Speldhurst CE Primary School
Handwriting Policy
September 2024



Handwriting Policy

At Speldhurst we are very proud of our pupil's handwriting and take particular care in our handwriting style. We use Letter-join's on-line handwriting resource and Lesson Planners as the basis of our handwriting policy as it covers all the requirements of the National Curriculum.

Objective

Handwriting is a basic skill that influences the quality of work throughout the curriculum. By the end of Key Stage 2 all pupils should have the ability to produce fluent, legible and, eventually, speedy joined-up handwriting, and to understand the different forms of handwriting used for different purposes.

Our intention is to make handwriting an automatic process that does not interfere with creative and mental thinking.

Aims:

- To develop a neat, legible, speedy handwriting style using continuous cursive letters, which leads to producing letters and words automatically in independent writing.
- To establish and maintain high expectations for the presentation of written work.
- For pupils to understand, by the end of Year 6, the importance of neat presentation and the need for different letterforms (cursive, printed or capital letters) to help communicate meaning clearly.



Expectations

All teaching staff are encouraged to model the cursive style of handwriting chosen for each year group in our school in all their handwriting, whether on whiteboards, displays or in pupils' books.

Consistency throughout the school

Pupils should experience coherence and continuity in the learning and teaching of handwriting across all school years and be encouraged to take pride in the presentation of their work. Our objective is to help pupils enjoy learning and developing their handwriting with a sense of achievement and pride.

Handwriting frequency

Handwriting is a cross-curricular task and will be taken into consideration during all lessons. Formal teaching of handwriting will be carried out regularly and systematically to ensure Key Stage targets are met.

Pens and pencils

Children will start handwriting using a soft pencil. When fine motor skills have been established a handwriting pen can be used. In Year 4, children will be awarded a pen licence when their handwriting is deemed appropriately formed, suitably sized and consistently cursive.

Inclusion

For children who experience handwriting difficulties due to fine motor development, including those who are left-handed and those with special educational needs, the appropriate additional support will be put into place. Letter-join's Lesson Planners all include differentiation activities for extra practice/challenge.

Handwriting at Home



Pupils are encouraged to practise their handwriting at home by using the Pupil log-in for Letter-join. Teachers can set Home Learning Tasks which may include:

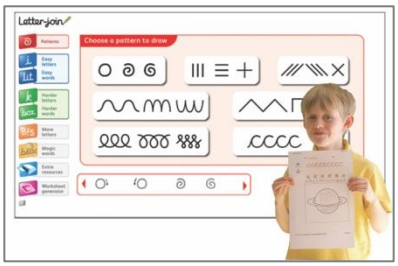
- Magic Patterns
- Magic Words
- SoundMatch
- PhonicsMatch
- LetterMatch
- LetterLotto
- Letter Families activity
- Word Search
- Word Bank
- Spelling lists
- Write it Right!



Children can also watch the word and letter animations and practice and explore other handwriting resources on Letter-join.

Key Stage Teaching

Early Years



For our youngest pupils we teach short handwriting lessons on a daily basis, which will include tfollowing:

- enhancing gross motor skills such as air-writing, pattern-making and physical activities
- exercises to develop fine motor skills such as mark-making on paper, whiteboards, sensory trays, iPads, tablets, etc.
- becoming familiar with letter shapes, their sounds, formation and vocabulary
- correct sitting position and pencil grip for handwriting

Lesson Planners



Module 1 Cursive: Early Years teaches pre-cursive patterns and cursive, lower case letters. It starts with fine and gross motor skills warm-up exercises, correct sitting position and tripod pencil grip. Children will be taught to write their own name if they come into school not knowing it already. They will practise the 'swoosh' in order to prepare them for pre-cursive letters.

The first module is divided into three sections covering:

- pre-cursive patterns
- easy letters and words
- harder letters and words

Children will be taught to write their own name in print early in the year. At the end of this module, children should be able to recognise and form all the cursive, lowercase letters of the alphabet and write words using the correct joining techniques.

Key Stage 1: Years 1 and 2

Teaching progresses from five short, to three longer lessons per week:

- continuing with gross and fine motor skills exercises
- strengthening handwriting, learning and practice
- numerals, capitals and printed letters; where and when to use, learning and practice
- KS1 SATs SPaG exercises

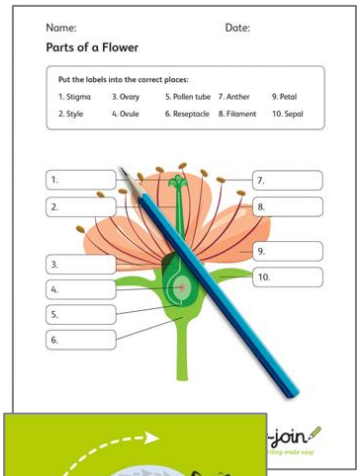


Module 2 Lesson Planners – Year 1

Module 2 Cursive contains lessons for teaching how to write capital letters, printed letters, numbers and symbols, whilst reinforcing cursive handwriting using Letter-join's on-line and printed resources. It is divided into three sections covering:

- warm-ups, letter families and capital letters
- printed letters
- numbers and symbols

On finishing this module, children should be confident in writing all the capital and printed letters, numbers and symbols and start to become familiar with their use.





Module 3 Lesson Planners – Year 2

Module 3 Cursive: Year 2 includes lessons to improve letter formation and orientation of letters through regular practice and to support spelling, grammar and punctuation in readiness for KS1 SATs. The sections in this module cover:

- letter families
- high frequency words
- joining techniques
- sequencing sentences
- dictation exercises
- times table facts



With the regular handwriting practice throughout this module, children should now be developing the fluency and speed of their writing.

Lower Key Stage 2: Years 3 and 4



Handwriting lessons will continue twice a week in Lower Key Stage 2.

Lesson Planner **Module 4 for Year 3** is targeted at children in lower KS2 where pupils should be using a cursive style throughout their independent writing in all subjects, helping to refine their handwriting in line with the requirements of each lesson. This module covers topics such as dictation, double letters, number vocabulary, palindromes, tongue twisters, MFL (French), onomatopoeia, simile and statutory spellings.



Completion of Module 4 should ensure improvement in the legibility, consistency and quality of the children's handwriting through a variety of resources which link handwriting to other areas of the curriculum.

Lesson Planner **Module 5 for Year 4** focuses on using handwriting practice to support other subjects in the curriculum and, at the same time, builds on fluency and consistency. This module aims to promote meaningful links with other subjects such as English, maths, science, geography, French and Spanish. Making such links enables children to apply the skills they are learning in context and also provides depth to the curriculum.



Learners will continue to build on producing fluent, consistent and legible handwriting through the regular practice offered in this module's lessons.

On concluding this module, children will have practised applying size-appropriate handwriting to all areas of the curriculum whilst maintaining fluency and legibility.

Upper Key Stage 2: Years 5 and 6



Handwriting will continue to build on combining fluent handwriting with other subjects across the curriculum.

Writing in class will help develop the stamina and skills to write at length, with accurate spelling and punctuation.

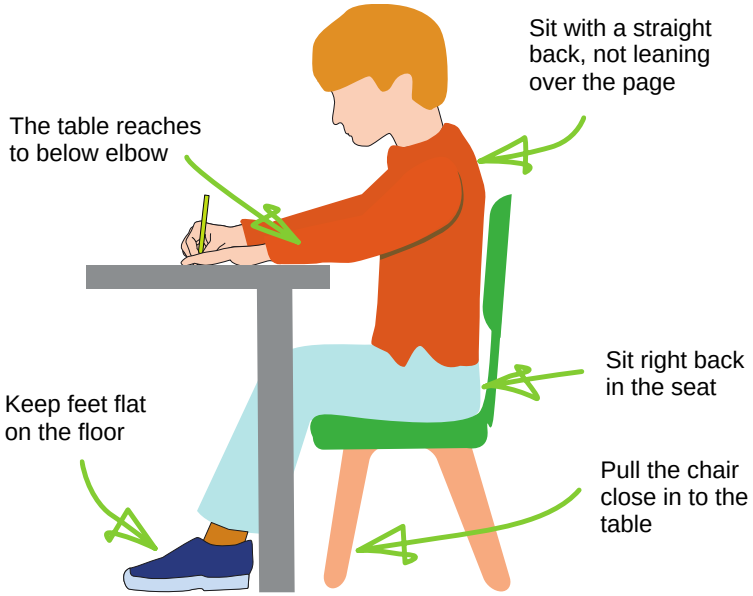
Children should be producing cursive writing automatically, enabling them to focus on the content of their work rather than the process of writing.

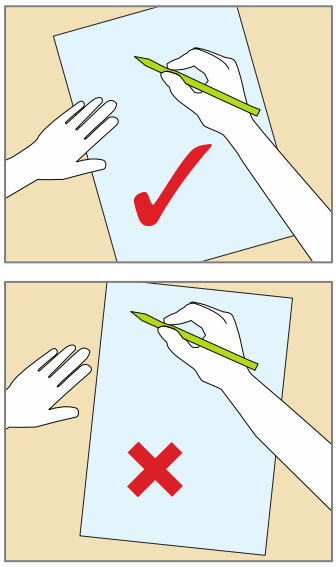
Children should be able to adapt their handwriting for a range of tasks and purposes and to create different effects. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes, a final handwritten version, an un-joined style or capital letters.

Correct posture and pencil grip for handwriting

Pupils should be taught to sit correctly at a table, holding a pencil comfortably and correctly.

SITTING POSITION



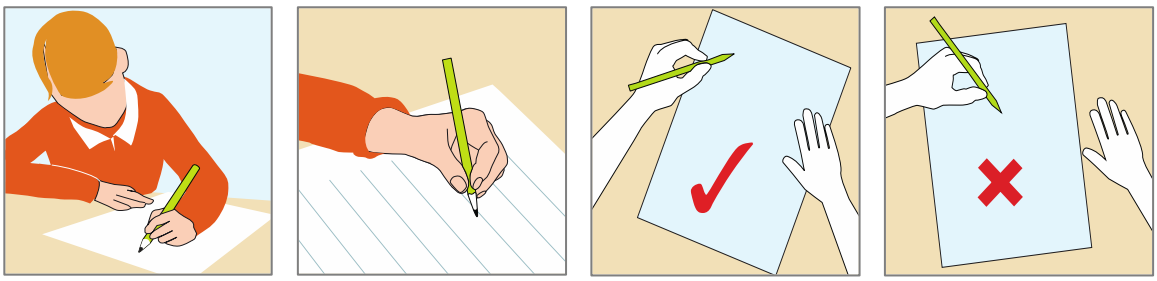


Paper position for right-handed children.

LEFT-HANDED CHILDREN

Left-handed children may find it difficult to follow the movements of right-handed teachers as they model letter formation (and vice versa). Teachers should demonstrate to left-handers on an individual or group basis.

- Left-handed pupils should sit to the left of a right-handed child so that they are not competing for space.
- Pupils should position the paper/book to their left side and slanted, as shown.
- Pencils should not be held too close to the point as this can interrupt pupils' line of vision.
- Extra practice with left-to-right exercises may be necessary before pupils write left-to-right automatically.



Paper position for left-handed children.

The Tripod Pencil Grip

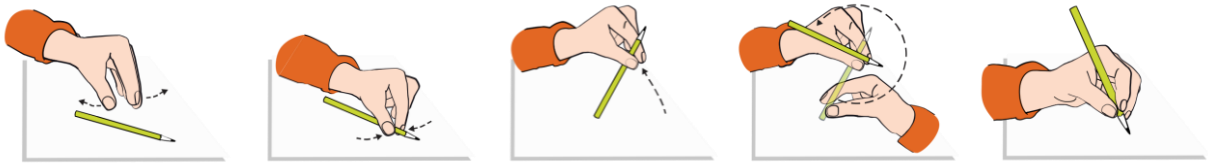
Both right and left handed children should be encouraged to use the tripod grip which allows the pen/pencil to be held securely whilst allowing controlled movements of the pen/pencil nib. We use the Tripod Grip Rhyme:

Right-handed pencil grip



Point away the pencil, Pinch it near the tip, Lift if off the table, Spin it round... and grip.

Left-handed pencil grip



Point away the pencil, Pinch it near the tip, Lift if off the table, Spin it round... and grip.