

Trusting in God; Growing in Wisdom



# Handwriting Policy

**Date: October 2024**

**Review Date: October 2027**

With thankful hearts, we trust in God as we grow in his love which shines through us. We aim to live our faith and grow in wisdom.

But the wisdom from above is pure first of all; it is also peaceful, gentle, and friendly; it is full of compassion and produces a harvest of good deeds; it is free from prejudice and hypocrisy. (James 3:17)

And Jesus grew in wisdom and in stature, and in favour with God and people. (Luke 2:52)

**English Subject Leader: Mr M Thomas**

## Intent

Handwriting is a skill which, like reading and spelling, affects written communication across the curriculum. We aim to enable every child to develop a legible style of handwriting and to take pride in their presentation of work. Writing should be fluid in style to allow children to devote their working memory to the content of their writing (composition) as opposed to the formation of the letters themselves (transcription). Handwriting skills are taught regularly and systematically throughout the school and may also incorporate a wider SPaG focus. By Year 6, children will use cursive handwriting using flowing movements and patterns. This handwriting should be demonstrated in all writing across the curriculum.

At Whitegate CofE Primary School, our aims in teaching handwriting are:

- To enable children to write in a consistent, well presented and legible format.
- To have a consistent approach across Foundation Stage, Key Stage 1 and 2 when teaching handwriting.
- To ensure that, when they reach the appropriate stage in their development, children are using a cursive writing style.
- To make sure all children know the difference between lower and upper case letters.
- To ensure the skills taught at Key Stage 1 continue to develop throughout Key Stage 2.
- To adopt a consistent approach towards handwriting by all adults when writing in children's books, on the whiteboard or on displays / resources.

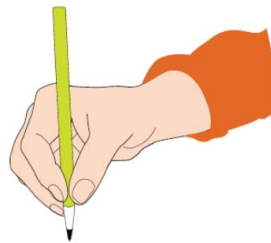
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# Implementation

Children will be taught to:

- hold a pencil correctly

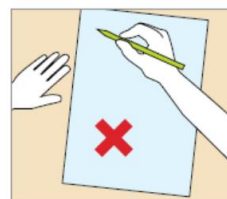
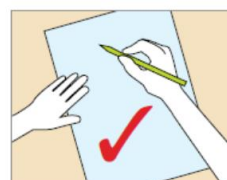
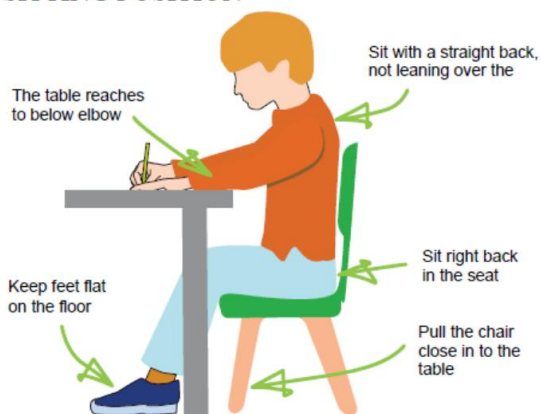
Children should be encouraged to use a tripod pencil grip, where the pencil is gripped between the index finger and the thumb. The middle finger is then used to support the underside of the pencil as shown below:



- adopt the correct posture when writing

Children should be encouraged to adopt the correct writing position as shown below:

## SITTING POSITION



Paper position for right-handed children

(children who are left handed should reposition the paper the other way and sit to the left hand side if seated next to a right handed child).

- write from left to right and from top to bottom of the page
- start and finish letters correctly in a cursive style (when they reach the appropriate level of development)
- form regularly sized and shaped letters
- use regular spacing between letters and words
- take a pride in their written work and the overall presentation.
- The cursive script agreed at Whitegate CofE Primary School is shown below.



As the children progress they will be taught to form letters correctly, beginning every letter from the top with the exception of d and e. Letter formation is taught alongside phonic development using our Phonic scheme (Ready Steady Phonics)'s guidance on letter formation (a copy of the document, Read Steady Formation, is available on request). Our aim is that by the end of Foundation Stage, all children will be able to hold a pencil correctly and form all letters correctly. Errors in pencil grip and letter formation will be immediately addressed, modelled and corrected. Initially, Reception children will use unlined paper as the focus is correct formation rather than size or positioning.

Children will be taught to form letters correctly in the following order:

c a d o g q

e s f

i l t

u y j k

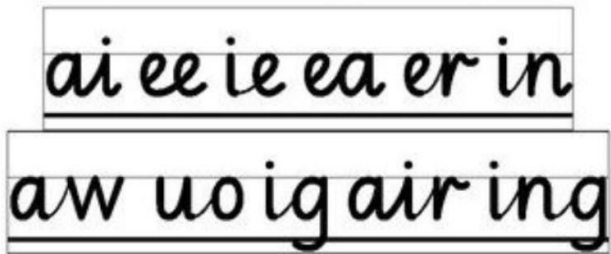
r n m

h b p

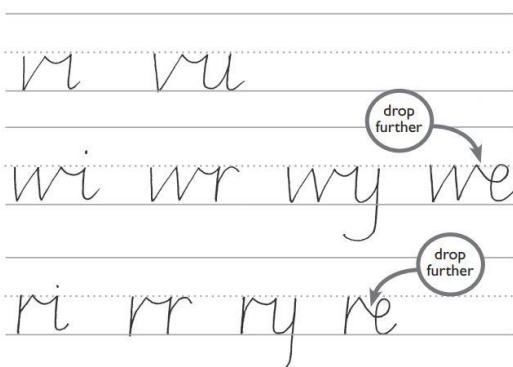
v w x z

Two terms are used to describe the joins between letters: diagonal joins and washing line joins.

### Diagonal joins



### Washing line joins



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In **Reception and Key Stage 1**, all children should receive a daily handwriting session for 10-15 mins. (This may be as part of a Phonics session.)

Children in Reception will learn to form letters without entry or exit strokes.

Children in Year 1 focus on consistent size and orientation of letters as well as ascenders and descenders and writing on the line. Handwriting can also be linked to phonic development with the introduction of new sounds written in a print style during Read, Steady, Phonics lessons; it can also be completed in the backs of their English books.

In Year 2, adults will model cursive writing from the beginning of the year, beginning with the introduction of entry and exit strokes. Once they are ready, children will be encouraged to apply this to their daily writing and begin to join letters whilst still in Key Stage 1. The children will be encouraged to continue the development of basic joins which they should transfer into all their independent writing. They will also continue to link their handwriting to their phonic and spelling development as they learn to write new sounds and patterns using a cursive writing style. Handwriting will be done in the backs of their English exercise books.

In **Key Stage 2** all children should receive regular handwriting sessions. They will be encouraged to develop an increasingly mature style of handwriting with increasing attention being paid to presentation of work, bearing in mind the purpose and audience of the writing. Handwriting will be done in the backs of their English exercise books.

In **Year 3** children will continue to develop their use of cursive handwriting building upon the skills they have developed in Key stage 1.

In **Years 4, 5 and 6**, children will be expected to use cursive handwriting in all areas of the curriculum.

If any child is not on track to reach these expectations, they will receive additional support through small group interventions.

### **Handwriting Equipment**

Children will use line sizes appropriate to their stage in writing. Children will also practise using the use the same sized lines as their other curricula books so that children skills are transferable and that the same expectation of handwriting is set across all writing.

All children will write using a sharp HB pencil unless otherwise directed by a teacher (for example using handwriting pens when publishing work). In some cases, depending on the specific needs of individuals, children may use pencil grips or pens with a specific grip.

# Impact

## Assessment

A uniform handwriting style should be consistent throughout the school; this will be evident on display boards and monitored through lesson observations and book scrutinies.

## Marking and Feedback

We emphasise constructive feedback. In our marking, we have clear codes for feedback on children's work which is adhered to throughout our handwriting sessions. In handwriting sessions and during independent work, it is important that incorrect pencil grip and incorrect letter formation are identified and corrected at the point it occurs.

## Glossary of vocabulary to support handwriting:

- entry strokes
- exit strokes
- ascenders
- descenders
- washing line joins
- diagonal joins
- sitting properly (see sitting position image above)

## Date of Policy: November 2024

<b>PERSON RESPONSIBLE FOR POLICY:</b>	<b>MIKE THOMAS</b>
<b>APPROVED:</b>	<b>CAROLINE MACKENZIE</b>
<b>SIGNED:</b>	<b>CAROLINE MACKENZIE</b>
<b>TO BE REVIEWED:</b>	<b>OCTOBER 2027</b>