



**St Mary's CE Primary School**  
Felsham Road  
Putney

# **Handwriting Policy**

*Vision:* Delivering excellence, allowing all to flourish  
*Mission:* Creating a culture of wonder, guided by faith  
*Values:* Endurance, Compassion, Thankfulness

September 2021

## Introduction

Here at St Mary's Church of England Primary School, Putney we are very proud of our pupil's handwriting and take particular care in our cursive/joined-up handwriting style. We use Letter-join as the basis of our handwriting policy that covers all the requirements of the 2014 National Curriculum.

## Rationale

Handwriting is a basic skill that influences the quality of work throughout the curriculum. At 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.

We aim to make handwriting an automatic process that does not interfere with creative and mental thinking.

### School aims

We aim for our pupils to develop a neat, legible, speedy handwriting style using continuous cursive letters that leads to producing letters and words automatically in independent writing.

By the end of Year 6 pupils will understand the importance of neat presentation and the need for different letterforms (cursive, printed or capital letters) to help communicate meaning clearly.



### Method

Our teachers are encouraged to use neat, joined-up cursive writing for all handwriting tasks including report writing (when not word-processed), marking and comments.

#### *Consistency throughout the school*

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 aim is to help pupils enjoy learning and developing their handwriting with a sense of achievement and pride.

### Handwriting frequency

Handwriting is a cross-curriculum task and will be taken into consideration during all lessons. Formal teaching of handwriting is to be carried out regularly and systematically to ensure Key Stage targets are met.

### FOUNDATION:

For our youngest pupils daily sessions will include the following;

- Movements to enhance gross motor skills such as air-writing, pattern making, dancing.
- Exercises to develop fine motor skills such as making marks on paper, whiteboards, blackboards, sand trays, iPads and tablets.
- Letter learning to familiarise letter shapes, formation and vocabulary.

Early Years follow the Jolly Phonics letter print style and handwriting sessions are also incorporated into phonics sessions

### YEARS 1 TO 2:

The EYFS and KS1 teachers will teach the individual letter formations (without lead-ins). By Year 2 children will be taught the graphemes in a cursive form.

Teaching will continue daily involving:

- Gross and fine motor skills exercises.
- Cursive handwriting reinforcement, learning and practice - starting in Y1 when formation of letters is accurate.
- Numerals, capitals and printed letters: where and when to use, learning and practice.

### YEARS 3 TO 5:

More advanced handwriting techniques will be taught during three weekly sessions totalling 30 to 45 minutes teaching:

- Cursive handwriting re-enforcement.
- Form-filling/labelling using printed and capital letters.
- Dictation exercises to teach the need for quick notes and speedy handwriting writing.

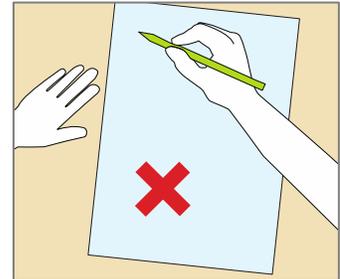
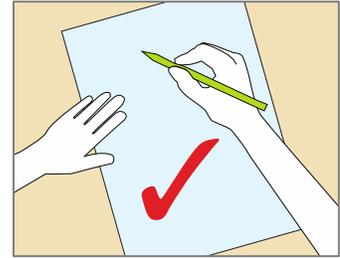
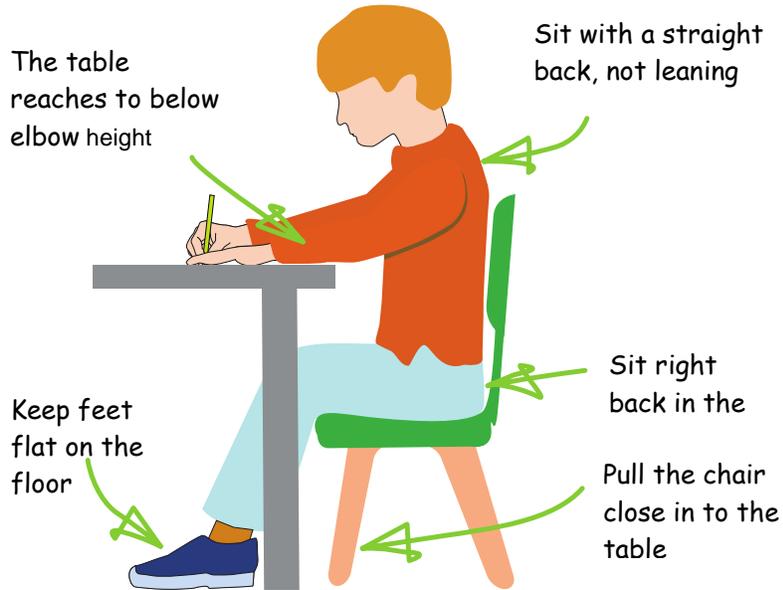
### YEAR 6

By Y6 children should be writing with speed and fluency across the curriculum. Support will be given to those who need additional teaching/practice.

## Correct posture and pencil grip for handwriting

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

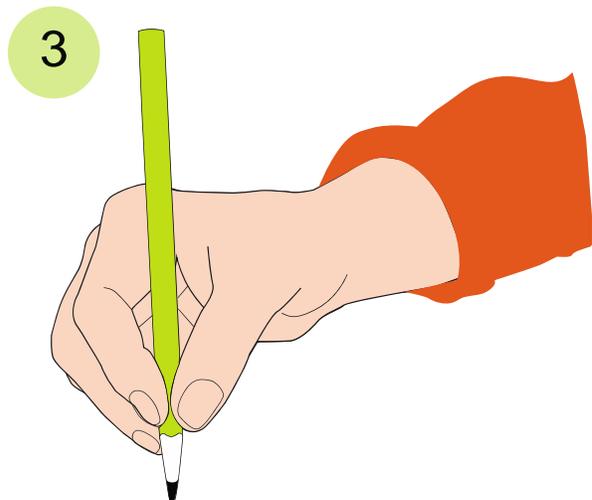
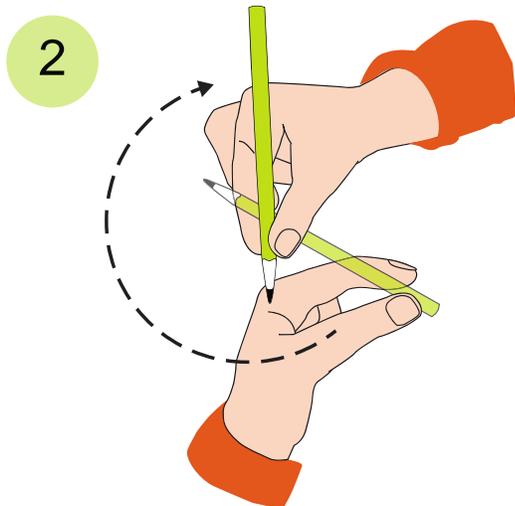
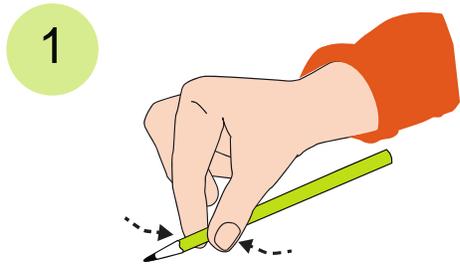
### SITTING POSITION



Paper position for right-handed children

### 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.



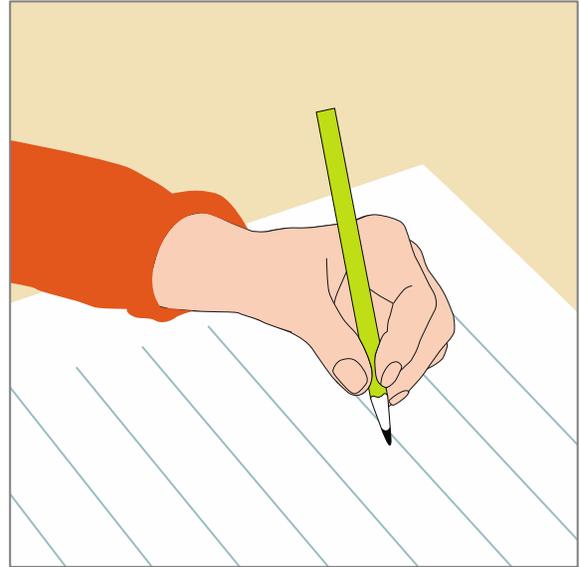
1) Grip the pencil with your index finger and thumb with the nib pointing away.

2) With your free hand, spin the pencil from underneath.

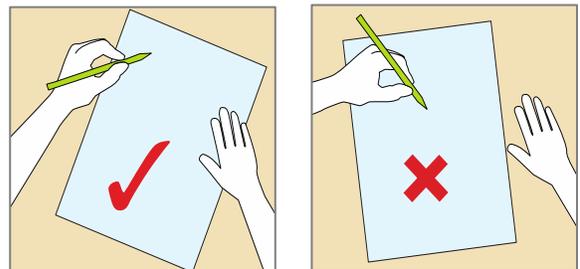
3) Use your middle finger to support the underside of the pencil.

## LEFT-HANDED CHILDREN

Left-handed children may find it difficult to follow right-handed teachers as they demonstrate 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 pupils' line of vision.
- Extra practice with left-to-right exercises may be necessary before pupils write left-to-right automatically.



Paper position for left-handed children

## INCLUSION

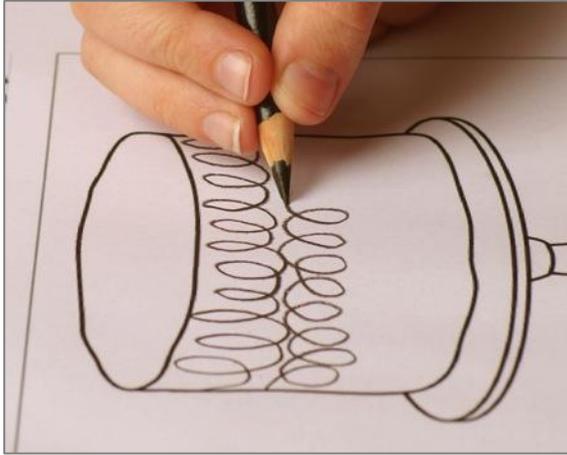
Children whose handwriting is limited by problems with fine motor skills, including left-handed children, and children with special educational needs, will be given extra support to help achieve their optimum handwriting level.

## PENS AND PENCILS

Children are encouraged to 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.

# Key Stage Teaching

## FOUNDATION

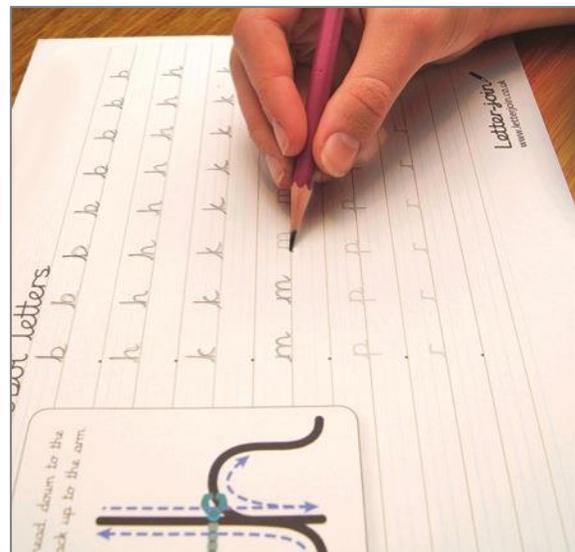
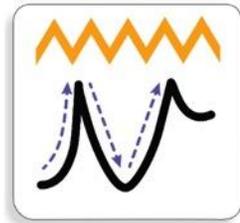
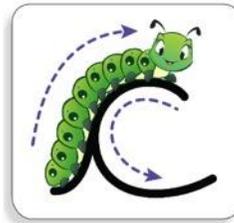
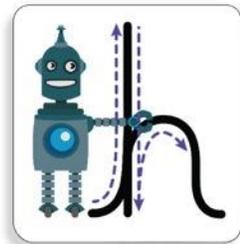
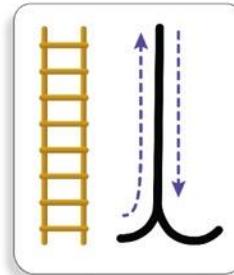


- Sit in the correct position and hold a pencil correctly to allow fluid movement of the nib.
- Improve fine and gross motor skills by enjoying drawing pre-cursive patterns in a variety of writing materials such as modelling clay, air writing, sand trays, felt pens, crayons, pencils, IWB, iPads/tablets.
- Introduced to letter formation of upper and lower case letters and numerals
- Understand the language need to describe pencil movements in preparation of letter formation.



## RECEPTION

- Hold a pencil in an effective manner for writing and be encouraged to correct any errors in grip or stature.
- Understand the correct letter formation for upper and lower case letters and numerals
- Understanding different shaped letter families.
- Have an understanding of writing their own name.

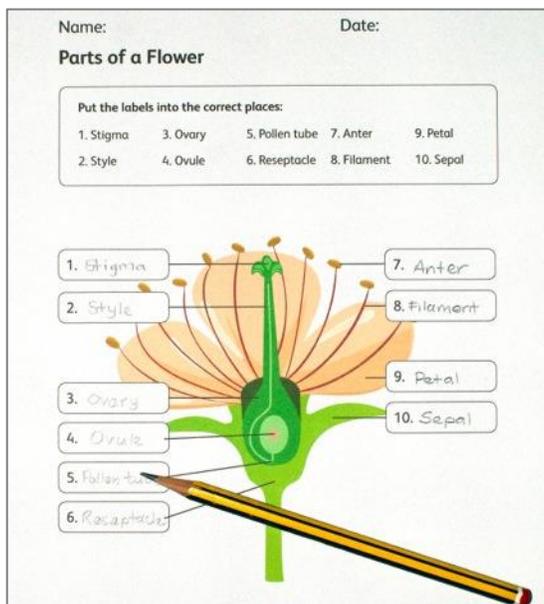


# Key Stage Teaching

## KEY STAGE 1



- Write legibly using upper and lower case letters ( with joins when ready)
- Ensure that letters sit on the base line and are consistent in size with ascenders and descenders that are the correct length and formation.
- Leave the correct space between words.
- Form capital letters and use where appropriate.
- Form numerals that are consistent in size and sit on the base line.
- Begin to form printed letters and understand when they are to be used.
- Improve the speed of writing and begin to write automatically so promoting creativity in independent writing.



## KEY STAGE 2

Improve quality, speed and stamina of handwriting.

- **Quality:** Ensure letters are consistently sized with equal word spacing and that ascenders and descenders are parallel and do not touch words on the lines above and below.
- **Speed:** Improve speed of handwriting to allow creative writing to take precedence over the task of handwriting and be able to take 'quick notes' at a faster pace.
- **Stamina:** Have the strength and mobility to be able to write for longer periods of time without fatigue.

**Dictation Exercises**

Easy practice	Harder exercises	More challenging
A selection of CVC words, a list of numbers and an easy poem.	A list of phrases, easy sums and a three-verse poem.	Shopping list, complex numbers and a written passage.
<p>dog hill bus</p> <p>24 37 92</p> <p>I can eat a bun. Put it in my tum. Open up the top. Sip on my pop.</p>	<p>Over the hill</p> <p>2 + 1 = 3</p> <p>A is an ant That seldom stood still. It made a nice house Inside a hill. Nice little ant!</p>	<p>4 small sausages 12 medium barn eggs</p> <p>29-10-2003</p> <p>My bestplace in Scotland had at seven I moved south for Lanarkshire. I have lived there since then, other than</p>

Have full knowledge and ability of the different forms of handwriting for different purposes:

- Neat, joined, cursive letters for writing passages and large amounts of text, lists and letters.
- Printed or capital letters for posters, notices, headings, labelling, and form filling.
- Speedy handwriting for note-taking and dictation where neatness is not as important and shortcuts, such as + instead of 'and', can be used.



### Handwriting Books

Prior to Y1 handwriting practice is completed in a range of ways i.e modelling clay, air writing, sand trays, felt pens, crayons, pencils, IWB, iPads/tablets, large sheets of paper, lines and unlined, worksheets etc. By Y1 all children have a handwriting exercise book in which to complete their practice in. Handwriting is completed in pencil until Y5. In Y5 the class teacher will assess whether a child is ready to move on to ink. The expectation is that by Y6 all children are writing in ink. Handwriting lessons are led by the teacher and mis-conceptions are picked up within the lesson and directed support given evidenced by adult marking in books alongside verbal feedback. Handwriting books are not marked every session unless for a specific reason i.e. to congratulate good attainment/progress / to pick up on errors/TA specific task.

### Links with other School Policies and Practices

This policy links with and should be read in conjunction with a number of other school policies, practices and action plans including:

- English Policy
- Health and Safety Policy
- E-Safety Policy
- Inclusion Policy
- Pupil Behaviour and Discipline Policy

It would be good practice for all staff to familiarise themselves with both this document and the suggested linked documents.

### Monitoring and Review

The English Subject Leader will review this policy annually as well as responding to trends/changes in legislation or policy that suggest the need for earlier review. The pupil committee has oversight of this policy.

Name/s and job title of reviewer	Date of review	Suggested date for review
Mrs Amanda Bishop	September 2016 (largely re-written)	October 2018
Mrs Amanda Bishop	January 2019	January 2020
Mrs Amanda Bishop Mrs Alison Davidson	September 2021	September 2022