

North Somercotes C of E Primary School Handwriting Policy



Handwriting Policy

Here at North Somercotes C of E Primary we are very proud of our pupil's handwriting and take particular care in our cursive/joined-up handwriting style. We use Letter-join as the basis of our handwriting policy that 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, legible and, eventually, speedy joined-up handwriting, and to understand the different forms of handwriting used for different purposes.

We aim to make handwriting an automatic process that does not interfere with creative and mental thinking.

As a catalyst to speedy handwriting we encourage parents and carers to use the Letter-join resources at home and can arrange for free access to the Home Edition of Letter-join.

School aims

We aim for our pupils to develop a neat, legible, speedy handwriting style using continuous cursive letters that leads to producing letters and words automatically in independent writing.

By the end of Year 6 pupils will understand the importance of neat presentation and the need for different letterforms (cursive, printed or capital letters) to help communicate meaning clearly.



Method

Our teachers are encouraged to use neat, joined-up cursive writing for all handwriting tasks including marking and comments.

Consistency throughout the school

Pupils should experience coherence and continuity in the learning and teaching of handwriting across all school years and be encouraged to take pride in the presentation of their work. Our aim is to help pupils enjoy learning and developing their handwriting with a sense of achievement and pride. Appendix 1 displays the cursive alphabet to be used throughout the school.

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:

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.

YEARS 1 TO 3:

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

- Gross and fine motor skills exercises.
- Cursive handwriting reinforcement, learning and practice.
- Numerals, capitals and printed letters: where and when to use, learning and practice.

YEARS 4 TO 6:

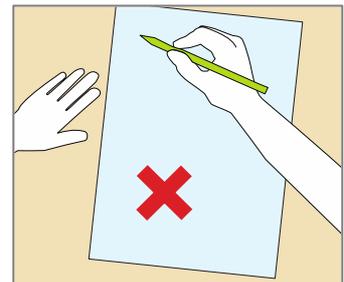
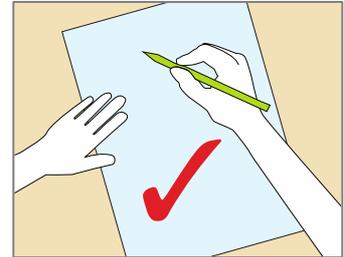
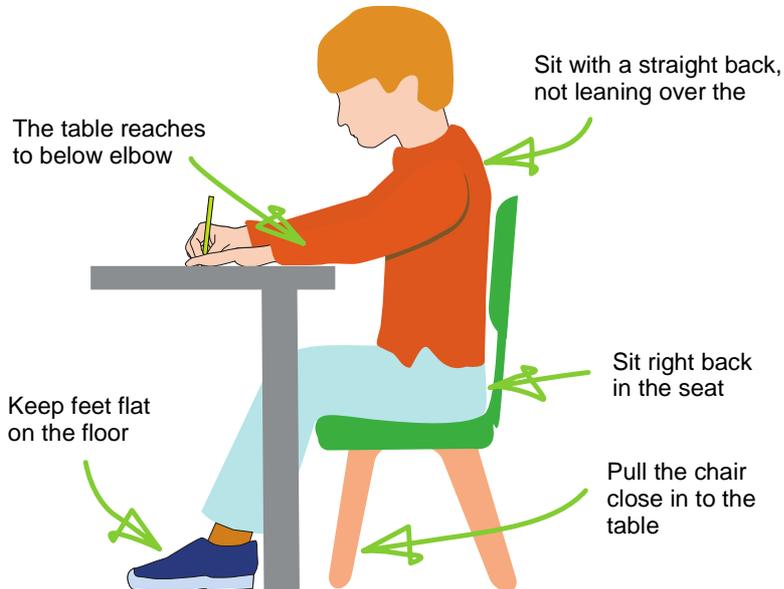
More advanced handwriting techniques will be taught during two or three weekly sessions totalling 30 to 45 minutes teaching:

- Cursive handwriting re-enforcement.
- Form-filling/labelling using printed and capital letters.
- Dictation exercises to teach the need for quick notes and speedy handwriting writing.

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

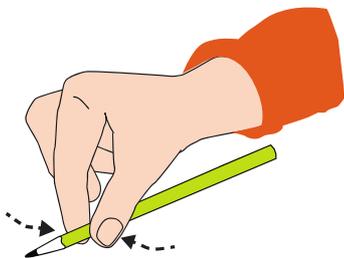


Paper position for right-handed children

THE TRIPOD PENCIL GRIP

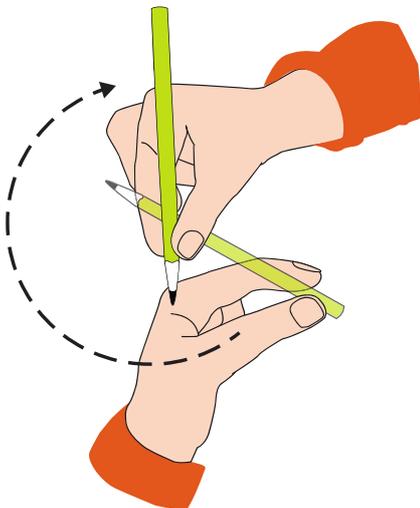
Both right and left handed children should be encouraged to use the tripod grip which allows the pen/pencil to be held securely whilst allowing controlled movements of the pen/pencil nib.

1



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

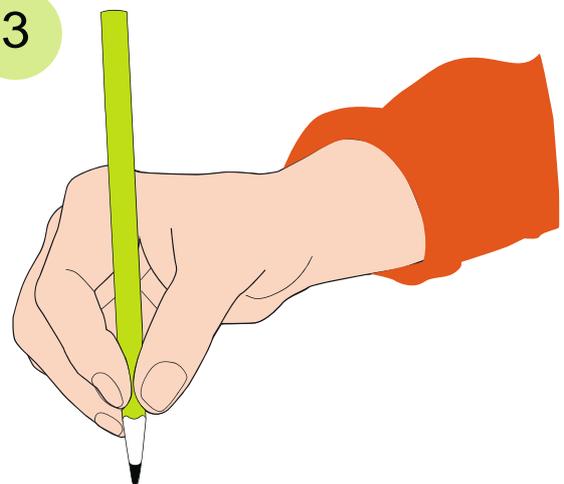
2



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

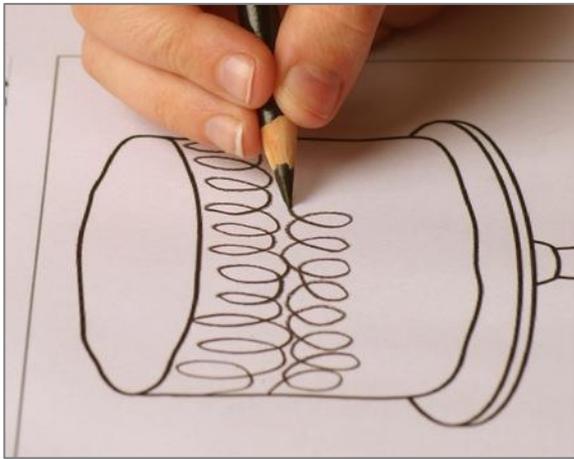
3) Use your middle finger to support the underside of the pencil.

3

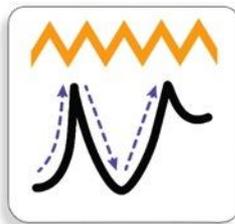
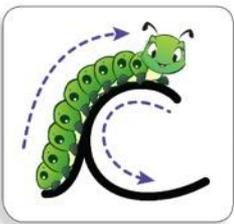
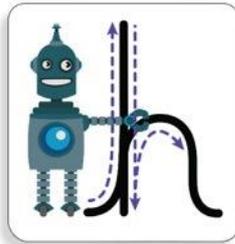
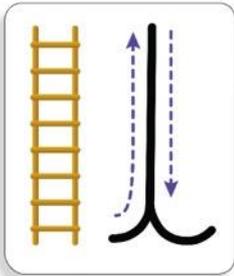


Key Stage Teaching

FOUNDATION

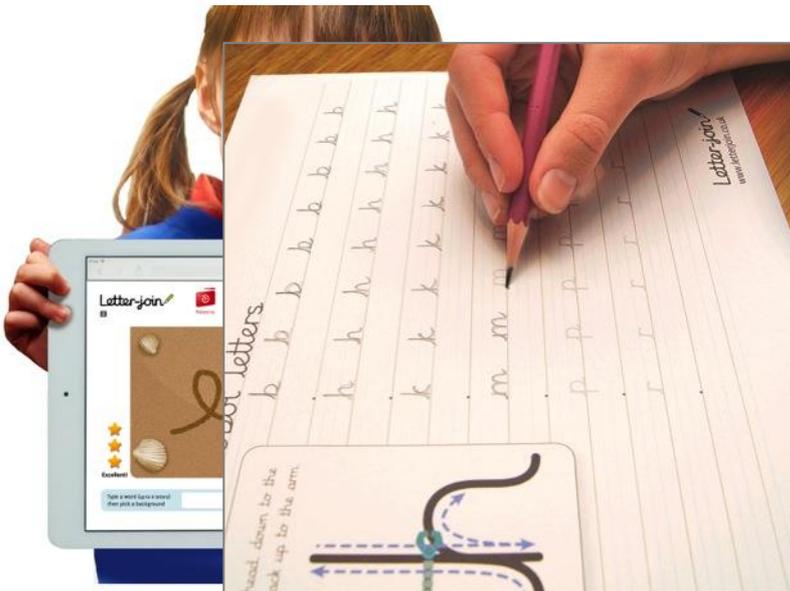


- Si
- co
- In
- en
- va
- m
- pe
- Ur
- pe
- fo



BY THE END OF RECEPTION

- Hold a pencil in an effective manner for writing and be encouraged to correct any errors in grip or stature.
- Understand that letters are written on a base line and that all cursive letters 'start on the line' and 'end with a hook'.
- Begin to form some recognisable joined-up cursive letters, capital letters and numerals.
- Have an understanding of writing their own name.
- Understanding different shaped letter families.



Key Stage Teaching

KEY STAGE 1

Improve quality, speed and stamina of handwriting.

- **Quality:** Ensure letters are consistently sized with equal word spacing and that ascenders and descenders are parallel and do not touch words on the lines above and below.
- **Speed:** Improve speed of handwriting to allow creative writing to take precedence over the task of handwriting and be able to take 'quick notes' at a faster pace.
- **Stamina:** Have the strength and mobility to write legibly using upper and lower case letters with correct joins.
- Ensure that letters sit on the base line and are consistent in size with ascenders and descenders.

Dictation Exercises

Easy practice	Harder exercises	More challenging
A selection of CVC words, a list of numbers and an easy poem.	A list of phrases, easy sums and a three-verse poem.	Shopping list, complex numbers and a written passage.
 <p>dog hill bus 24 37 92 I can eat a bun. Put it in my bun. Open up the top. Step on my pop.</p>	 <p>Over the hill. 2 + 1 = 3 A cat sat and That addam stood still. It made a nice house. I made a hill. Nice little word!</p>	 <p>4 small radishmas. 12 medium barn eggs. 29-10-2003 My bestplace is Scotland but at seven I moved south to Lancashire. I have lived there since then, other than</p>

and sit on the base line.

Begin to write printed letters of the different forms of handwriting for different purposes:

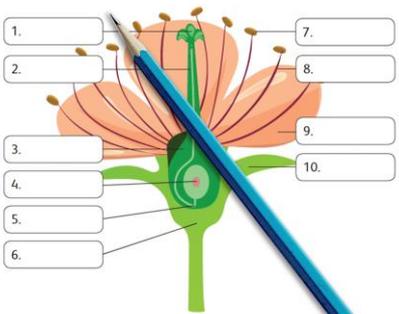
- Improve the speed of writing and begin to write automatically so promoting creativity passages and large amounts of text, lists and in independent writing.

Name: _____ Date: _____

Parts of a Flower

Put the labels into the correct places:

1. Stigma	3. Ovary	5. Pollen tube	7. Anther	9. Petal
2. Style	4. Ovule	6. Receptacle	8. Filament	10. Sepal



Letter-join
Joined-up handwriting made easy