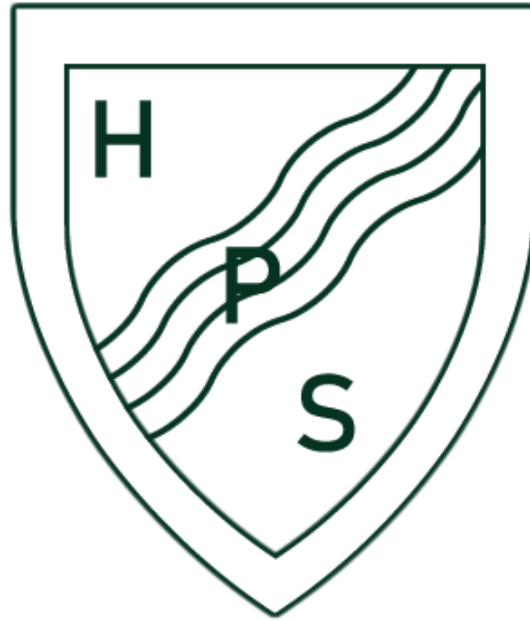


Halling Primary School



Handwriting Policy

Policy Written By: Suzy Fenson	
Policy Date: September 2021	
Next Review: September 2024	
Approved By: Lisa Taylor	Date: September 2023

Handwriting Scheme – Letter-join:

At Halling Primary School, we are very proud of our pupil's handwriting and take particular care in our cursive handwriting style. We use Letter-join's online handwriting resource and Lesson Planners as the basis of our handwriting policy as it covers all the requirements of the National Curriculum.

Objectives:

Handwriting is a basic skill that influences the quality of work throughout the curriculum.

At Halling, our intention is to make handwriting an automatic process that does not interfere with creative and mental thinking.

National Expectations for Handwriting:

By the end of Key Stages 1 and 2, the Teacher Assessment Framework (TAF) for writing outlines clear expectations for the assessment of handwriting. By the end of Key Stage 1, to reach the expected standard for writing, pupils need to 'form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters'. To reach the Greater Depth standard in writing at Key Stage 1, it is expected that pupils can 'use the diagonal and horizontal strokes needed to join some letters'. By the end of Key Stage 2, to reach the expected standard in writing, pupils need to 'maintain legibility in joined handwriting when writing at speed'. The National Curriculum states that pupils should be taught to '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'.

Aims:

- To develop a neat, legible, speedy handwriting style using continuous cursive letters, which leads to producing letters and words automatically in independent writing.
- To establish and maintain high expectations for the presentation of written work.
- For pupils to understand, by the end of Year 6, the importance of neat presentation and the need for different letterforms (cursive, printed or capital letters) to help communicate meaning clearly.



Expectations and Consistency:

All teaching staff and support staff model the cursive style in all their handwriting, whether on whiteboards, displays or in pupils' books.

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 objective is to help pupils enjoy learning and developing their handwriting with a sense of achievement and pride.

Handwriting Frequency:

Handwriting is a cross-curricular task and will be taken into consideration during all lessons. Formal teaching of handwriting will be carried out daily to ensure Key Stage targets are met.

Pens, Pencils and Handwriting Licences:

In EYFS and KS1, most children will start handwriting using a soft pencil (please see the 'Inclusion' section for further clarification where this may differ). From Year 2, once fine motor skills have been established alongside the expectations for book presentation, a 'Handwriting Licence' may be considered for the pupil. In order to successfully achieve the Licence, pupils will be asked to present their books to the teacher in the other year group class. This is an opportunity to celebrate their writing/presentation and an opportunity to reflect on the progress that they have made. Once the child has achieved their Handwriting Licence, this license then remains with the child for the beginning of the next academic year. Handwriting Licences will not be restarted at the beginning of each academic year.

We understand that not all pupils find handwriting easy. To make achieving a licence more accessible to all, in Term 6 of Year 3, any pupil who is yet to achieve their Handwriting Licence will be awarded their licence. This will result in all pupils writing in pen by the time they start in Year 4.

At any time, if a pupil who has successfully achieved their licence wishes to write in pencil rather than using a handwriting pen, they are welcome to do so.

Pupils in Years 2 and 3 will also be provided with opportunities to publish writing using a handwriting pen, if they wish to do so, whether they have a Handwriting Licence or not yet. This will hopefully support pupils with being proud of their written work and encourage them to take their time with their letter formations.

Note: Handwriting pens are not used in maths books or for underlining or drawing diagrams.

Inclusion:

For children who experience handwriting difficulties due to fine motor development, including those who are left-handed and those with special educational needs, the appropriate additional support will be put into place. Letter-join's Lesson Planners all include differentiation activities for extra practice/challenge. Pencil grips and trials of different styles of pens are provided for children experiencing difficulty.

At Halling, we understand that for some pupils achieving consistently neat, joined handwriting may cause pupils additional anxiety and therefore, teachers are able to make professional decisions for individual pupils to ensure a positive mental attitude towards handwriting can be maintained. Therefore, there may be occasions where teachers will make a professional decision to award a handwriting licence for individual pupils for whom handwriting is a particular area of weakness.

Teachers will also carefully select pupils who may benefit for additional intervention with handwriting and plan timely additional sessions to support, where required.

Handwriting at Home:

Pupils are encouraged to practise their handwriting at home by using the Pupil log-in for Letter-join. Teachers may set specific tasks such as:

- Magic Patterns
- Magic Words
- Phonics Match
- Word Search
- Word Bank
- Write it Right!

Children can also watch the word and letter animations and practice and explore other handwriting resources on Letter-join.



Key Stage Teaching

Early Years

For our youngest pupils we teach short handwriting lessons on a daily basis, which will include the following:

- enhancing gross motor skills such as air-writing, pattern-making and physical activities
- exercises to develop fine motor skills such as mark-making on paper, funky fingers, whiteboards and sensory trays
- becoming familiar with letter shapes, their sounds, formation and vocabulary
- correct sitting position and pencil grip for handwriting

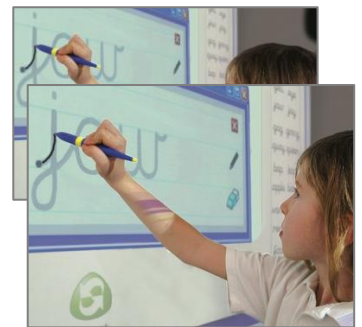


Lesson Planner EYFS (Module 1) teaches pre-cursive patterns and lower case letters. It starts with Getting Ready for Handwriting including fine and gross motor skills warm-up exercises, correct sitting position and tripod pencil grip.

The first module is divided into three sections covering:

- pre-cursive patterns
- easy letters and words
- harder letters and words

At the end of this module, children should be able to recognise and form all the lowercase letters of the alphabet.



Key Stage 1: Years 1 and 2

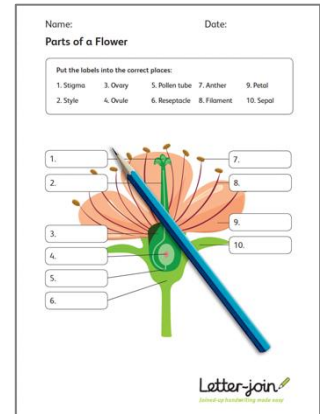
Teaching continues with 5 short lessons per week to ensure:

- continuing with gross and fine motor skills exercises
- strengthening cursive handwriting, learning and practice
- numerals, capitals and printed letters; where and when to use, learning and practice

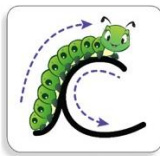
Year 1 (Module 2) contains lessons for teaching fine and gross motor skills, how to sit correctly for handwriting and the tripod grip, the different letter families and how to write capital letters, printed letters, and number and symbols. It is divided into three sections covering:

- capital letters
- printed letters
- numbers and symbols

On finishing this module, children should be confident in writing all the capital and printed letters, numbers and symbols and start to become familiar with their use.



Year 2 (Module 3) includes lessons to improve letter formation and orientation of letters through regular practice and to support spelling, grammar and punctuation in readiness for KS1 SATs. The sections cover:



- letter families
- high frequency words
- joining techniques
- sequencing sentences
- dictation exercises
- times table facts
- high frequency words
- SPaG practice
- number writing practice



With the regular handwriting practice throughout this module, children should now be developing the fluency and speed of their writing.

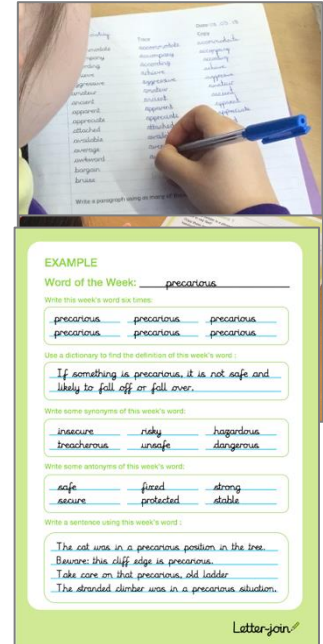
Lower Key Stage 2: Years 3 and 4

Handwriting lessons will continue 5 times a week in Lower Key Stage 2. These lessons will focus on the legibility, consistency and quality of the children's handwriting through a variety of resources which link handwriting to other areas of the curriculum.

Year 3 and 4 (Modules 4 and 5) focuses on using handwriting practice to support other subjects in the curriculum and, at the same time, builds on fluency and consistency. This year aims to promote meaningful links with other subjects such as English, maths, science, geography and French. Making such links enables children to apply the skills they are learning in context and also provides depth to the curriculum.

Learners will continue to build on producing fluent, consistent and legible handwriting through the regular practice offered in this module's lessons.

On concluding this module, children will have practised applying size-appropriate handwriting to all areas of the curriculum whilst maintaining fluency and legibility.



Upper Key Stage 2: Years 5 and 6

More advanced handwriting techniques will be taught during the five handwriting lessons a week.

- reinforcing cursive handwriting across the curriculum
- form-filling/labelling using printed and capital letters
- dictation exercises promoting quick note-taking and speedy handwriting writing skills
- KS2 SATs SPaG practice

Year 5 and 6 (Modules 6 and 7)

In Upper Key Stage 2, learners will have plenty of opportunity to develop the stamina and skills to write at length, with accurate spelling and punctuation.

On completing these modules, children should be producing cursive writing automatically, enabling them to focus on the content of their work rather than the process of writing.



Year 6 presents learners with a range of tasks where they have to decide on an appropriate style of handwriting. Promoting speedy, fluent writing continues to be a strong feature.

By the end of this year, children should be able to adapt their handwriting for a range of tasks and purposes and to create different effects. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes, a final handwritten version, an un-joined style or capital letters.

Personification
History: Boudicca

Lesson

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Activities

- Explain to the children that personification is when you give an animal or object qualities or feelings that only a human can have.
- Display Letter-join's Personification worksheet on the IWB. Read and discuss with the class the personification examples sentences.
- Invite children to write in their own examples of personification.
- Compare handwriting.

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- Display CD and start.
- Invite children to write.
- Practise writing.
- Proof read.
- Display.

Personification

Personification is when you give an animal or object human qualities or feelings that only a human can have.

The sun smiled down on the children.

The wind whistled through the trees.

The car engine coughed and spluttered when it started.

Read and copy the examples of personification. Then write your own personification sentences. Use the ideas on the CD and IWB.

Name: _____ Date: _____

Spelling 1

Words ending in **...ious** and **...tious**

ious	tious	ious	ious
delicious	delicious	delicious	delicious
precious	precious	precious	precious
conscious	conscious	conscious	conscious
spacious	spacious	spacious	spacious
ambitious	ambitious	ambitious	ambitious
suspicious	suspicious	suspicious	suspicious
injurious	injurious	injurious	injurious
cautious	cautious	cautious	cautious
ambitious	ambitious	ambitious	ambitious
scrupulous	scrupulous	scrupulous	scrupulous
superstitious	superstitious	superstitious	superstitious
rubious	rubious	rubious	rubious

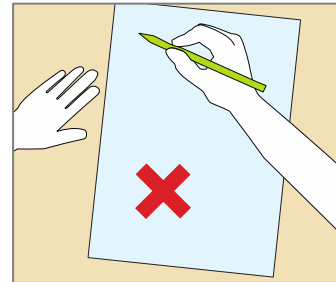
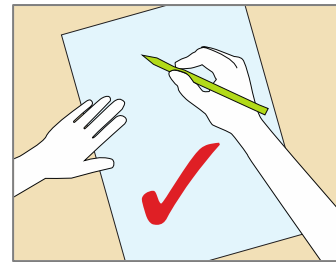
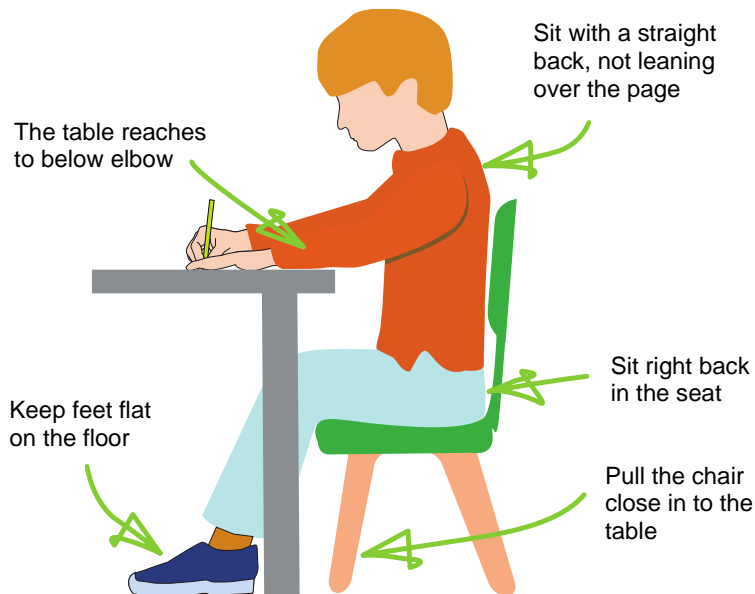
Challenge Write a paragraph using as many of these words as possible.

I was suspicious about the delicious meal being healthy because it was really scrupulous. I was cautious because it was so delicious! The chef was very precious about the recipe and got quite injurious when I asked for the ingredients. The kitchen was really spacious and I was conscious of the ambitious staff who were so superstitious about their names. They would burst into infectious laughter all the time.

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

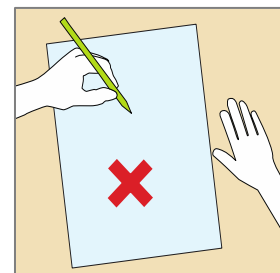
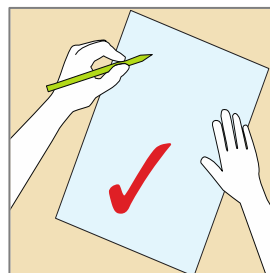
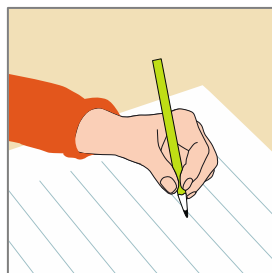
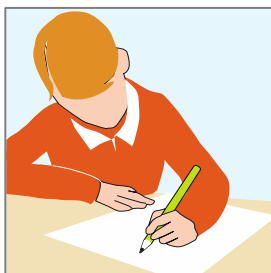


Paper position for right-handed children.

LEFT-HANDED CHILDREN

Left-handed children may find it difficult to follow the movements of right-handed teachers as they model letter formation (and vice versa). Teachers should demonstrate to left-handers on an individual or group basis.

- Left-handed pupils should sit to the left of a right-handed child so that they are not competing for space.
- Pupils should position the paper/book to their left side and slanted, as shown.
- Pencils should not be held too close to the point as this can interrupt pupils' line of vision.
- Extra practice with left-to-right exercises may be necessary before pupils write left-to-right automatically.

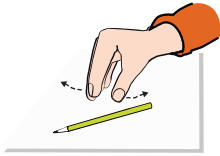


Paper position for left-handed children.

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. We use the Tripod Grip Rhyme:

Right-handed pencil grip



Point away the pencil,



Pinch it near the tip,



Lift it off the table,

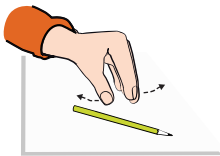


Spin it round...

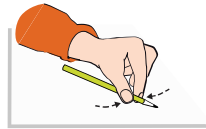


and grip.

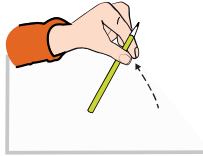
Left-handed pencil grip



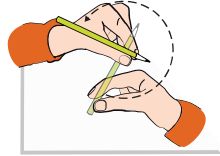
Point away the pencil,



Pinch it near the tip,



Lift it off the table,



Spin it round...



and grip.

Cursive Alphabet

