



Preston Candover CE Primary School



Handwriting Policy

Agreed and adopted: May 2021

Next Review: May 2025

Teaching and Learning Handwriting

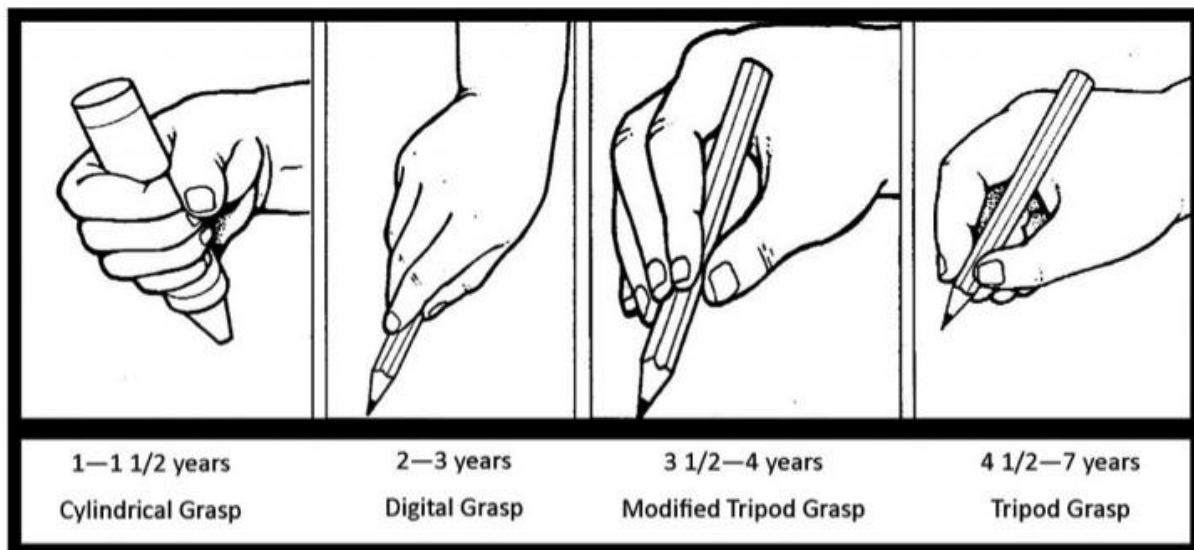
The skill of handwriting needs to be taught. Pupils should eventually develop the ability to produce letters without thinking. An automatic style releases the brain to concentrate on other ideas i.e. spelling, grammar, syntax, style and content. At Preston Candover CE Primary handwriting is taught alongside phonic and spelling knowledge at all stages.

Effective teaching of handwriting can only be achieved through modelling. Teachers and LSA's must demonstrate letter formation and joins regularly and children must practice by carefully copying and repeating. It is important to observe children writing to ensure they are forming letters correctly.

Handwriting Principles

- Handwriting should be taught explicitly, in short, frequent sessions. It should be modelled by the teacher or Learning Support Assistant and then supervised. Children should be self/peer assessing, looking for consistency.
- Where possible, it should be linked to phonic and spelling patterns. This will help with handwriting and with the 'muscle memory' of spellings.
- When ready, pupils should be practising on the lines they are going to use in their writing books.
- High expectations of writing are needed. Children need to repeat work that is not satisfactory.
- High quality presentation in written work reflects the pride with which a child has taken in their work.
- From Y4 children can use a pen when they can demonstrate correct formation of letters, consistent fluidity and correct joins.

Pencil Grip Development



Handwriting in the Foundation Stage

Good handwriting relies on secure motor control and hand-eye coordination. Children in the Foundation Stage should learn handwriting through movement with the actual writing of letters as the ultimate aim. Children will:

- Engage in activities requiring hand-eye coordination.
- Use one-handed tools and equipment.
- Draw lines and circles using gross motor movement.
- Manipulate objects with increasing control.
- Begin to use anticlockwise movement and retrace vertical lines.
- Begin to form recognisable letters.
- Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.

Throughout the Foundation Stage, children need lots of opportunities to develop:

- Physical control through large-scale movement such as outdoor play. Balancing, climbing, marching, moving to music etc.
- Manipulative skills such as using tools, utensils and scissors.
- Fine motor control and hand-eye coordination, through activities such as jigsaws, threading, cutting and manipulating 'small world' equipment.

The National Curriculum English Programmes of Study provide guidance on teaching handwriting:

Year 1 pupils should be taught to:

- 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
- Make links with phonics and spelling

Year 2 pupils should be taught to:

- 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 not joined
- 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

Year 3-4 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 not joined
- Increase the legibility, consistency and quality of their handwriting, e.g. 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.

Year 5-6 pupils should be taught to: Write legibly, fluently, with increasing speed and personal style by:

- Choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters
- Choosing the writing implement that is best suited for a task (e.g. quick notes, letters)

Joined up handwriting style

At Preston Candover CE Primary we introduce joined up handwriting at an early stage of a child's development: from Year 1 upwards. Learning a series of early rhythmical movements can help children with specific learning difficulties improve their fine motor coordination.

Supporting individual children:

- Children should be encouraged to use the correct pencil grip and sit with a good posture.
- Left handed children should sit to the left of right handed children to avoid their writing arms from bumping each other. The angle of the paper depends on the handedness of the pupil. Left-handers should sit with their body and paper at a slant to the right. This enables them to see their pencil tip, prevents them smudging their work with their writing hand and allows the pencil to move more freely. A left-hander may also benefit from holding the pencil higher up. (See appendix at end of document).
- Some children with specific difficulties may benefit from using a sloping surface and special equipment e.g. triangular pencil grip for a short period of time. It is important to use appropriate writing materials at each stage of writing development.
- A sharp pencil is essential for all handwriting activities.
- Fluent and neat writers should move on to pen from Year 4 upwards
- Children need to see good examples of handwriting in classroom displays.
- Key Stage 1 children should practice their handwriting skills in the appropriate handwriting books. When Y2 pupils are ready they can practice in their writing books.
- Key Stage 2 children should practice handwriting skills in writing books, and their handwriting books.

Other Useful Information

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 8mm or 10mm 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. A photocopiable master is included in the

Appendix. For the teaching and practice of handwriting, it may sometimes be helpful to use handwriting exercise books or "handwriting paper" to give further support for the relative heights of parts of the letters; photocopiable masters are included in the Appendix.

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 rewritten. As a school we use corrector pencils in ks1 and purple polishing pens in ks2 to do this. Using double line spacing for work in draft allows the children space to improve their own 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. Children will use the checklist developed by pupils (copy in the appendix) to assess and improve their own work, and achievement of this milestone will be celebrated. Children who achieve fluent, correctly joined handwriting using a fibre tip pen can progress to a fountain pen from home in years 5/6.

Biro is not to be used by children in their written work.

Pencil Sizes and Ink: Year R-Triangular pencils.

Year 1/2- Year 3: HB yellow and black pencils. Pencil grips available

Year 4- Year 5: HB pencil and yellow Berol handwriting pen.

Year 6: Yellow handwriting pen or pen from home, fountain pen etc.

KS1 writing paper

This is a sheet of writing paper for KS1. At the top, there is a header section defined by two parallel lines. Below this header, there are 15 horizontal lines for writing, arranged in groups of three lines per row, with one blank row between each group. The lines are solid black and extend across the width of the page.

Year 3 have been looking at what makes handwriting 'good'.
We made this checklist to help us

Good handwriting...

...is readable!

...has careful clear letters.

...sits on the line.

...starts at the margin.

...has a finger space between each word.

...has the same letters the same height.

...is not too **big**, and not too small.

...is joined up!

Year 4 have been looking at what makes handwriting 'even better'. We made this checklist to help us

Even better handwriting...

...has all the letters the same regular size

...has the ascenders and descenders clearly distinguished

...has all the correct joins

...is consistent.

Year 5 have been looking at what makes handwriting 'beautiful'. We made this checklist to help us

Beautiful handwriting....

...is fluent

...has ascenders and descenders parallel to each other

...has a personal style and is stunning to look at

...gives displayed work the "wow" factor.
