

LEARNING TOGETHER TO BE OUR BEST

**DOVER PARK
PRIMARY SCHOOL**



Handwriting Policy

Date agreed: July 2022

Review date: July 2024

Signed: _____

Chair Board of Governors

Dover Park Primary School Handwriting Policy

Purpose

A high quality education in English will teach pupils to write and speak fluently so that they can communicate their ideas clearly and effectively. The National Curriculum programmes of study for writing at KS1 and KS2 are constructed to develop writing:

- Transcription (spelling and handwriting)
- Composition (articulating ideas and constructing them in speech and writing)

In handwriting, as in other skills, children will develop at different rates; for that reason, it is important that there is a consistent style of handwriting throughout the school, and that all staff consider themselves to be teachers of handwriting, with a clear understanding of the progression of skills, and of how to remedy errors. It is not sufficient to exhort children to improve their handwriting; the different elements need to be taught and practised. Early intervention is essential at every stage, to prevent the acquisition of bad habits which are difficult to correct.

Aims

Our aim is for children to:

- Write clearly and accurately using a cursive (joined) script by the end of KS2
- Develop pupil's competence in transcription (spelling and handwriting)
- Develop fluent, legible, and eventually speedy, cursive handwriting

Policy into practice

The following is a brief outline of our agreed policy:

Gross and fine motor skills: activities to develop gross and fine motor skills are essential to the development of good handwriting.

Posture: children should be taught the importance of sitting upright and correctly on their chair, with their feet on the floor.

Pencil grip: children should use a tripod grip, and be given constant reminders until this is established. Triangular section pencils and shaped pencil grips are available in school for children who find them helpful.

Position of paper: left handed children should be encouraged to tilt their paper slightly to the right to improve their view of what they are writing, and to reduce smudging later on when they write in ink. Right handed children may find it helpful to tilt paper slightly to the left. Paper should be steadied with the free hand.

Paper: early writers will write on unlined paper so that they are able to write at a size appropriate to their needs. As soon as children are beginning to control the size of their writing, they will be given lined paper and exercise books, to encourage the correct placing of letters on the line. Lines at an interval of 15mm will be standard in KS1, and reducing to 10mm or 8mm in KS2, although some children may have different needs. Where work is redrafted and presented for display, children may use plain paper and guidelines, with the same line spacing. For the teaching and practice of handwriting, handwriting exercise books or "handwriting paper" will be used to give support for the relative heights of parts of the letters; photocopy masters are included in the Appendix.

Correct letter formation: children are taught to form letters correctly, paying attention to the starting point for each letter, the direction of pencil movement, the shape and orientation of the letter, and the relative heights of the body of each letter, and any ascender and descender. Teaching will be multi-sensory and appropriate to the needs of the child.

Joining letters: children should be introduced to joined handwriting in Year 3 after they have become confident with forming the shape of individual letters. From Reception, children will be taught to write using a “no lead” script and to form letters clearly and accurately with flicks.

Research shows that children made the most progress when they have short, focused handwriting sessions. In the EYFS staff should focus closely upon the formation of correct habits, including pencil grip. They should observe closely what children do with a mark making implement and teach children the correct conventions to follow.

- In reception there should be opportunities to write every day. By the summer term short sessions are needed daily. Activities to develop gross and fine motor control should be offered daily.
- In year 1, three 15-minute handwriting sessions will be taught each week.
- In years 2-6, two 15-minute handwriting sessions will be taught each week. It will also be necessary to create opportunities other opportunities for identified children as needed.

Children will be expected to use a cursive script for all writing in school from Y3 – 6.

Correcting mistakes: use of rubbers is to be discouraged except in the case of work in pencil for display. Otherwise, mistakes in pencil or ink should be crossed out using a single horizontal line, and the whole word re-written. Using double line spacing for work in draft that will be copied into best allows the children space to improve their own work.

Fonts: materials prepared in school for handwriting practise children will use the “Letter Join Air No-Lead 8” font from Years R-3. From Years 3 – 6, when demonstrating a joined and fluent script, “Letter Join No-Lead 8” can be used.

Or “Letter Join Air Plus 8 “ is an interim to show how individual letters are formed when they have lead-ins. These fonts are pre- loaded into Word font choices on the school Network for teachers to access.

Resources: Letter Join is an online resource that we subscribe to , which fully supports the teaching of Handwriting in a multi-sensory way. Teachers and TAs have access to a log-in, and should be using this resource to help develop their individualised Handwriting curriculum. It has many useful resources to support small group or 1-1 work.

Writing implements, linked to assessment: when children have achieved legible joined handwriting in pencil, they will progress to a fibre tip “school handwriting pen”, which will then be used for all written work in school. It is expected that all children will have achieved writing in a cursive style by the end of year 3 and will be using a handwriting pen consistently for all work (except in maths books) from Y4 onwards.

Children will not be allowed to provide their own writing implements from home unless they match the school pens or they are able to make a convincing case of special need; for example, parents of some left handed children may prefer to provide a more expensive specialist left handed pen if their child finds that helpful.

Ink: black ink will be used throughout the school for class work and homework. Blue ink will be used during response to marking; EVEN BETTER BLUE.

Further help and guidance can be sought from the English Subject Leader or from the SENCO.

Learning Environment

All classes will have a handwriting display showing expectations of presentation and examples of handwriting competency. This will include examples of typed and handwritten lettering to illustrate different styles appropriate to the age of the class.

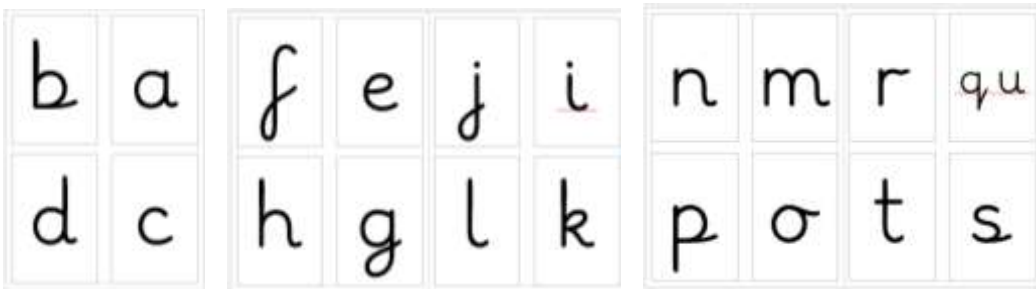
Handwriting Progression from National Curriculum

YR	National Curriculum Programme of Study (Statutory Requirements)	National Curriculum Notes and Guidance (Non-Statutory)
R	<p>Early Learning Goal – Writing</p> <ul style="list-style-type: none"> Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. Use a pencil and hold it effectively to form recognisable letters, most of which are formed correctly. <p><i>(It is important that our youngest pupils develop their Proprioceptive and Vestibular Systems during their reception year so that handwriting becomes automatic and so that the physical struggle of writing is eliminated so that children can focus on the content of their writing as they progress through the school).</i></p>	
1	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place form capital letters form digits 0-9 understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these. 	<p>Handwriting requires frequent and discrete, direct teaching.</p> <p>Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil’s hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided.</p> <p>Left-handed pupils should receive specific teaching to meet their needs.</p>
2	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> form lower-case letters of the correct size relative to one another start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left enjoined write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters use spacing between words that reflects the size of the letters. 	<p>Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.</p>
3 & 4	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. 	<p>Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.</p>

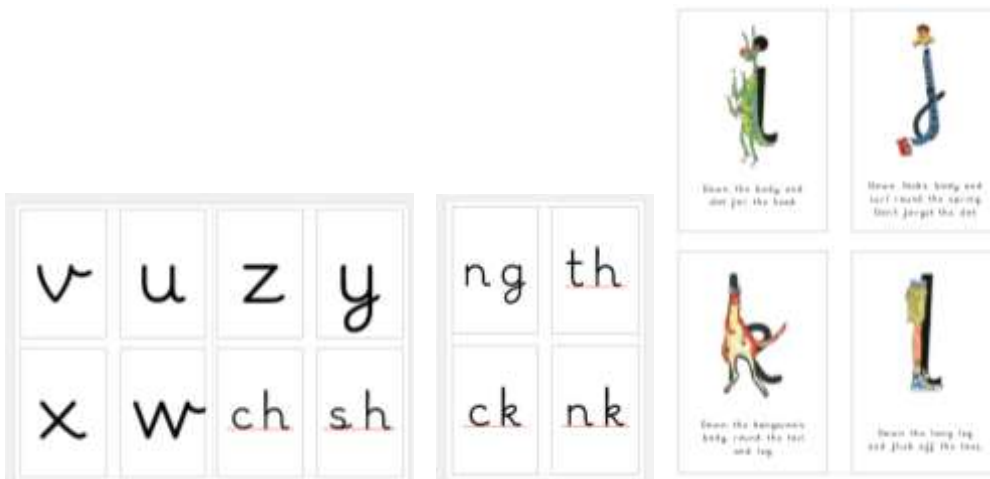
<p>5 & 6</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ write legibly, fluently and with increasing speed using a joined script (ARE SATs writing expectation): ▪ choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters → ▪ choosing the writing implement that is best suited for a task. 	<p>Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should typically use a joined script but they should also be taught to use an un-joined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.</p>
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In general, children who feel good about their handwriting and have secured a comfortable and fluent script are far more motivated to write. Those who have a negative view of themselves as writers are reluctant to write usually have poor handwriting that they are unhappy with or find writing uncomfortable.

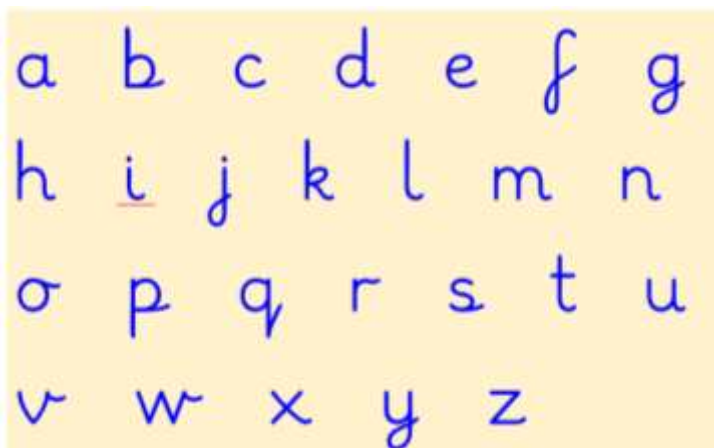
Reception / KS1 Letter Formation examples



(there are also versions of these with pictures and words / rhymes)



On Word Documents, and on "Letter Join" resource, we use "Letter Join Air No-Lead 8"



Years 3 - 6 Joined Examples using Word or Letter-Join

In Years 3 - 6 when demonstrating a joined and fluent script, "Letter Join No-Lead 8" can be used.

Or "Letter Join Air Plus8" is an interim font that may be used in Year 3 to show how individual letters are formed when they have lead-ins.

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