



Handwriting Policy

February 2016

Aims:

- To have a consistent cursive approach across the whole school to ensure high levels of presentation.
- To adopt a common approach towards handwriting by all adults when writing in children's books, on the whiteboards or on displays/resources.
- Children to achieve a neat, legible style with correctly formed letters in cursive handwriting.
- Children to develop fluency and speed; writing with confidence and correct orientation.

Learning and teaching:

- As recommended by the British Dyslexia Association, we adopt a continuous cursive style of writing.
- The school community model the agreed cursive style when modelling writing in class, on displays and in feedback.
- Our agreed cursive style is :

EYFS- communication, language and literacy

- Children will be introduced to pre-cursive script at the earliest stages of writing.
- Teachers will demonstrate and expect the correct pencil grip from reception (where necessary, pencil grips will be available)
- Children will be expected to write using the schools pre-cursive style.
- In EYFS, the order in which the letters will be taught is determined through the Early Years Framework, Development Matters and linked with the Read, Write, Ink phonics scheme. It is also linked to the Pen Pals handwriting scheme (see progression document).
- When diagraphs, trigraphs and long vowel sounds are introduced these will be taught with the correct cursive font and joining technique.

Key Stages 1 and 2:

abcdefghijklmnopqrstuvwxyz

- In year 1, continuing from EYFS, the order in which the letters will be taught is determined through the National Curriculum linked with the Read, Write, Ink phonics scheme. It is also linked to the Pen Pals handwriting scheme (see progression document).
- Children will begin to join and use continuous cursive in year 1; it is expected that the vast majority of children will be joining consistently by the start of year 2.
- Years 2-6 will continue to use the Pen Pals scheme linked to our progression document.
- Within key stage 1 and 2, every class will have a discrete 20 minute handwriting session on a weekly basis.
- In handwriting sessions, spelling, relevant key words/vocabulary or sentences will be modelled by an adult and then practised by the children.

Posture:

- Good writing posture should be discussed and modelled as part of the lesson.
- Chairs and desks within classrooms are matched to children's age and height.
- Children's back should be straight and feet resting on the floor.
- Right handed children should have their book slanted to the left; for a left handed child the book should be slanted to the right.
- Always make sure that the hand which is not holding the pencil or pen holds the paper/book.

Resources:

- The school uses the Pen Pals teacher's book to support the teaching of writing.
- Access to handwriting resources is available on the shared drive of the schools computer system.
- The schools chosen font has been purchased and is installed on all computers in the school. This can be used to create resources, letters, labels and worksheets.
- Pencils of normal size will be used from reception.
- Children who need a firmer hold or struggle with grip will be trained to use an appropriate pencil grip.
- From year 4 children will begin working towards gaining their 'pen license'. This requires children to demonstrate consistently correct formation, size and joining techniques.
- By year 5 all children should be using a blue ink pen (a variety are available in class)
- Pencils (not pens) will always be used in maths and for drawing tables, graphs etc.

Planning:

During handwriting sessions, child will apply taught formations to letters, words or parts of text relevant to their current learning. They may practise letters from their current phonics focus, letter strings, spelling rules, key vocabulary or high frequency words. It is not expected that formal written plans are available. Books will be used as evidence of progression.