig-zag letters: letters v, w, x, z (f, s)

When teaching handwriting letter names should be used and the movement used to create each letter should be explained e.g. down, up, round, top, bottom, lift, over, back, clockwise, anticlockwise, vertical, horizontal, diagonal, vowel, consonant, sloped, ascender, descender, x-height and parallel. Letters should be referred to as capital letters and lower-case letters.



Claire Stevens – Headteacher Date: 25/08/22

Agreed by Chair of Governors: Ali Rutherford Date:

To be reviewed as required