

Riversdale Primary School

"A nurturing, ambitious and values led school."

Handwriting Policy

Date: 15th October 2024

Review Date: 14th October 2027



*"Writing is the painting of the voice."
Voltaire*

*Article 28:
You have the right to education.*

*Article 29:
You have the right to education which develops your personality, respect for other's rights and the environment.*

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

OBJECTIVE

Handwriting is a basic skill that influences the quality of work throughout the curriculum. By the end of Key Stage 2 all pupils should have the ability to produce fluent, legible and, eventually, speedy joined-up handwriting, and to understand the different forms of handwriting used for different purposes.

Our intention is to make handwriting an automatic process that does not interfere with creative and mental thinking.

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

All teaching staff are encouraged to model the printed or cursive style of handwriting chosen for each year group in our school 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 regularly and systematically to ensure Key Stage targets are met.

PENS & PENCILS

Children will start handwriting using a soft pencil. When fine motor skills have been established a handwriting pen can be used. More competent pupils can use a ballpoint pen.

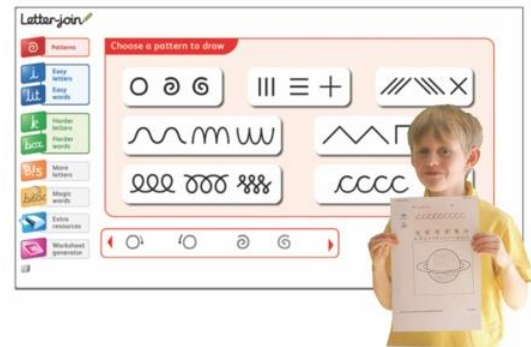
INCLUSION

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.

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, whiteboards, sensory trays, iPads, tablets, etc.
- becoming familiar with letter shapes, their sounds, formation and vocabulary,
- correct sitting position and pencil grip for handwriting.



Module 1 Cursive: Early Years teaches pre-cursive patterns and cursive, lower case letters. It starts with 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 cursive, lowercase letters of the alphabet and write words using the correct joining techniques.



KEY STAGE 1: YEARS 1 AND 2

Teaching progresses from five short, to three longer lessons per week:

- continuing with gross and fine motor skills exercises,
- strengthening handwriting, learning and practice,
- numerals, capitals and printed letters; where and when to use, learning and practice,
- KS1 SATs SPaG exercises.

Module 2 Cursive: Year 1 contains lessons for teaching how to write capital letters, printed letters, numbers and symbols, whilst reinforcing cursive handwriting using Letter-join's on-line and printed resources.

It is divided into three sections covering:

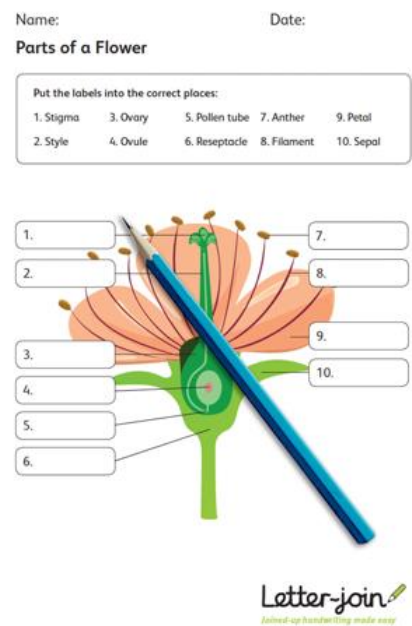
- warm-ups, letter families and capital letters,
- printed letters,
- numbers and symbols.

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.

Module 3 Cursive: Year 2 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 in this module cover:

- letter families,
- high frequency words,
- joining techniques,
- sequencing sentences,
- dictation exercises,
- times table facts,



- SPaG practice for KS1 SATs.

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 at least twice a week in Lower Key Stage 2.

Lesson Planner Module 4 for Year 3 is targeted at children in lower KS2 where pupils should be using a cursive style throughout their independent writing in all subjects, helping to refine their handwriting in line with the requirements of each lesson. This module covers topics such as dictation, double letters, number vocabulary, palindromes, tongue twisters, MFL (French and Spanish), onomatopoeia, simile and statutory spellings.



Completion of Module 4 should ensure improvement in the legibility, consistency and quality of the children's handwriting through a variety of resources which link handwriting to other areas of the curriculum.

EXAMPLE

Word of the Week: precocious

Write the week's word in cursive.

precocious precocious precocious
precocious precocious precocious

Use a dictionary to find the definition of this week's word.

If something is precocious, it is not safe and likely to fall off or fall over.

Write some synonyms of this week's word.

insecure risky hazardous
treacherous unsafe dangerous

Write some antonyms of this week's word.

safe fixed strong
secure protected stable

Write a sentence using this week's word.

The cat was in a precocious position in the tree.
Because the cliff edge is precocious.
Take care on that precocious old ladder.
The stranded climber was in a precocious situation.

Letter-join

Lesson Planner Module 5 for Year 4 focuses on using handwriting practice to support other subjects in the curriculum and, at the same time, builds on fluency and consistency. This module aims to promote meaningful links with other subjects such as English, maths, science, geography, French and Spanish. 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 two weekly lessons:

- 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.

Lesson Planner Module 6 for Year 5 continues to build on combining fluent handwriting with other subjects across the curriculum.

Dictation Exercises

Key Stage 2
More challenging exercises

4 small octonomas
29.10.2003

My birthplace is Scotland but at seven I moved...

A shopping list, complex numbers and a longer written passage.

Key Stage 2
Traditional stories and poems.

Hansel and Gretel

Suddenly the door opened, and an old woman came out.

Dictation exercises using extracts from traditional stories and poems.



In this module, learners will have plenty of opportunity to develop the stamina and skills to write at length, with accurate spelling and punctuation. With Letter-join's wide range of resources they will be able to work towards producing consistently neat and well-presented handwriting in all curriculum subjects.

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

Lesson Planner Module 7 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. Challenging dictation exercises will refine pupils' revising and checking skills as well as boosting their handwriting speed, stamina and fluency. A range of curriculum-based worksheets will give pupils the opportunity to practise writing at length.

Module 7 also contains a series of worksheets to aid KS2 SATs SPaG revision. They are designed to support year 6 pupils in meeting expected standards for spelling, punctuation and grammar, with lots of SPaG preparation and plenty of handwriting practice.

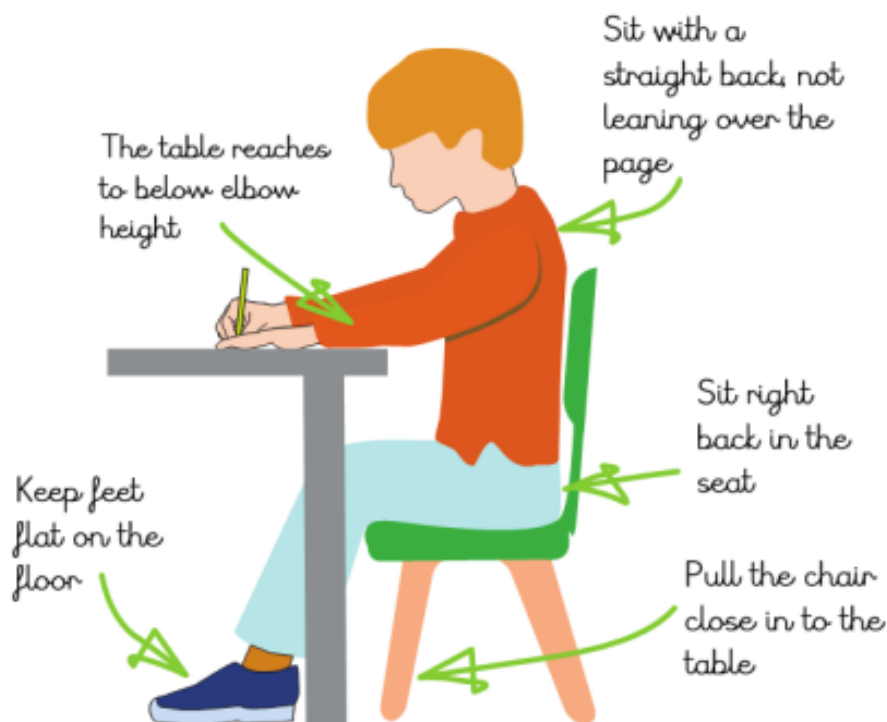
By the end of this module, children should be able to adapt their handwriting for a range of tasks and purposes and to create different effects. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes, a final handwritten version, an un-joined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



CORRECT POSTURE AND PENCIL GRIP FOR HANDWRITING

Sitting Position

Pupils should be taught to sit correctly at a table, holding a pencil comfortably and correctly.

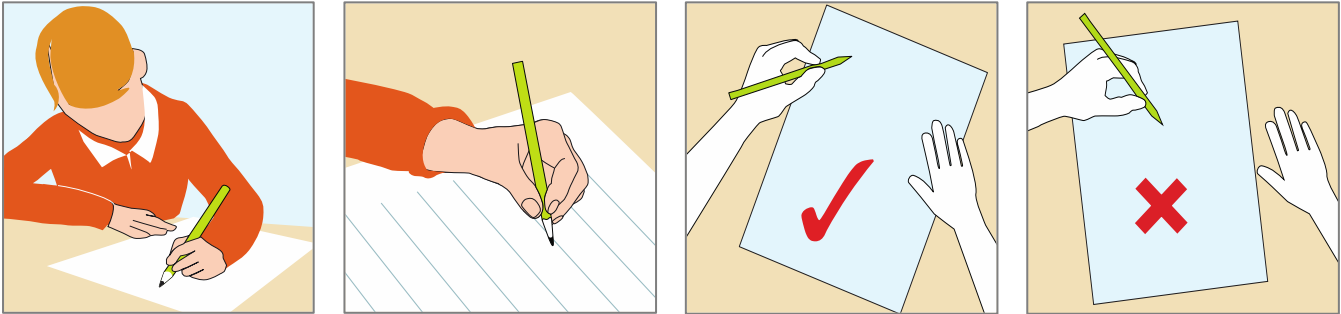


Remember: Left handed pupils, sit on the left

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.

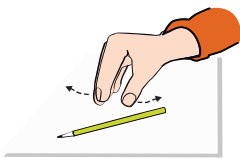
- Left-handed pupils should sit to the left of a right-handed child so that they are not competing for space.
- Pupils should position the paper/book to their left side and slanted, as shown.
- Pencils should not be held too close to the point as this can interrupt a pupils' line of vision.
- Extra practice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



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:



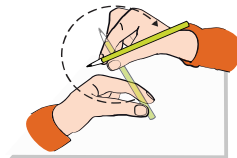
Point away the pencil,



pinch it near the tip,



lift it off the table,

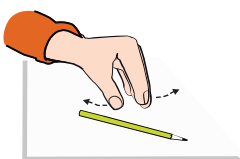


spin it round...



and grip.

Left-handed pencil grip:



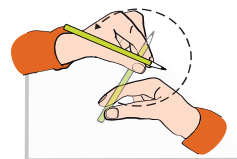
Point away the pencil,



pinch it near the tip,



lift it off the table,



spin it round...



and grip.

ROLES AND RESPONSIBILITIES

Governors

- Ensuring a broad and balanced handwriting curriculum is implemented in the school.
- Ensuring the school's handwriting curriculum is accessible to all pupils.

Headteacher/Deputy Headteacher (Quality of Education)

- The overall implementation of this policy.
- Ensuring the school's handwriting curriculum is implemented consistently.
- Ensuring appropriate resources are allocated to the handwriting curriculum.
- Ensuring all pupils are appropriately supported.
- Appointing a member of staff to lead on the school's approach to teaching handwriting.

Subject Leader

- Preparing policy documents, curriculum plans and schemes of work for handwriting.
- Reviewing changes to the national curriculum and advising on their implementation.
- Monitoring the learning and teaching of handwriting, providing support for staff where necessary.
- Organising the sourcing of and deployment of resources and carrying out an annual audit of all handwriting resources.
- Advising on the contribution of handwriting to other curriculum areas.
- Keeping up to date with developments in handwriting education, passing this on to other members of staff. This could include leading staff meetings and providing staff members with the appropriate training, working alongside colleagues etc...
- Monitoring and evaluating progress in handwriting and liaising with senior management on any action necessary.
- Liaising with appropriate bodies e.g. other primary schools and secondary schools, governors, the LA etc. concerning matters relating to handwriting.

Teacher

- Acting in accordance with this policy.
- Liaising with the handwriting lead about key topics, resources and supporting individual pupils.
- Ensuring that all relevant statutory content is covered within the school year.
- Monitoring the progress of pupils in their class and reporting this on an annual basis to parents.
- Reporting any concerns regarding the teaching of the subject to the handwriting lead or a member of the SLT.
- Undertaking any training that is necessary to teach the subject effectively.

MONITORING & REVIEW

This policy is monitored and reviewed by the handwriting subject leader.

This policy will be reviewed at least every three years.