

# St. Mary's

Church of England Primary School

## *Handwriting Policy*

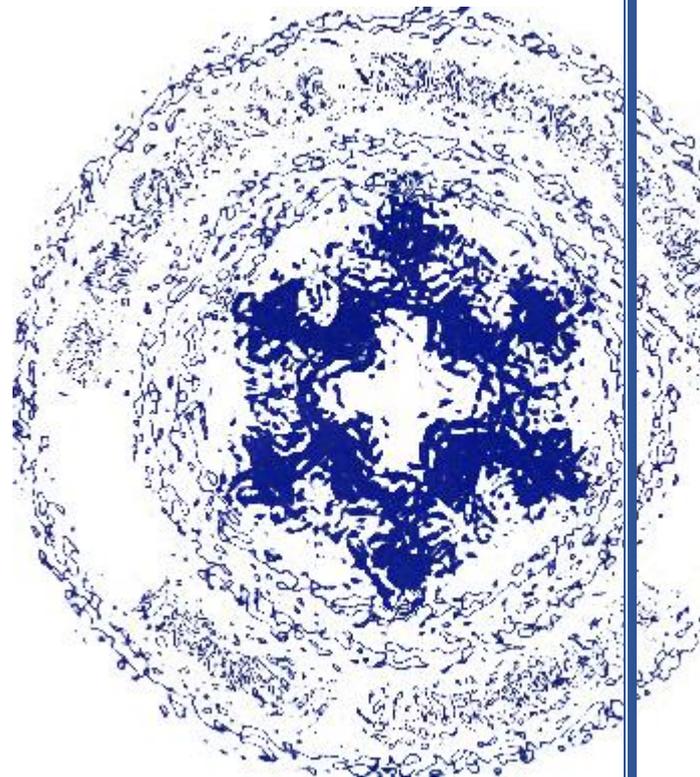
# 2017-20

Approved by<sup>1</sup>: Full Governing Body

Signed \_\_\_\_\_

Date: Sept 2017

Review Date<sup>2</sup>: Sept 2020



# Handwriting Policy

***Students who can write quickly achieve up to a grade higher at GCSE regardless of academic ability. Slow handwriters also tend to be poor spellers. Teacher Training Agency, 2004***

***For children with learning difficulties, good handwriting is crucial because it is linked with reading and spelling. Ramsden, 1992***

***Good handwriting is not just a presentation perk which is applied to the surface of school work; it is inextricably interwoven with the total learning and sense-making process that should constitute a child's schooling. Smith, 1977***

***Joining the letters is desirable for all but essential for the dyslexic pupil. He is likely to confuse any printed shape, so in teaching him to make separate printed shapes his problems are increased. Kathleen Hickey, 2007***

## Aim

We aim to ensure that all children will be able to write clearly, fluently and quickly so that they can cope with the everyday demands of life and school both now and in the future. The Process

## Process

Children are taught the conventional ways of forming letter shapes, both lower case and capitals, through purposeful guided practice in order to foster a comfortable and legible handwriting style. Teachers may use a whiteboard or exercises on the Interactive Whiteboard as well as gross muscular movements to embed physical patterning of handwriting. Correct posture should be encouraged at all times e.g. elbow away from the body, forearm supported by the table. Correct pencil grip should begin in the Early Years as faults are hard to undo later. From year one, and in reception if ready, the children are taught to form letters with a 'lead in line' this ensure all letters are formed from the line and it prepares the children for cursive script when they are ready.

Teachers use a dialogue linked to letter formation from the outset to encourage consistency across the school e.g. 'around the apple down the leaf', 'Maisie mountain, mountain'. This is taken from RWI. At all times, teachers demonstrate movements in the air, on the board and with IT. Then children practice with the teacher observing. In the Early Years, there are many ways of promoting fine motor skills from painting to drawing with a finger in shaving foam! The dialogue for letter formation is repeated whatever the activity, becoming a mantra.

Through drilling and analysing weaknesses e.g. are letters being formed in the right direction, is the pencil held properly? Writing will become automatic and poorer writers will be supported by the multi-sensory act of linking phoneme to grapheme. As children begin to write letters, they are provided with large paper and a single line. Lined paper is important because so much about handwriting is to do with the letters' orientation to the line.

Paper with lines is introduced in our Reception class. The width of line decreases as the child moves up the school and the number of lines per page increases. Teachers always consider the needs of the child first in deciding on the book/paper to be used

### Agreed Style of Writing

Agreed Style of Writing In the Foundation Stage, pupils are taught to form their letters by printing so that their letters resemble the texts that they read. They begin to join graphemes linked to their phonics work when the teacher deems they are ready in terms of fine motor skill development. In KS1 children begin to add a 'lead in' and 'lead out' to each letter when they have the correct print formation. This is taught by teaching the 'leads' as a 'woooosh'. Eg · "Woooosh in, around the apple, down the leaf woosh out".

We aim that all children are using 'leads' by the end of KS1. If the teacher feels that children are ready to join letters then this is introduced on an individual basis. In Key stage two, pupils continuing to join using a lead in stroke, building on what they have done in previous years. Children begin their writing journey by writing in pencil. When the class teacher feels that a child is confidently writing cursively to a good Having faith in God, ourselves and each other as we strive to reach our potential 4 standard they will be given a 'Pen License' and will be moved on to writing in pen.

Handwriting is practised regularly in KS1 and then when needed in KS2. Sometimes, practice will concentrate on the writing of one letter only and then adding another letter to show how the first letter joins to others. Practises and the choice of material will be appropriate for the age group and individual child. Handwriting will also be practised in our phonics sessions.

Consider the use of gripping aids and slanted supports for some children with special educational needs where fine motor and muscular control are delayed.

### Teacher's Handwriting and Displays Teacher's Handwriting and Displays.

The teacher's and TA's handwriting is the model for the children. All teachers should aim to produce quality writing at all times. It is pointless to provide the children with handwriting lessons if the blackboard model does not match the prescribed style ·

It should at all times in marking and on the board. An example of the handwriting font should be available and displayed in every classroom, where possible and appropriate, displays should reflect the handwriting font.

We use Joint it 16 font in KS1 and Join it 25 font in KS2 cursive. These are available on the school server to install on computers/laptops etc..

S.E.N. Teachers will need to be sensitive to the needs of children with Special Educational Needs and to genuine developmental needs. Left-handed children need particular sensitivity.

Parental Involvement Parental Involvement Parents will be informed of our approach to handwriting before their children start in school so that they can reinforce this policy.

# Handwriting Policy

A a      B b      C c      D d  
E e      F f      G g      H h  
I i      J j      K k      L l  
M m      N n      O o      P p  
Q q      R r      S s      T t  
U u      V v      W w      X x  
Y y      Z z

## Example of joined writing:

These two very old people are the father and mother of Mr Bucket. Their names are Grandpa Joe and Grandma Josephine. And these two very old people are the father and mother of Mrs Bucket. Their names are Grandpa George and Grandma Georgina. This is Mr Bucket. This is Mrs Bucket. Mr and Mrs Bucket have a small boy whose name is Charlie. This is Charlie. How d'you do? And how d'you do? And how d'you do again? He is pleased to meet you.