

Handwriting Policy
Updated 2020

Wallsend Jubilee Primary School Handwriting Policy

Aim

At Wallsend Jubilee Primary School, joined up handwriting is taught with a sequential and progressive approach. Children are introduced to this style from early years as it is considered to be the most natural development of children's earliest attempts at writing. Teachers and T/As are expected to model the handwriting style.

Handwriting is a taught skill and it is important that teachers are seen to put a high value on teaching and sustaining good handwriting. We believe that children's self-esteem and pride in their work can be raised by good quality presentation.

Our aim in this policy is to teach children correct letter formation, joining and good handwriting habits, so that they can write fluently and legibly and by the end of KS2 to begin to develop a distinctive style.

Each aim is considered equally important:

- To teach children to write with a flowing hand which is legible, swift and pleasant to look at.
- To enable children to develop their own style of handwriting as they progress through Key Stage 2.
- To support the development of correct spelling and to aid in the elimination of letter reversals by the learning of word patterns and the correct joining of letters.
- To ensure that children of differing abilities are provided with appropriate and achievable goals.
- To assist children in taking pride with the presentation of their work.
- To teach correct letter formation through Read Write Inc scheme
- To appreciate handwriting as an art form.

To display excellent examples of handwriting in every classroom and around the school.

Teaching and Organisation

We seek to fulfil the requirements of the National Curriculum of 2014. Planning is based on objectives taken from these frameworks, which ensures a progressive structure. In their short term planning teachers outline specific objectives for groups of children and individuals in order to ensure progress.

We use Read Write Inc scheme to teach letter formation then 'Letterjoin' Cursive handwriting scheme throughout school, thus ensuring there is a continuity and progression across classes.

Handwriting is taught regularly and at least 3 times per week as a class and / or group lesson in all year groups. Teachers use 'Letterjoin' resources.

During lessons we ensure that children sit, position their paper / book and hold their pen/pencil correctly using their other hand to hold their work firmly. Chair height is checked to ensure it is correct.

It is important that in the early years and at key stage 1 children are observed closely during the lesson to ensure that letter formation is correct.

In addition to specific handwriting lessons children are expected to apply their learning in their exercise books and to show care for the presentation of their work. Regular opportunities for children to produce presentation work are also planned, for example in topic books or for display.

It is important for teachers to set a good example to children by modelling good handwriting when writing on the board, IWB or when marking children's books. Teachers strive to model the letter join cursive style and use the appropriate joins, demonstrating the fluency and legibility of the style. Children are expected to show care for their work-books, present their work with care, date work, underline where necessary and not make any marks on the covers

Statutory Requirements of the National Curriculum

Handwriting Pupils should be taught to:

Year 1

- 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

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 unjoined
- 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 unjoined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes 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 and with increasing speed by:
- 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.

SCHEME OF WORK

The scheme of work is based on the '**Letterjoin**' program. This sets out a programme of work for the whole school. Teachers encourage individual children to move to the next stage when they are ready. Those children who are forming letters clearly with the correct flicks will begin to learn how to join their letters as soon as possible.

Continuity and Progression

Across the Early Years Foundation Stage

Children will have:

Opportunities to watch adults writing and for children to write for themselves. Attempt writing for various purposes using features of different forms such as lists, stories and instructions.

Write their own names and other writing forms such as labels and captions and begin to form simple sentences, sometimes using punctuation.

Use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words.

Use a pencil and hold it effectively to form recognisable letters and numbers, most of which are correctly formed.

By the end of Foundation Stage/Reception

By the end of Reception year children will have been introduced to:

- a comfortable and efficient pencil grip
- producing a controlled line which supports letter formation
- writing letters using the correct sequence of movements using Read Write Inc rhymes
- pattern-making and letter/number formation in various media

YEAR 1

Term 1: Develop a comfortable and efficient pencil grip. To form lower case letters and capital letters correctly.

Term 2: To practise handwriting in conjunction with spelling and independent writing, ensuring correct letter orientation, formation and proportion. If ready children to start practising cursive letter formation.

Term 3: To practise cursive letter formation all letters starting from the line.

YEAR 2

Term 1: To practise handwriting patterns from Year 1.

To begin using and practising the four basic handwriting joins:

diagonal joins to letters without ascenders, e.g. ai, ar, un

horizontal joins to letters without ascenders, e.g. ou, vi, wi

diagonal joins to letters with ascenders, e.g. ab, ul, it

horizontal joins to letters with ascenders, e.g. ol, wh, ot

Term 2: To practise handwriting patterns from Year 1.

To practise handwriting in conjunction with the phonic and spelling patterns.

To use and practise the four basic handwriting joins:

diagonal joins to letters without ascenders, e.g. ai, ar, un

horizontal joins to letters without ascenders, e.g. ou, vi, wi

diagonal joins to letters with ascenders, e.g. ab, ul, it

horizontal joins to letters with ascenders, e.g. ol, wh, ot

Term 3: To use the four basic handwriting joins with confidence and use these in independent writing:

diagonal joins to letters without ascenders, e.g. ai, ar, un

horizontal joins to letters without ascenders, e.g. ou, vi, wi

diagonal joins to letters with ascenders, e.g. ab, ul, it

horizontal joins to letters with ascenders, e.g. ol, wh, ot

YEAR 3

Term 1: To practise correct formation of basic joins from Year 2:

diagonal joins to letters without ascenders, e.g. ai, ar, un

horizontal joins to letters without ascenders, e.g. ou, vi, wi

diagonal joins to letters with ascenders, e.g. ab, ul, it

horizontal joins to letters with ascenders, e.g. ol, wh, ot

To ensure consistency in size and proportions of letters and the spacing between letters and words.

- Term 2: To practise correct formation of basic joins from the use of the four basic handwriting joins from Year 2:
diagonal joins to letters without ascenders, e.g. ai, ar, un
horizontal joins to letters without ascenders, e.g. ou, vi, wi
diagonal joins to letters with ascenders, e.g. ab, ul, it
horizontal joins to letters with ascenders, e.g. ol, wh, ot
To ensure consistency in size and proportions of letters and the spacing between letters and words.
To build up handwriting speed, fluency and legibility through practice.
- Term 3: To practise correct formation of basic joins from the use of the four basic handwriting joins from Year 2 and use these in independent writing:
diagonal joins to letters without ascenders, e.g. ai, ar, un
horizontal joins to letters without ascenders, e.g. ou, vi, wi
diagonal joins to letters with ascenders, e.g. ab, ul, it
horizontal joins to letters with ascenders, e.g. ol, wh, ot
To ensure consistency in size and proportions of letters and the spacing between letters and words.
To build up handwriting speed, fluency and legibility through practice.

YEAR 4

- Term 1: To use joined handwriting for all writing except where other special forms are required.
To know when to use:
a clear neat hand for finished, presented work;
informal writing for rough drafting etc.
To ensure consistency in size and proportions of letters and spacing between letters and words.
- Term 2: To use joined handwriting for all writing except where other special forms are required.
To build up speed, particularly for notes, drafts, lists etc.
To know when to use:
a clear neat hand for finished, presented work;
informal writing for rough drafting etc.
To ensure consistency in size and proportions of letters and spacing between letters and words.
- Term 3: To build up speed and ensure consistency in size and proportions of letters and spacing between letters and words.
To use a range of presentational skills, e.g.:
print script for captions, sub-headings and labels;
capital letters for posters, title plates, headings;
a range of computer-generated fonts and point sizes.

Year 5 /6

TO USE FLUENT JOINED UP HANDWRITING FOR ALL WRITING EXCEPT WHERE OTHER SPECIAL FORMS ARE REQUIRED

Equal Opportunities:

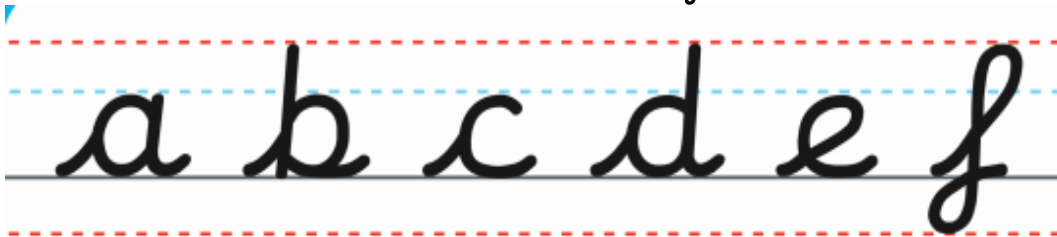
Equality of opportunity is a high priority and reference to the School's Equal Opportunity and Racial Equality Policies will provide examples of how this is achieved.

Inclusion:

More able children and children with Special Educational Needs are supported in their Handwriting work, with reference to I.E.Ps. Teachers will put in place suitable interventions for children who are underachieving or require further challenge.

Monitoring and Evaluation

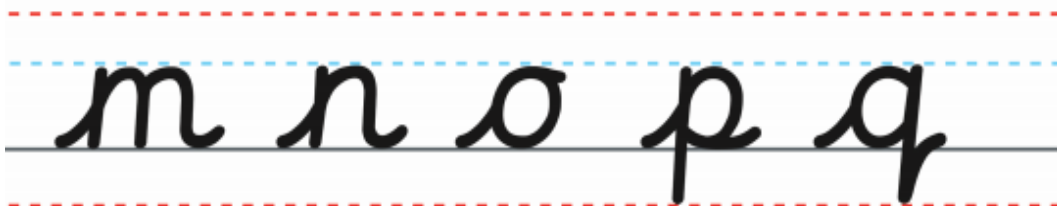
It is the role of the English subject leader to monitor the teaching and learning of handwriting throughout the school. This is done through regular work sampling, analysis of assessment pieces and lesson observations. Feedback from this monitoring is used to inform staff of necessary developments in order to raise standards. Monitoring is supported by the Head-teacher and SLT.

Our basic cursive letter formation

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