



For the love of learning, friendship and faith

MELLING (ST WILFRID) CHURCH OF ENGLAND PRIMARY SCHOOL

HANDWRITING POLICY

Objectives - Key Stage 1

- To hold a pencil comfortably and correctly.
- To write from left to right and top to bottom.
- To start and finish letters correctly using cursive script from Reception.
- To develop some control over the regularity of size and shape of letters.
- To leave regular spaces between words.
- To write capital and lower case letters correctly.
- To develop a knowledge of letter formation to join letters in words e.g. writing patterns and letter strings.
- To understand that clear and neat presentation is important to communicate meaning.

Objectives - Key Stage 2.

- To continue to develop a legible style of handwriting in both joined up and printed styles.
- To develop greater fluency and control.
- Use different forms of handwriting for different purposes. e.g. a neat hand for finished work, print for labelling maps etc...and a swift script for notes.

Whole School Objectives

- To mark children's work using the cursive style.
- Teachers and Teaching Assistants to model the cursive style when writing.
- The whole-school environment to reflect a range of styles including cursive.

Early Handwriting Skills.

At the Reception level it is important that children begin to develop the correct handwriting habits. Our children are taught to:

1. Hold their pencil correctly.
2. Develop left to right and top to bottom orientation.
3. Form letters correctly in the cursive style as soon as their fine motor skills are sufficiently developed.

These correct habits are encouraged, reinforced and built upon throughout the school not only during handwriting practice but whenever it is deemed appropriate by each individual class teacher.

As many children have their first introduction to handwriting at home, samples of the school style, with advice on letter formation, are available for parents.

Teacher resources to support the teaching of handwriting:

Developing Early Handwriting Pages 156 - 164

Playing with Sounds Page 8 lists the order of letter introduction.

Provision and Practice.

It is important that children take the necessary time and care with their handwriting in the early stages so that correct habits are formed, otherwise the style will degenerate and legibility suffer.

This is the agreed outline of current provision and practice within the school.

- That the cursive hand be adopted throughout the whole school.
- The children will begin to form joined up writing patterns and letter strings from Reception.
- The cursive joined up handwriting style will continue to be developed throughout Key Stage 1 and 2.
- There is to be at least a concentrated 1/2 hour period of handwriting practice per week depending on the age, ability and needs of the children.
- Handwriting should be used to reinforce letter-formation and letter strings in phonics and spelling lessons.
- Much of the work undertaken by the children will be written in pencil.

However:

- Children should have the opportunity to write with a variety of pencils, roller-balls and felt tipped pens, though the latter will be used at the teacher's discretion.
- Children should not use ball-point pens in school or for homework.
- Those children in Year 6 who can use fountain pens proficiently may use their own in school.

Capital Letters:

- Printed capital letters will be taught.
- When using capital letters a gap should be left before the cursive script continues.
- Cursive handwriting by teachers on display to the children should be in the school cursive style.

Introducing the letters:

- In the early years, letters should be taught by grouping them in the way they are formed:

Curly caterpillars:

c, a, d, e, g, o, q, f, s 0, 6, 8, 9

Long ladders:

l, i, j, t, u, v, w

One-armed robots:

b, h, k, m, n, p, r 2, 3, 5

Zig-zag letters:

k, x, y, z, (w, v,) 1, 4, 7

- When demonstrating patterns, or letters which are made in the air, it is important for the teacher to face the children and reverse the letter so that the children are "seeing" the correct letter formation.
- Any visual demonstration should be accompanied by verbal instructions e.g. over the top, round, up, down and flick.
- Children should be encouraged to leave the correct spacing between words. 'Line-writing' in shared writing is an effective way of demonstrating this.

The little red hen lived on a farm

Posture:

The teacher should ensure:

- The child is sitting comfortably and at a table of a suitable height.
- The child is not "shadowing" his/her work.

- The free arm is resting on the table-top holding the paper / book steady.
- The child is holding his/her pencil/pen correctly.
- Left-handed children should be seated with like or alternating at the left-hand side of the writing table.

Black/Whiteboard Use:

- Children must be able to see the board from a comfortable position. They should not have to do more than a 90 degree turn.
- Children with visual impairment should be seated facing, and near to, the board.
- The blackboard/whiteboard should be clean before work is placed on it.
- The school cursive hand should be used by the teacher on the board.
- Extra support and / or allowances should be made for children whose physical disabilities affect their handwriting.

Assessment of Handwriting

Assessment will be ongoing and based on the class teacher observing in the early stages how the children are forming their letters, and later by monitoring handwriting style and presentation and taking appropriate action on an individual basis when necessary.

Attainment Target 3: Writing

- Level 1

Pupils' writing communicates meaning through simple words and phrases. In their reading and their writing, pupils begin to show awareness of how full stops are used. letters are usually clearly shaped and correctly orientated.

- Level 2

Pupils' writing communicates meaning in both narrative and non-narrative forms, using appropriate and interesting vocabulary, and showing some awareness of the reader. Ideas are developed in a sequence of sentences, sometimes demarcated by capital letters and full stops. Simple monosyllabic words are usually spelt correctly, and where there are inaccuracies the alternative is phonetically plausible. In handwriting, letters are accurately formed and consistent in size.

- Level 3

Pupils writing is often organised, imaginative and clear. The main features of different forms of writing are used appropriately, beginning to be adapted to different readers. Sequences of sentences extend ideas logically and words are chosen for variety and interest. The basic grammatical structure of sentences is usually correct.. Spelling is usually accurate, including that of common, polysyllabic words. Punctuation to mark sentences - full stops, capital letters and question marks - is used accurately. Handwriting is joined and legible.

- Level 4

Pupils' writing in a range of forms is lively and thoughtful. Ideas are often sustained and developed in interesting ways and organised appropriately for the purpose and the reader. Vocabulary choices are often adventurous and words are used for effect. pupils are beginning to use grammatically complex sentences, extending meaning. Spelling, including that of polysyllabic words that conform to regular patterns, is generally accurate. Full stops, capital letters and question marks are used correctly, and pupils are beginning to use punctuation within the sentence. Handwriting style is fluent, joined and legible.

- Level 5

Pupils' writing is varied and interesting, conveying meaning clearly and in a range of forms for different readers, using a more formal style where appropriate. Vocabulary choices are imaginative and words are used precisely. Simple and complex sentences are organised into paragraphs. Words with complex regular patterns are usually spelt correctly. A range of punctuation, including commas, apostrophes and inverted commas, is used accurately. Handwriting is joined, clear and fluent and, where appropriate, is adapted to a range of tasks.

Handwriting Appendices

The Cursive Style - Lower Case - adopted from Reception

These are the basic joins with some alternative for m, n, o, u and v when joining letters at the top or the bottom. Other alternatives are also possible.

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

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				

Signed (Headteacher):

Signed (Chair of Governors):

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