



Handwriting Policy

Policy drafted by:	Mrs Gooderson
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Weston Primary School Handwriting Policy

Aim

At Weston Primary School, joined up handwriting is taught with a sequential and progressive approach. Children are introduced to a pre-cursive 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 joined 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 cursive handwriting as they progress through upper 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 the correct pen grip.
- To teach correct letter formation.
- To appreciate handwriting as an art form.
- To display excellent examples of handwriting in every classroom and around the school.

Cursive writing from the start - pros

- Traditionally, children have learnt to print letters when they first start writing, then they have to learn a new style of handwriting when the time comes to move on to joined writing. If cursive writing is taught from the start, only one style is needed throughout their primary years and beyond.
- Letters are produced in a flowing movement, which helps the development of a physical memory of how each letter is written.
- Letters all start in the correct place and flow from left to right, which reduces the likelihood of reversal mix-ups such as b/d and p/q.
- Because of the smooth flow, writing soon becomes quicker and easier.
- There is no messy transition stage when children move from print to a joined style.
- A cursive style of handwriting is recommended by the [British Dyslexia Association](#).

Cursive writing - cons

- Letters written in cursive style can look quite different from printed letters in books.

- In the early stages, writing can look messy as the movements are slightly more complex than print-style letters.

(<https://www.cursivewriting.org/>)

Teaching and Organisation

In Weston school, all classes follow the Cambridge University 'Pen Pal' scheme for handwriting, please visit their website for more information.

<https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-primary/cambridge-primary/resource-list/cambridge-primary-english/cup-penpals-for-handwriting/>
(Other resources to support are on: Twinkl, <https://www.cursivewriting.org/>)

Handwriting is taught regularly, (**daily during the autumn term and for children needing extra support**), and at least weekly, as a class. Teachers use the Pen Pals resources (each class will have enough 1:2 booklets) which include photocopied sheets and interactive whiteboard resources in KS1 and KS2.

During lessons staff ensure that children sit, position their paper/book and hold their pen/pencil correctly using their other hand to hold their work firmly. This will be reinforced throughout their early years' experiences and we will ask parents to support correct pen grip at home, (see *page 4/fig.1*). Chair height is checked to ensure it is correct.

It is imperative that left handed and right handed children are seated accordingly.

It is important that in the early years and at key stage 1, children are observed closely during their lessons to ensure that letter formation is correct and that they are using the correct pen grip.

Pupils are encouraged to have a tripod grip on the pencil.

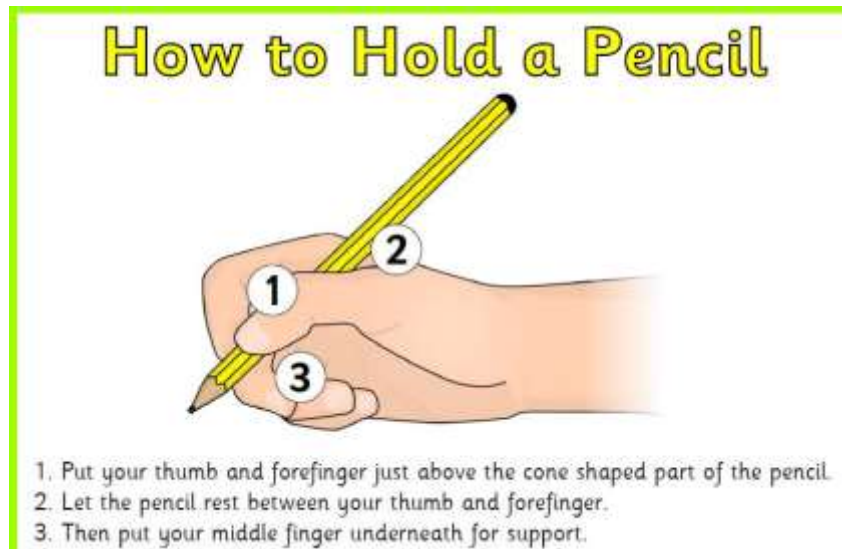
This is modelled initially to children as;

- Lay pencil down with point facing towards you.
- Pick it up between thumb and 1st finger.
- Flip it back/over.

Position of fingers is explained using;

- Mummy and daddy in the front of the car, with the children in the back/behind.
- Meaning thumb and forefinger can be seen at the front holding the pencil and all the other fingers are tucked behind (pencil therefore rests against side of middle finger).

Fig.1



In addition to specific handwriting lessons, completed in their English books, children are expected to apply their learning in all their other exercise books and to show care for the presentation of their work.

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

NATIONAL CURRICULUM REQUIREMENTS:-

The recommendations of the 2014 curriculum are as follows:

EYFS Recommendations:

In order that children eventually acquire a legible, fluent and fast handwriting style, they need to develop early skills including:

- good gross and fine motor control
- a recognition of pattern
- a language to talk about shapes and movements
- the main handwriting movements involved in the three basic letter shapes as exemplified by: l, c, r.

(*Gross motor control* is the term used to describe the development of controlled movements of the whole body, or limbs (arms or legs). Of particular importance in relation to handwriting is the development of *good posture and balance*. Activities such as dance, **football, use of small**

apparatus, cycling, gripping climbing frames and building with large-scale construction kits all develop gross motor control.

Fine motor control is the term used to describe smaller movements, usually of the hand and fingers (or of the feet and toes for children who communicate using touch sensitive pads with their feet). Fine motor control is best developed through activities which involve small-scale movements. Until children have gained reasonable fine motor control through art, mark making and other activities, formal handwriting worksheets are not appropriate.)

Many early years practitioners find that boys develop fine motor control more slowly than girls.

ELG10 – Writing

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Year 1 Recommendations:

- ✓ sits correctly at a table, **holding a pencil comfortably and correctly**
- ✓ begins to form lower-case **letters in the correct direction, starting and finishing in the right place** i.e. middle or top, with a flick on the end
- ✓ forms capital letters
- ✓ forms digits 0-9
- ✓ understands which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways)
- ✓ **makes distinctions in most writing between ascenders and descenders and other 'between the line' letters**
- ✓ clearly distinguishes between similar looking letters, e.g. *h/n, a/g, a/e etc*

Year 2 Recommendations:

- ✓ **forms lower-case letters of the correct orientation and size relative to one another**
- ✓ **has begun to use some of the diagonal and horizontal strokes needed to join letters and understands which letters, when adjacent to one another, are best left unjoined**
- ✓ **writes capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters**
- ✓ **uses spacing between words that reflects the size of the letters**
- ✓ starts writing at the middle or top of letters and leaves the end ready to join later, e.g. with a flick, sometimes joining

Year 3 Recommendations:

- ✓ beginning to use the diagonal and horizontal strokes that are needed to join letters and understands which letters, when adjacent to one another, are best left unjoined
- ✓ increases the legibility, consistency and quality of 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 4 Recommendations:

- ✓ securing the use of the diagonal and horizontal strokes that are needed to join letters and understands which letters, when adjacent to one another, are best left unjoined
- ✓ increases the legibility, consistency and quality of 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 Recommendations:

- ✓ **writes 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, *e.g. using unjoined script for captions, diagram labels, headings in non-fiction, slogans in posters, filling in a form, in algebra*
- ✓ choosing the writing implement that is best suited for a task

Year 6 Recommendations:

- ✓ writes 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, *e.g. using unjoined script for captions, diagram labels, headings in non-fiction, slogans in posters, filling in a form, in algebra*
- ✓ choosing the writing implement that is best suited for a task
- ✓ makes appropriate choices in presenting information and ideas on paper and when using ICT; uses presentational features (*e.g. bullet lists, headings/subheadings, diagrams, graphs, captions*) to organise information and to aid understanding

SCHEME OF WORK

In Weston school, we follow the [Cambridge University 'Pen Pal'](https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-primary/cambridge-primary/resource-list/cambridge-primary-english/cup-penpals-for-handwriting/) scheme for handwriting, please visit their website for more information.

<https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-primary/cambridge-primary/resource-list/cambridge-primary-english/cup-penpals-for-handwriting/>

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. Joining patterns begin in Reception as a preparation for the flow of joining letters in words.

Early Years Foundation Stage

During their Nursery and Reception years in Weston school, the children are given a wide range of opportunities to develop an understanding that writing conveys meaning, e.g. books, storytelling, signs, labels etc. Opportunities for mark making will be readily accessible both inside and in the outside areas.

Children will experience a wide range of handwriting-related skills: e.g. letter and number formation in sand trays, through tracing, use of ribbons, with chalk, felt tips, pencils, crayons, writing over and under teacher models in various forms, word building with magnetic letters and pattern making in various media. They will also use malleable materials to strengthen pen hold for sustained writing.

For those children that are ready for handwriting practice, large pencils can be used in conjunction with lined/unlined paper. Pencil grips for correction of pencil hold are also used where appropriate. As an introduction to the Pen Pals style of handwriting, patterns are practised with wide-lined paper and thinner pencils being introduced where appropriate.

Teachers model correct letter formation and children practise this alongside their letters and sounds/phonic programme. Correction of letter formation takes place on an individual basis. Children practise name writing in non-joined style but using a pre-cursive script.

The correct letter formation and letter starting points will be on display prominently in each classroom.

Aa Bb Cc Dd Ee Ff

Gg Hh Ii Jj Kk Ll Mm

Nn Oo Pp Qq Rr Ss Tt

Uu Vv Ww Xx Yy Zz



Thus, an age related piece of writing at the end of the Early Years will look like this:-



Year 1/Key Stage 1

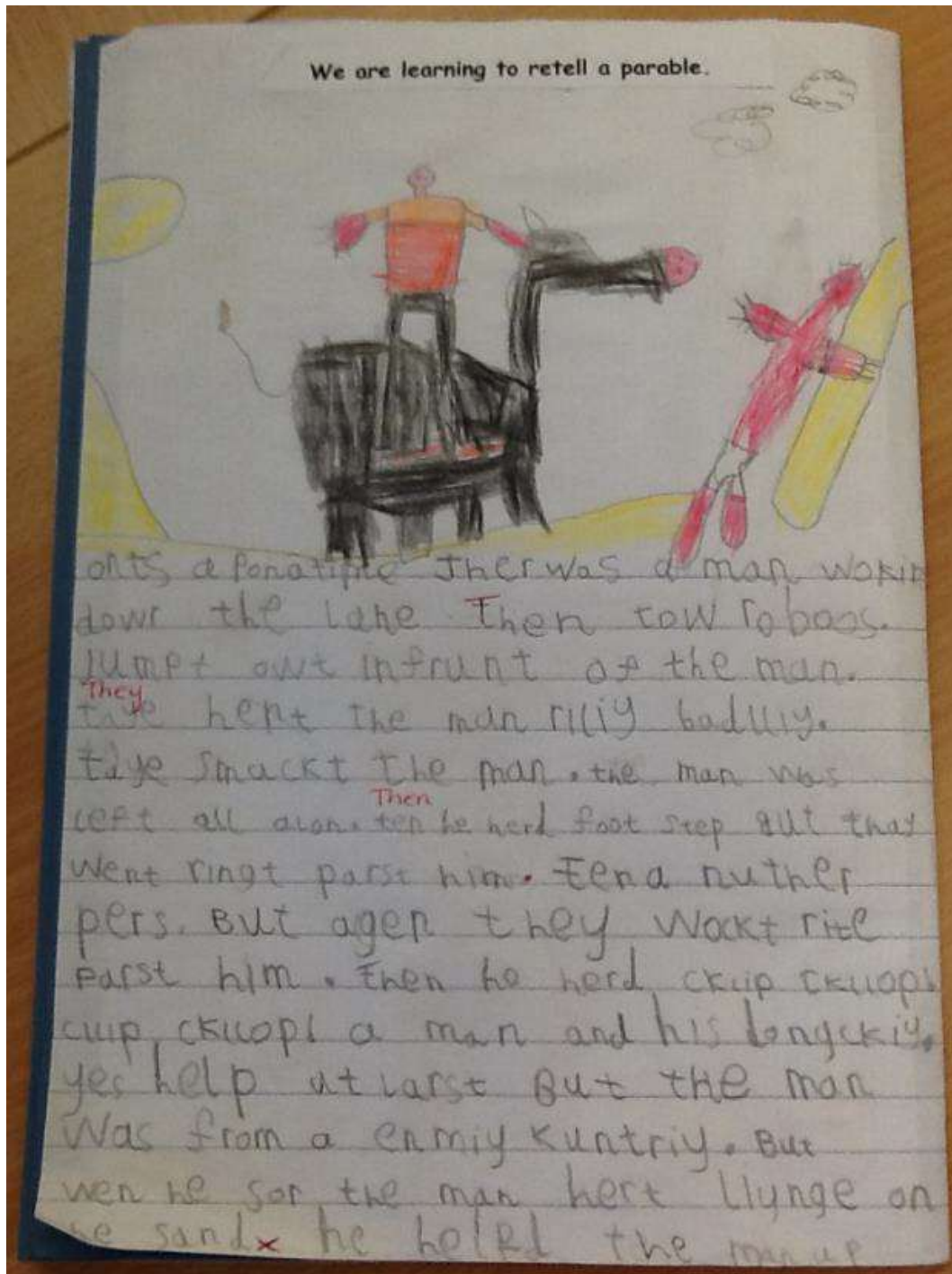
Children work on handwriting skills daily and in a variety of activities, e.g. writing in books, multi sensory approaches, through phonic work and other cross-curricular writing and duplicated practise worksheets. Wide-lined/narrower lined exercise books, handwriting paper and standard-size pencils are used. Handwriting practise takes place on a daily basis. Pencil grips and specific pens with finger holds will be used where appropriate. Again malleable materials will be used to strengthen pen grip and support sustained writing.

The HFL expected standard to be reached by the end of this year is:

Q: To write an acrostic poem. I

Sunshine shining in the blue sky.
Pink blossom falling off the tree.
Rainbow flowers growing in the grass.
Insects buzzing passed your ear.
Nests housing eggs.
Grass growing on the floor.
A wonderful poem about spring
Grass growing on the ground.

Children working at greater depth and the school expectation for year 1:



(clear pre-cursive script can be seen)

Year 2/End of Key Stage 1

Children are encouraged to use joined-up handwriting in their daily work. At this stage when teachers consider it appropriate, according to the stage of each child's development, children will be allowed to work in blue Handwriting pens. Handwriting practice takes place daily in the autumn term/weekly and the correction of mistakes is dealt with on an individual basis. Children are encouraged to take pride in the presentation of their work. In addition, handwriting is often practised through the teaching and learning of phonics, spelling grammar.

The school's expected standard to be reached by the end of this year is:

Poppy and the beanstalk

Once upon a time there was a girl called Poppy who lived with her poor mum. They lived in a tiddy, old and wooden house. They got there precious money by milking their old, spotted cow (Daisy).

Early the very next morning it was as sunny as a sunshine. That very particular day Poppy's mum asked Poppy, "Can you sell Daisy because she is too old and in return, ^{for} some money?"

"Sure," replied Poppy and set off in the dusty allaway.

On the dusty allaway she trotted, until she met a stranger.

"Who are you?" whispered the stranger.

"I am Poppy," suggested Poppy.

"It does not matter, anyway I will give you five magic seeds for your cow," announced the stranger. Poppy thought it was an extraordinary idea, so she agreed and took the five magic tiny seeds.

Later on she strode down the allaway and finally arrived home. When she arrived, her mum was furious and she was so skubant with Poppy. She threw the beans out of the glass delicate window as fast as a cheerah.

Year 3/Key Stage 2

Handwriting practice takes place daily/weekly and the correction of mistakes is dealt with on an individual basis. Children are encouraged to take pride in the presentation of their work. Errors will be corrected with a pencil line and a ruler (invisible mend).

Pencils should continue to be used throughout the school for notes, underlining, drafting, all maths work, diagrams, charts and maps. Children should be encouraged to always write with a sharp pencil and cross through any mistakes with a single line and a ruler.

L.O. To write my report.

BOREHAMWOOD POST.

Freaky Frog Fiasco Flew into Town!



Last Tuesday night, people of Borehamwood reported about a flying frog. Crazy. Adults had found lily pads in their houses and gardens. Will the frogs return? Was it because of the recent eclipse?..... Investigators have been interviewing witnesses about this bizarre event.....

At 12.30pm in the twilight hours, hundreds of freaky frogs were seen flying in the streets of Borehamwood. London residents 38-year-old Mr. Peters was an

eyewitness.....
"These pesky old frogs must be dealt with. They stole my washings and now I have nothing to wear. Shouted Mr Peters. Will we be safe? Will it happen next Tuesday? Let's keep our fingers crossed to be lucky. Will this flying frog freak happen again?.....
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Across Key Stage 2

Children will continue use school handwriting pens which must be kept in good working order. Only blue ink is acceptable. (Gel pens and Biro's are not permitted). All handwriting will be joined!

The school expectation for year 4 (HFL):

Where they live

Blizzard wolves live in ~~in~~ the arctic, which is made up by Northern Scandinavia, Siberia, Northern Alaska, Russia and Canada. They live in freezing climates for about 75 years.

What they eat

Blizzard wolves eat mostly anything in their way. However, they eat seals, Polar Bears, walrus, seabirds and Beluga whales make up most of their diet.

Fun facts!

Blizzard wolves get their name from the way they were found, in a blizzard. They are warm blooded, mammals and carnivores. They can run for 25 MPH! Scientists think that there are about 20,000 of them in the wild.

How they survive

They survive by eating 50 times a day, so they must have a lot of blubber so they keep warm.

The school expectation for year 5 (HFL):



The Mars exploration rover was launched from the USA space station (NASA) to explore Mars. Its purpose was to find any soils to indicate signs of water activity on Mars.

They sent 2 probes, which were unmanned, called Spirit and Opportunity. It started in 2003, however it was launched in 2004. Did you know the total cost of building, launching and operating was \$820 million?! Despite the rover was ~~not~~ designed to last for 90 days, it was still responding to commandments when there were signs of age.

Martian dust storms were blocking sun light from the rovers' solar panels. However, after a while the dust storms cleared away, letting scientists carry on with the mission. Fortunately, the car sized vehicle with 6 wheels found evidence of flowing water including ancient lakeshore.

You may not know that the rovers got stuck in soft soil on Mars. Luckily after nearly 1 month they got back on track! As they sought a wide range of rocks that which indicate signs of water, it meant they accomplished the mission!

Does this mean one day we will be living on Mars?

Viking Day

When I walked into the hall, I turned my head around and saw the most peculiar sight. It was a man, dressed in linen, who had very long hair. He was very ~~pleasant~~ welcoming, of ^{course} ~~course~~, but had a lot of weapons and servants surrounding him. The first words he said were G'DAR! I didn't know what he meant but I repeated the words back. No one knew what he meant but he explained that they meant, good day. It was Viking language. I knew this by the weapons, fur, runes and by the fact that it was Viking Day.

Firstly, he told us to turn around. We saw some tunics, ropes, head scarves and hats. We had to put these on, starting with a tunic. Then we sat down again, and he told us about the Vikings and that people had completely got them wrong. The man's name was Gary, and he was really funny. Suddenly DONG!! The bell rang for playtime. During break everyone was looking at us, obviously, because we were wearing head scarves, tunics ^{and} ropes.

After break the man told us more about the Vikings and their lands and society. He also told us some Viking legends and stories, in which he included the fur skins of animals. It was really fun. After lunch we did a load of activities.

The Applause

I am in the dressing room with the music ringing in my ears; the small room is bustling with tall skinny girls chattering and giggling. But - but all I can think of is the stage and the applause. My racing heart thuds underneath my silky tutu. Thud. Thud. Thud.

Then suddenly the stage director is at the door, calling my name. My name. My stomach gives an unexpected flutter and I take a deep breath. As the stage door swings open, I tell myself everything will be okay - nothing could possibly go wrong. I have been training for this since the age of three. Tall bulky men with headsets and clipboards keep ushering me in the right direction. Half of me wants to run onto stage and dance my heart out but there is also a part of me that wants to go and hide away. Adrenaline ^{is} ~~was~~ circling its way

Inclusion:

Children with Special Educational Needs are supported in their Handwriting work, with reference to learning planners. Teachers will put in place suitable interventions/pen grips/writing pens 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 will be completed rigorously 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.