



# **HANDWRITING POLICY**

**September 2023**

## **Statement of Intent and Aims**

Here at Brinsworth Howarth Primary School we are very proud of our pupil's handwriting, and take particular care in our cursive/joined-up handwriting style. We use the Letter-Join scheme of work to teach handwriting, which 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 and legible joined-up handwriting at pace, and understand the different forms of handwriting used for different purposes e.g. headings, subheadings and decorative fonts.

Our aim is to help pupils enjoy learning and developing their handwriting with a sense of achievement and pride, and make handwriting an automatic process that does not interfere with creative and mental thinking.

## **Implementation**

Pupils should experience coherence and continuity in the learning and teaching of handwriting across all school years and be encouraged to take pride in their presentation of their work. Our teachers are encouraged to use neat, joined-up cursive writing for all handwriting tasks including on displays (where appropriate), when writing on the whiteboard and when marking books. Worksheets created for the children will use the correct and appropriate font in order to add a further model of expectation.

## **INCLUSION AND EQUAL OPPORTUNITIES**

Children whose handwriting is limited by problems with fine motor skills, including left-handed children, and children with special educational needs, may be given one-to-one or small group interventions as necessary to help achieve their optimum handwriting level. Advice and support will be sought from the SENDCO (Jo Cook).

## **PENS AND PENCILS**

Children are encouraged to start handwriting using a soft pencil. The size of the pencil will be dependent on the developmental stage of the child. Typically, thicker pencils will be used in Foundation Stage. Pens may also sometimes be used (e.g. in the case of publishing work), particularly in Key Stage 2.

In all classrooms, the following should be adhered to:

- Left-handed pupils should sit to the left of a right-handed child so that they are not competing for space.
- Pupils should be taught to and encouraged to sit correctly at their table at all times when writing (see appendix 1).
- Pupils should position the paper/book to their left side and slanted (see appendix 1).
- Pencils should be held comfortably, ideally with a tripod grip (see appendix 1), and not be held too close to the point as this can interrupt pupils' line of vision.

## **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.

### **FOUNDATION STAGE**

For our youngest pupils, we aim for two to three weekly sessions totalling 30 to 45 minutes that will include the following:

- Movements to enhance gross motor skills such as air-writing, pattern making, dancing.
- Exercises to develop fine motor skills such as making marks on paper, whiteboards, blackboards, sand trays, iPads and tablets.
- Letter learning to familiarise letter shapes, formation and vocabulary.
- Writing their own name.
- Developing an understanding that letters are written on a base line.

### **KEY STAGE 1**

Teaching will continue with two or three weekly sessions totalling 30 to 45 minutes covering:

- Gross and fine motor skills exercises.
- Children will increase the fluency and speed of their handwriting, improving letter formation and orientation of letters.
- Children are introduced to writing cursive letters and how to join them.
- Numerals, capitals and printed letters: where and when to use, learning and practice.

### **KEY STAGE 2**

More advanced handwriting techniques will be taught during two or three weekly sessions totalling 30 to 45 minutes teaching:

- Cursive handwriting re-enforcement.
- Children will refine their revising and checking skills as well as boost their handwriting speed, stamina and fluency.
- Dictation exercises to teach the need for quick notes and handwriting at pace.

## **Impact**

### **Foundation Stage**

By the end of Foundation Stage, children will be able to:

- Form recognisable lower case and capital letters.
- Understand different shaped letter families.

### **Key Stage 1**

By the end of Key Stage 1, children will be able to:

- Write legibly using upper and lower case letters with the 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 an appropriately sized space between words.
- Form capital letters and use where appropriate.
- Form numerals that are consistent in size and sit on the base line.
- Form printed letters and understand when they are to be used.
- Improve the speed of writing and begin to write fluently.
- Begin to join some letters in words.

### **Key Stage 2**

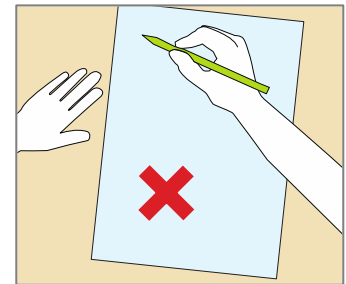
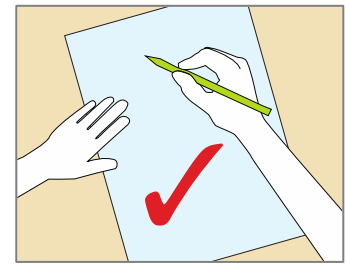
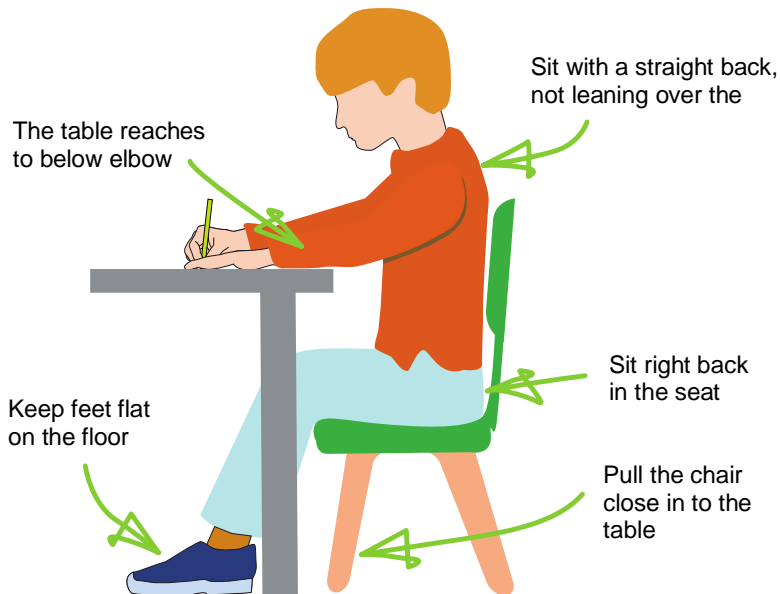
By the end of Key Stage 2, children will be able to:

- Produce neat, joined, cursive letters when writing passages and large amounts of text, lists and letters.
- Confidently use different forms of handwriting for different purposes.
- Use printed or capital letters for posters, notices, headings, labelling, and form filling.
- Note take, using 'speedy handwriting' for note-taking and dictation where neatness is not as important and use shortcuts, such as + instead of 'and'.

## Appendix 1 - 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

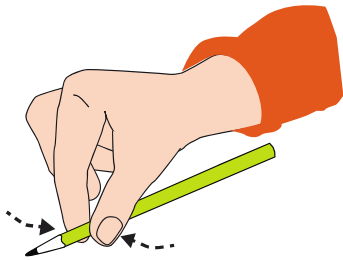


Paper position for right-handed children

### 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.

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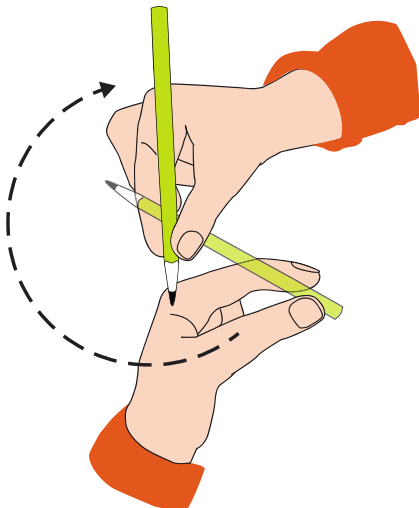


1) Grip the pencil with your index finger and thumb with the nib pointing away.

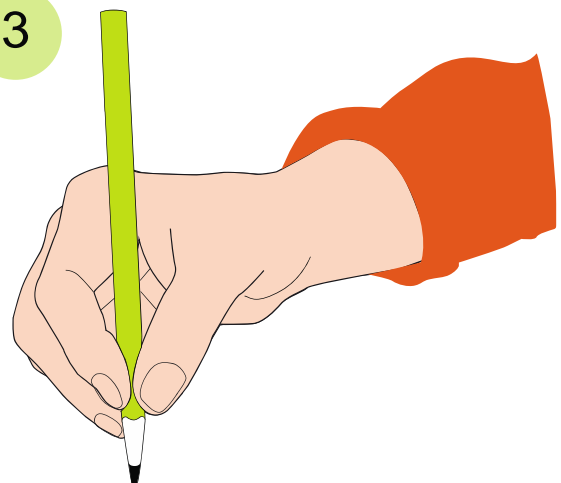
2) With your free hand, spin the pencil from underneath.

3) Use your middle finger to support the underside of the pencil.

2



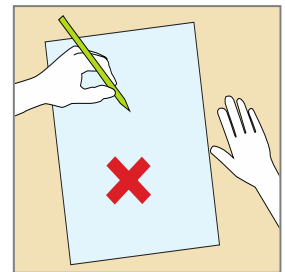
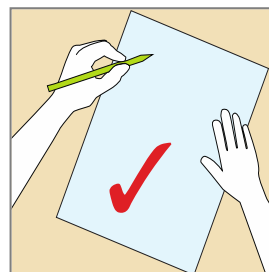
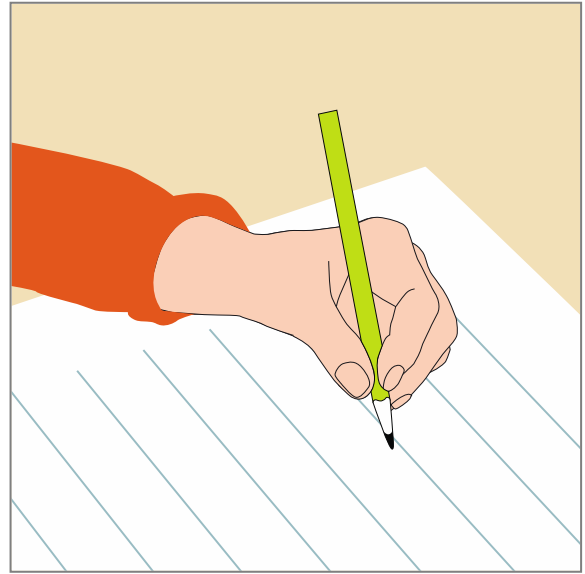
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## Appendix 2

### Left-handed children

Teachers will be mindful that left-handed children may find it difficult to follow right-handed teachers as they demonstrate letter formation (and vice versa). Teachers may therefore demonstrate to left-handers on an individual or group basis if necessary.



Paper position for left-handed children