



WHOBERLEY HALL
PRIMARY SCHOOL

Handwriting Policy

Implemented by school: Autumn 2024

Review by: Autumn 2025

Believing  **Achieving**  **Learning for Life**

Aims

- To develop legible and neat handwriting.
- Where appropriate to teach cursive handwriting to meet the needs of our children.
- To encourage children to develop a sense of pride in their writing, enabling them to present work neatly for an audience.

Objectives

For every child.....

- To be able to hold a pencil in a comfortable and correct manner
- To be able to correctly form lower and upper case letters
- To know how to position themselves correctly, and their paper or book, according to whether they are RH or LH
- To be able to write letters and words showing regularity of spacing
- To develop an ability to join letters in words by building upon their knowledge of letter formation
- To develop an individual style of handwriting
- To write with speed, precision and legibility

Curriculum Organisation

- Handwriting is taught based on an approach which stresses a 'running hand' and links easily into cursive writing. The style taught is in line with the Collins' Scheme.
- Handwriting is taught as a separate component within the English curriculum. Equal status is given to the development of motor skills, use of pattern strokes and letter formation throughout the school.
- Children are reminded as to what is expected of them (see Appendix)
- Handwriting skills are developed cumulatively throughout the school dependent on a child's needs.

Teaching and Learning of Handwriting

- It is important that children are shown the correct demonstration of how letters and joins are formed.
- Lessons follow a 'demonstrate, practise, review' cycle
- Effective assessment can only be made by observing pupils whilst they are writing as the finished article can look neat but be full of incorrectly formed letters. Teachers must be mobile in order rectify incorrect

formations, joins etc as they occur.

- Teachers must role model the style of writing adopted by the school (Collins). If we expect high standards from our children, staff must ensure that this is what the children are exposed to on white boards.
- Children practise handwriting skills on a regular basis. Teaching takes place individually, in small groups (as an intervention) or as a class, dependent upon the needs and age of the children.
- Feet should be flat on the floor and RH children should have paper tilted (left hand side) downwards towards their body for comfort
- Examples of the expected standard of handwriting for the **end** of each year group can be seen in the Appendix.
- Children will use a pencil for all writing.
- Children who consistently produce neat and legible writing will be rewarded with a pen license and use a pen when writing in their books. This will be awarded in assembly.

Expected coverage within each year group

Nursery

The focus will be on providing a range of activities that will enable the children to develop both gross and fine motor skills in readiness for formal writing.

Examples of these activities will include...

- Whole body and limb movements to trace out patterns and letters
- Multi-sensory methods and materials (sandpaper, fur etc)
- Tracing in the air with big sweeping movements
- Writing patterns, tracing them and making their own
- Using paint and cornflour paste to write letters and numbers
- Use templates to draw around
- Tracing activities
- Writing words, letters and numbers from a copy
- Forming letters in their own name

The children will be encouraged to hold a pencil correctly in order that mark making is effective.

Reception

Reception continue and extend the range of activities from Nursery. The majority of children will...

- Be introduced to formal letter formation through their phonics work and therefore follow the order as introduced in Little Wandle
- Have the correct pencil grip reinforced
- Be taught to print letters with 'flicks' ready for the cursive style

Year 1

The majority of children will....

- Be able to recognise and name individual letters
- Create curly caterpillar letters: c, a, o, d, g, q, e, s, f
- Create zig zag monster letters: v, w, x, z
- Create long, tall ladder letters: l, i, t, u, j, y
- Create one-armed robot letters: (these all start like a down letter but then go up and over in an r shape) r, b, n, h, m, k
- Form the numbers 0-9 correctly
- Learning to start letters 'on the line'
- Taught to use finger spaces between words
- Taught to write capital letters
- Begin to develop speed and stamina in their writing

During the Autumn term, non-cursive single letters are reinforced. In the Spring term, for those children who are ready, precursive, single letters are introduced. In the Summer term, practising precursive single letters is encouraged for all children dependent upon ability.

Year 2

As children progress through the school, the difference in the rate at which they develop will become more obvious. As the children consistently form letters accurately in print, the teacher will begin to introduce joined handwriting. Children will

- Reduce the size of any lines for their writing impacting on the size of their writing
- Practise writing at speed
- Form ascenders and descenders consistently and correctly
- Begin writing 'on the line'
- Form and use the following letter joins:

○ sh, ch, wh, th

○ bl, cl, gl

○ cr, dr, tr

○ sm, sn, sp

○ cl, sl

Year 3

The majority of children will....

- Continue to develop joined handwriting
- Further develop writing speed and stamina
- Produce writing which sits on the line most of the time

Year 4

The majority of children will write with.....

- Joined handwriting most of the time
- Ascenders and descenders consistently sized and on the line
- Automaticity (not having to think about formation and joins)

Years 5 and 6

By the time the children reach Upper Phase it is expected that they will have the skills to join their writing with accuracy. Focus will therefore be on encouraging the children to develop their own neat and legible cursive style.

Provision for the Left Hander

- Children should always sit on the left of RH children to optimise space
- Find a comfortable orientation of the paper - usually slightly left of centre to their body and tilted upward
- Formation needs to be modelled to LH children on an individual/small group basis
- Pencils should not be sharp as LH children 'push' the pencil across the paper and a sharp pencil can impede the flow of writing.

Provision for Special Educational Needs

- Appropriate intervention will be provided.
- Additional advice and support can be sought from the SENCOs
- Access to a range of writing tools including triangular pencils, grips etc.

Children with special needs tend to find cursive handwriting useful as words are seen as a whole and the writing tool remains on the page for the majority of a word.

Advice to Parents

Parents are advised as to the style of handwriting used in school and are provided with a copy of the lower case formation during their child's time in Foundation Stage.