



Anns Grove Primary School Handwriting Policy

Handwriting in the classroom

The skill of handwriting needs to be taught. It is not a natural skill that will grow and develop like speaking or walking. Handwriting is a motor activity. A movement stored in the body rather than in the conscious memory. Our hands and fingers control the movements involved in handwriting. It is in our hands that the kinaesthetic memory lies. This controls the direction and shape of each letter.

An effective handwriting policy is based on a style that is quick and easy to learn. It should be neat, legible and fast. 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.

Teaching

At Anns Grove Primary we use guidelines set out by The National Handwriting Association, Read Write Inc and Sheffield Cursive Handwriting Scheme to support our teaching of handwriting. Handwriting should be taught alongside phonic and spelling knowledge at all stages.

Effective teaching of handwriting can only be achieved through modelling. Teachers 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, then supervised.
- Children should be self/peer assessing, looking for consistency and 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
- From Y3, children can gain a 'pen licence' for correct formation of letters, consistent fluidity and correct joins. In Year 6 all pupils receive a pen in preparation for secondary school. Children will still work towards a 'pen license' if they haven't achieved this yet.
- Teachers need to model good handwriting at all times, e.g. when writing on the whiteboard and when marking books.

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 and moving to music.
- Manipulative skills such as using tools, cooking utensils and scissors.
- Fine motor control and hand-eye coordination, through activities such as jigsaws, threading, cutting and manipulating 'small world' equipment.
- The key movements underpinning letter formation should be introduced through large-scale movements, from the shoulder.
- In the earliest stages children should make the movements symmetrically using both arms.

- Once the movement is firmly established in kinaesthetic memory, it can be reduced in scale using activities such as sky writing, using sticks in sand etc. and then reduced further in art activities using felt tip pens, crayons and chubby pencils.

Reception

- Pre-writing stage- patterning
- Individual letter formation
- Word formation based on letter groups

Letter Formation

- Children will be taught using the Read Write Inc rhymes to form lower case letters from foundation stage onwards
- Once children are ready to join letters, children will be taught to join using a cursive style (see appendix two)
- There will be no joining 'instroke' to begin words
- Joins will be diagonal and straight
- Capital letters will not be joined

KS1/Lower KS2 During sessions, adults will:

- Build on pattern drawing work (see appendix three)
- Continue to develop gross motor movements with activities such as throwing, catching, cutting etc
- Use the Read Write Inc rhymes to support letter development, with the addition of the word 'and' to represent the diagonal join for those who are ready
- Teach letter in families so that children are able to reinforce certain movements and motions in handwriting (see appendix four)
- As per our teaching and learning policy, handwriting sessions will be taught using 'teach and do'. The adult leading the session will model the pattern/join or word being practiced either on a smartboard,

whiteboard, underneath a visualizer or on a child's paper and then the child will replicate this.

KS2 Handwriting sessions will continue to build on previous skills, use teach and do and will reinforce the 'S Rules':

- Size – ensure letters are of a consistent size, with capital letters being larger than lower case
- Shape – letters are the correct shape and formed accurately
- Sitting – letters are sitting on the line provided
- Spacing – letters are appropriately spaced and not squashed together or overly far apart - Slant – letters are either all upright or all slanted in a particular direction, based on preference, not mixed
- Sequence/String – the joins allow the letters to be a sequence rather than just strings of letters joined and unjoined
- Speed – because the children are sequencing their letters and joining accurately, the pace of writing should increase. Overly slow writing causes difficulties with all of the above. Speed can also be hindered if children are having to copy large, unfamiliar words from a board.

These S rules can be checked by an adult or for purposes of self-assessment and improvement for older children

EYFS to Year 6 progression

The National Curriculum English Programmes of Study provide guidance on teaching handwriting. Teachers should use this progression to plan accordingly for pupils in their class and for children who require additional support/extension in handwriting activities.

Foundation	Year 1 and 2	Years 3 and 4	Years 5 and 6
<ul style="list-style-type: none"> - Develop gross motor control - Develop fine motor control - Use a range of mark making tools such as pencils, pens and crayons, with confidence and enjoyment - Develop a language to talk about shapes and movements - Most letters are correctly formed and orientated 	<ul style="list-style-type: none"> - Develop gross & fine motor control - Develop fine motor control - Use a range of mark making tools such as pencils, pens and crayons, with confidence and enjoyment. - Start pre- cursive handwriting. - 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. - Use spacing between words that reflects the size of the letters. - 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 - Upper and lower case letters are accurately produced in one style and used consistently 	<ul style="list-style-type: none"> - Children will be introduced to pen-personalised provision per child - Opportunities for developing fine motor skills. - 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, e.g. 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. 	<ul style="list-style-type: none"> - 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) - Year 6 all pupils will write in (red) handwriting pen.

Inclusion

Anns Grove Primary will endeavour to make handwriting an inclusive experience for all. Resources to support the development of handwriting skills can also be employed (pencil grips, cushions, slanted desk surfaces, coloured lines guides etc).

For left handed writers, we will ensure:

- Paper is always positioned to the far right for left-handed pupils and slanted to suit their individual needs.
- Left-handed pupils are always seated to the left of a right-handed pupil in order to avoid competition for space.
- Left-handed pupils are given additional supervision and practise time to ensure they are making the same progress as other pupils.
- Left-handed pupils will be encouraged to keep their hand below the line which they are writing on

Pupils with physical disabilities

- Additional support for development of gross and fine motor skills will be implemented
- Additional resources, such as pencil grips, slanted cushions, coloured line guides, etc will be used to support handwriting development
- Advice from the Occupational Therapist will be sought if necessary

Celebrating Handwriting

A high emphasis is placed upon high standards of presentation at Anns Grove Primary School. Children are encouraged to have neat presentation in all books. Teachers make the presentation of books a high priority and encourage children to take pride in their work. Because of this, achievement and progress in handwriting is celebrated. Pen licence certificates and Anns Grove's pens will be presented during an assembly and a text will be sent to parents to celebrate this achievement. Excellent examples of handwriting will be displayed within classrooms in a way that each teacher feels appropriate. Regular handwriting competitions and challenges will be used to raise the profile and encourage handwriting practice.