



## **Handwriting Policy**

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**Responsibility for review:** Curriculum  
**Related policies:** English; Teaching and Learning;

### **1. Rationale**

1.1 At Oakhurst Community Primary School, all children are introduced to cursive handwriting from the start. We believe this raises standards in the Early Years which will be impacted throughout the whole school, developing confidence, accuracy and fluency and improved presentation.

We believe that cursive style helps:

- to minimise confusion for the child as every letter starts on the line with an entry stroke and leads out with an exit stroke
- with the flow of Cursive Writing as letters naturally flow into each other, it is impossible to write separate letters without joining
- form spacing between words as the child develops whole word awareness
- develop a child's visual memory
- all children's writing skills regardless of academic ability

All children in Early Years Foundation Stage and Key Stage 1 write with a pencil, although pupils in year 3 are introduced to black ink pens.

### **2. Aims**

- To provide equal opportunities for all pupils to achieve success in handwriting
- To produce clear, concise, legible handwriting
- To present work to a variety of audiences neatly
- To develop accuracy and fluency
- To help children recognise that handwriting is a form of communication and as such should be considered important in order for it to be effective
- To promote confidence and self-esteem
- To encourage children to take pride in their work
- To build in cross curricular links to broaden experience
- To help children recognise that handwriting as a life-long skill and will be a fundamental
- element of all forms of written communication throughout their lives
- To display neatly presented work around the school as a model of excellence for others to aspire to.

### **3. Development of learning and teaching handwriting**

#### **3.1 Reception**

On entry, Reception children are involved in a variety of activities to develop essential pre-writing skills in line with the Early Years Foundation Stage Curriculum.

Activities to develop gross motor control, for example rolling hoops and running with a hoop, ribbon movement, chalking, painting on a large scale, using the interactive whiteboards etc. Other activities which develop fine motor control include: tracing, colouring within guide lines and pictures, pattern work, using glue spreaders in small pots, painting with the tips of the fingers, cotton buds, plasticine, threading etc. All these develop spatial awareness "P.E. on paper."

Children develop the basic handwriting patterns found in letter formation in the order taught in Letters and Sounds. Children are introduced to actual letter formation in conjunction with the introduction of phonic skills.

Sounds are closely linked in handwriting patterns and the children's visual awareness of words is harnessed e.g. 'cat', 'hat'. Practise of particular High Frequency Words helps to develop good visual and writing habits e.g. 'the', 'and'. By the end of the Reception Year all children will have been introduced to all letters of the alphabet through patterns as shown above and introduced to more independent writing. When ready, children practise their names in cursive script by tracing over in the first instance and then underneath and then using motor memory.

#### **3.2 Handwriting Workshop for Parents**

Parents are invited to attend an induction workshop held in the autumn term. This enables us to outline our rationale and engage their support in encouraging their child to practise the cursive style at opportune moments at home.

They are each given a copy of the cursive style booklet, (which is displayed in all classrooms as an aid to learning and teaching) which they are shown how to use at the workshop.

#### **3.3 Year 1-6**

The cursive style continues to develop through close links with the Primary Strategy, Letters and Sounds, Read/Write Inc, spelling and awareness of grammar are all taught through handwriting practise and as fluency and accuracy develops, pupils are encouraged to write with an ink pen (usually in year 3, although exceptions may be made for younger, more able pupils as appropriate.)

Handwriting is timetabled in short, regular sessions and where possible is integrated across the curriculum, e.g. practising scientific vocabulary, cloze procedure linked to history.

All handwriting activities are undertaken as class activities for the following reasons:

- to develop effective and efficient pen hold
- to develop the habit of concentration which is crucial to good handwriting
- to place a strong emphasis on the insistence of perfection
- to provide the class teacher with the opportunity to help assess individuals' progress and monitor areas requiring reinforcement.

Lessons usually begin with a warm-up activity (e.g. exercising hand/fingers to music 'air-writing'), including writing patterns or phonemes, etc which is led by the teacher modelling writing on the board. Children copy into their books, applying the same techniques, closely monitored by the teacher. In some lessons, it is also appropriate to practise speed-writing, which also helps them to think quickly and remember spellings. Handwriting books have coloured lines to assist with accuracy and consistency in size and form, although other exercise books are either blank or have one line only. Where pages are blank or when children write on to A4 paper, they are expected to use a line guide and paperclips to hold the guide in place.

#### **4. The use of ICT**

4.1 All teachers use the interactive whiteboard in direct teaching: use of the lined writing templates are an essential tool for learning, as the teacher can demonstrate the correct letter formation and joins clearly to the whole class at once if necessary.

#### **5. Handwriting and Reading**

5.1 In school, children are exposed to both cursive and print styles as well as commercial print. They develop awareness for reading in print and writing in cursive side by side in their learning, such as prompts around classrooms/school – teachers lettering, labels on displays / teaching aids e.g. alphabet on tables and through teachers modelling of writing.

#### **6. Left Handed Children**

6.1 Each left-handed child is identified and closely monitored by the class teacher to ensure success. The following guidelines are useful to help left-handed children.

Guidelines for writing left-handed:

- the writing surface and chair are suitable for the child's own height
- the child sits towards the left of their partner leaving plenty of space for writing on the left side of his/her – mid line (this allows maximum space for arm movement)
- the writing paper is to the left of the child's body midline.
- the paper is tilted up to 32 degrees in a clockwise direction
- a writing tool which moves smoothly across the paper is used
- the paper is supported with the right hand
- the writing forearm is parallel with the paper edge as the child writes
- the writing tool is held sufficiently far from its point to ensure that the child can see what he/she is writing.

#### **7. Children with difficulties**

7.1 Sometimes some children may experience difficulties but this is often due to coordination problems or adapting a left-handed style.

Activities to develop 'gross motor skills' can be promoted as these will assist fine motor skills, as will plenty of pre-writing activities to loosen up the wrist and upper arm.

Older children needing additional support are given short bursts of handwriting practice, one-to-one with a Teaching Assistant, as often as possible (daily preferably.) Use of a small whiteboard and pen is often the most successful aid as they are less restrictive and enable the child to feel less inhibited

## 8. Resources

8.1 Teachers use the HfW CD as the scheme, Eurhythmmy and photocopy masters.

## 9. Monitoring

9.1 The presentation of all work is monitored through termly work scrutiny, involving governors and the leadership team.

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