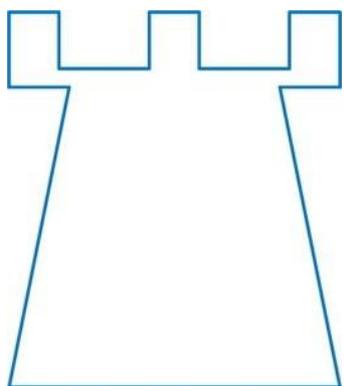


Handwriting Policy

**Sheriff Hutton Primary
School**



**Supported Happy Pupils
Succeed**

POLICY INFORMATION

Ratified by the
Board of
Governors

Date: September
2018

Signed:

Chair:

Review date:

The skill of handwriting needs to be taught. It is not a natural skill that will grow and develop like speaking or walking. Handwriting is a motor activity. A movement stored in the body rather than in the conscious memory. Our hands and fingers control the movements involved in handwriting. It is in our hands that the kinaesthetic memory lies. This controls the direction and shape of each letter.

At Sheriff Hutton Primary School we are very proud of our pupil's handwriting and take particular care in our cursive/joined-up handwriting style. We use Twinkl as the basis of our handwriting policy that covers all the requirements of the 2014 National Curriculum.

Handwriting is a basic skill that influences the quality of work throughout the curriculum. At 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. We aim to make handwriting an automatic process that does not interfere with creative and mental thinking.

School aims

We aim for our children to develop a neat, legible, speedy handwriting style using cursive letters that leads to producing letters and words automatically in independent writing.

By the end of Year 6 children will understand the importance of neat presentation and the need for different letter forms (cursive, printed or capital letters) to help communicate meaning clearly.

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 aim is to help pupils enjoy learning and developing their handwriting with a sense of achievement and pride.

Effective teaching of handwriting can only be achieved through modelling. Teachers must demonstrate letter formation and joins regularly and children must practice by carefully copying and repeating. It is important to observe children writing to ensure they are forming letters correctly.

- Handwriting should be taught explicitly, in short, frequent sessions. It should be modelled by the teacher then supervised. Children should be self/peer assessing, looking for consistency
- Where possible, it should be linked to phonic and spelling patterns. This will help with handwriting and with the 'muscle memory' of spellings
- When ready, pupils should be practising on the lines they are going to use in their writing books
- High expectations of writing are needed. Children need to repeat work that is not satisfactory.
- Teachers need to model good handwriting at all times, e.g. when writing on the whiteboard and when marking books.

Handwriting frequency

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



Reception / Early Years Foundation Stage

Good handwriting relies on secure motor control and hand-eye coordination. Children in the Foundation Stage should learn handwriting through movement with the actual writing of letters as the ultimate aim.

Children will:

- Engage in activities requiring hand-eye coordination
- Use one-handed tools and equipment
- Draw lines and circles using gross motor movement
- Manipulate objects with increasing control
- Begin to use anticlockwise movement and retrace vertical lines
- Begin to form recognisable letters
- Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed

Throughout the Foundation Stage, children need lots of opportunities to develop:

- Physical control through large-scale movement such as outdoor play. Balancing, climbing, marching and moving to music.
- Manipulative skills such as using tools, cooking utensils and scissors.
- Fine motor control and hand-eye coordination, through activities such as jigsaws, threading, cutting and manipulating 'small world' equipment.

The key movements underpinning letter formation should be introduced through large-scale movements, from the shoulder.

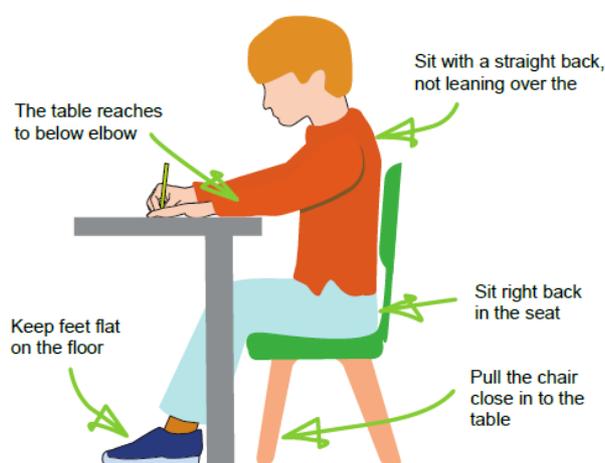
In the earliest stages children should make the movements symmetrically using both arms. Once the movement is firmly established in kinaesthetic memory, it can be reduced in scale using activities such as sky writing, using sticks in sand etc. and then reduced further in art activities using felt tip pens, crayons and chubby pencils.

There will be a focus on:

- Pre-writing stage- patterning
- Individual letter formation
- Word formation based on letter groups

Correct posture and pencil grip for handwriting

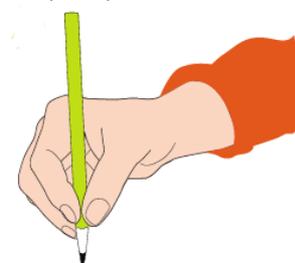
Pupils should be taught to sit correctly at a table, holding a pencil comfortably and correctly.



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.

- 1) Grip the pencil with your index finger and thumb with the nib pointing away.
- 2) With your free hand, spin the pencil from underneath.
- 3) Use your middle finger to support the underside of the pencil.



Left Handed Children

Left-handed pupils should sit to the left of a right-handed child so that they are not competing for space.

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.

Inclusion

Children whose handwriting is limited by problems with fine motor skills, including left-handed children, and children with special educational needs, will be given additional support. Additional resources may also be used (i.e. a writing slope).

Pens and Pencils

Children are encouraged to start handwriting using a soft pencil. When fine motor skills have been established a handwriting pen can be used.

Equality Statement

Equality Impact Assessment Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Key Stage Expectations

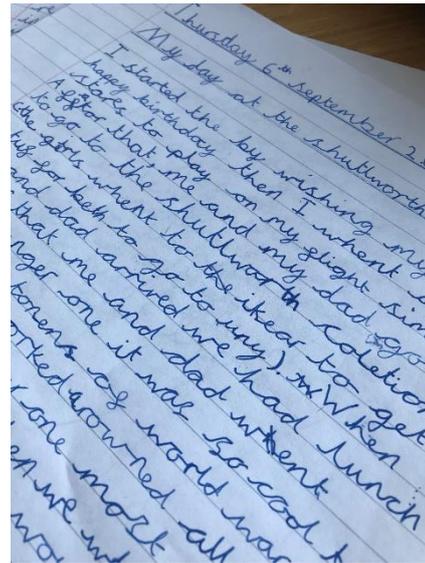
Early Years Foundation Stage

- Sit in the correct position and hold a pencil correctly to allow fluid movement of the nib.
- Improve fine and gross motor skills by enjoying drawing pre-cursive patterns in a variety of writing materials such as modelling clay, air writing, sand trays, felt pens, crayons, pencils, IWB, tablets.
- Understand the language need to describe pencil movements in preparation of letter formation.
- Hold a pencil in an effective manner for writing and be encouraged to correct any errors in grip or stature.
- Begin to form some recognisable letters, capital letters and numerals.
- Have an understanding of writing their own name.
- Understanding different shaped letter families.



Key Stage 1

- Write legibly using upper and lower-case letters with correct joins.
- Ensure that letters sit on the base line and are consistent in size with ascenders and descenders that are the correct length and formation.
- Leave the correct space between words.
- Form capital letters and use where appropriate.
- Form numerals that are consistent in size and sit on the base line.
- Begin to form printed letters and understand when they are to be used.
- Improve the speed of writing and begin to write automatically so promoting creativity in independent writing.



Key Stage 2

Improve quality, speed and stamina of handwriting.

Quality: Ensure letters are consistently sized with equal word spacing and that ascenders and descenders are parallel and do not touch words on the lines above and below.

Speed: Improve speed of handwriting to allow creative writing to take precedence over the task of handwriting and be able to take 'quick notes' at a faster pace.

Stamina: Have the strength and mobility to be able to write for longer periods of time without fatigue.

Have full knowledge and ability of the different forms of handwriting for different purposes:

Neat, joined, cursive letters for writing passages and large amounts of text, lists and letters.

Printed or capital letters for posters, notices, headings, labelling, and form filling.

Speedy handwriting for note-taking and dictation where neatness is not as important and shortcuts, such as + instead of 'and', can be used.

