



PROSPECT HOUSE
SCHOOL

HANDWRITING POLICY

SEPTEMBER 2023

Handwriting Policy

Please read in conjunction with the following policies:

Homework

SEN

Early Years Foundation Stage

Curriculum

Marking

Please also refer to:

<https://www.letterjoin.co.uk/index.html>

Objective

Handwriting is a 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.

The school uses cursive handwriting as our agreed writing style. This ensures that there is a continuity of handwriting style from Early Years Foundation Stage through to the end of Key Stage 2.

We aim to develop cursive script by using Letter-join's on-line handwriting resources to promote and ensure this process is correctly sequenced.

Aims:

- To develop correct letter formation
- Over time, 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 the importance of neat presentation and the need for different letterforms (cursive, printed or capital letters) to help communicate meaning clearly.

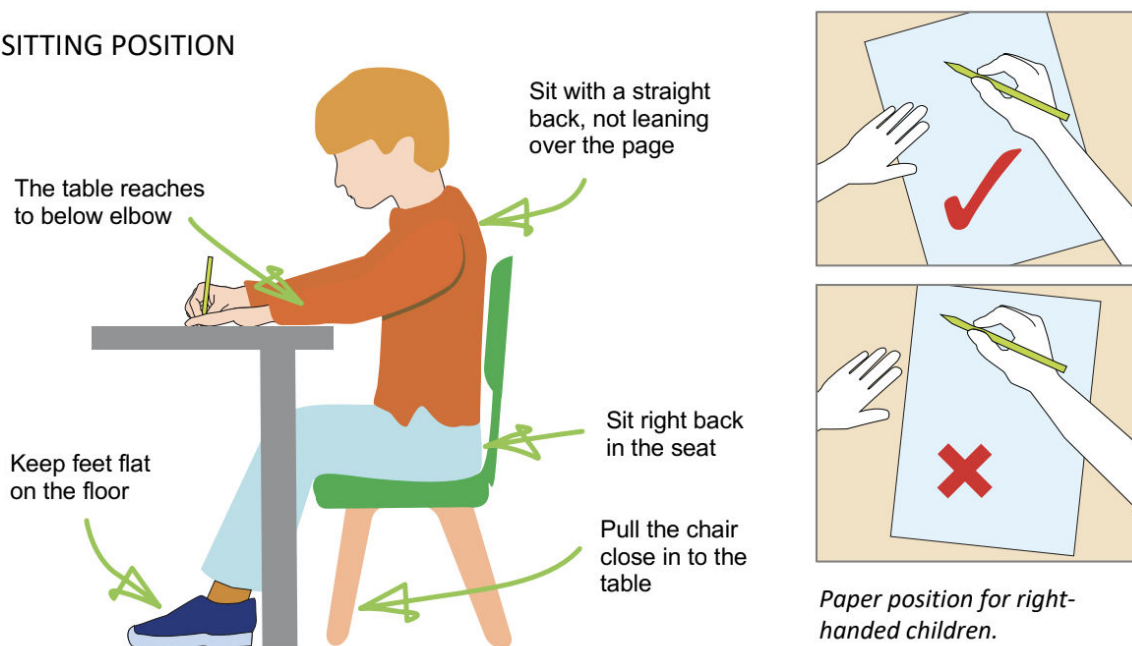
Pupils should experience coherence and continuity in the learning and teaching of handwriting across all school years and be encouraged to take pride in the presentation of their work. Our objective is to help pupils enjoy learning and developing their handwriting with a sense of achievement and pride.

Pre writing skills

Before starting to write formally, children need to acquire a range of perceptual and motor skills and will benefit from activities that develop these. Activities that promote gross motor development play a crucial role in ensuring children have strong, well developed muscles and the ability to control their movements confidently. Fine motor activities including threading, cutting, playdough, painting and mark making with different implements, along with daily Montessori activities and tasks available, help strengthen children's fingers and develop dexterity. Both adult led and child initiated tasks are planned daily in the Early Years Foundation stage to ensure children make progress in both their gross and fine motor skills. Children in Year 1 go on to have regular fine motor activities to ensure these muscles continue to develop.

Children who need further input in developing their fine motor skills receive targeted class based intervention, alongside further 1 to 1 work and support from the SEN team in both

SITTING POSITION



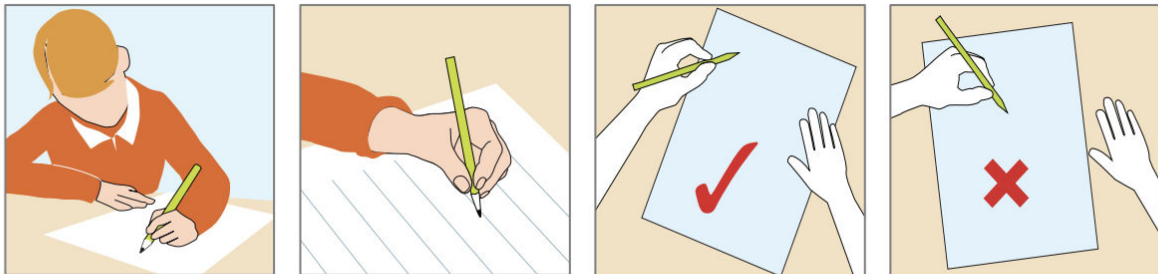
the lower and upper school.

Children are encouraged to sit in the following position:

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 pupils' line of



Paper position for left-handed children.

vision.

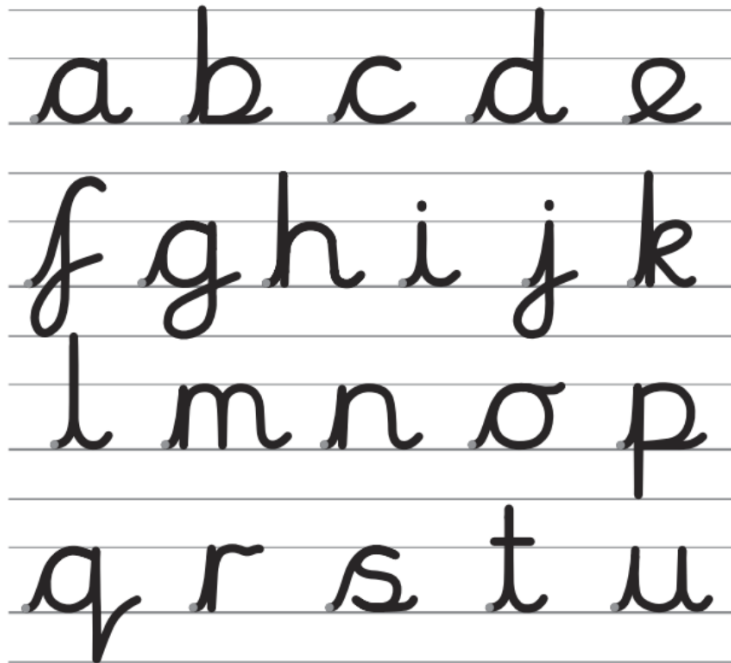
Extra practice with left-to-right exercises may be necessary before pupils write left-to-right automatically.

Correct Pencil Grip

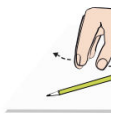
Children will be taught to hold a pencil correctly, using a tripod grip. Both right and left handed children should be encouraged to use the tripod grip which allows the pen/pencil to be held securely whilst allowing controlled movements of the pen/pencil nib. We may also use the Tripod Grip Rhyme below, or other expressions including “Montessori fingers” or “snappy crocodile” grip.

Font and

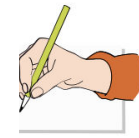
All these are deemed ready for allow ensure ready to to writing cursive is shown



Right-hand



Point away th

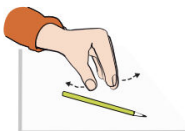


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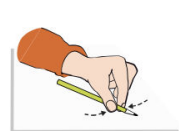
Script

skills are as "getting writing" and teachers to children are be introduced letters. The script agreed below:

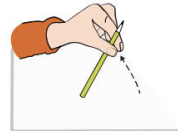
Left-handed pencil grip



Point away the pencil,



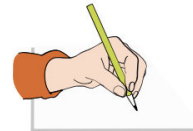
Pinch it near the tip,



Lift it off the table,



Spin it round...



and grip.

Precursive script ('Letter join Air plus')

the dog ran

Cursive script ('Letter Join plus')

the dog ran

Handwriting in the Lower School

Across the EYFS, opportunities for mark making are planned in both the inside and outside environment. Children are offered a range of materials and experiences for mark making developed across all seven areas of learning, at every opportunity. When teachers are modeling activities, they demonstrate and encourage correct pencil grip.

In the Nursery, children focus on making various patterns that lead to letter writing. Children are taught how to form letters. A weekly letter is introduced, and both the grapheme and phoneme are modeled. Children are encouraged to write it using different materials, including paint, sand, foam, felt tips etc. so letter form can be focused on again and again in a fun and sensory way. This is done at first without the lead in/lead out and as fine motor skills are developed across the year, pre cursive is introduced to those children who are ready.

In Reception, all these sensory activities are continued. Children are taught how to form individual precursive letters including the 'lead in' and 'lead out' accurately, alongside phonics teaching. Children have 1 dedicated handwriting session a week, with 2 shorter sessions, supported by Letter Join worksheets, online games and resources. Each lesson starts with "get ready for writing" exercises including fine and gross motor skills warm up, checking posture and sitting position and tripod pencil grip. Both adult led and child initiated activities in the environment then give children opportunities to embed this learning.

The skills and techniques in the early years continue to be built on as children move into Year 1. As in Early Years, Year 1 have 3 handwriting sessions; 1 longer in depth session and 2 shorter sessions within their daily phonic carousel. 1 of these is often using the online game and resources to enforce correct letter formation. Children will be

encouraged to strengthen their precursive handwriting skills and add the lead in/ lead out without prompting. Towards the end of Year 1, Children who are ready will be encouraged to move to continuous cursive script and begin joining letters. This is taught systematically, with children joining 2 letters together at first and progressing to simple words then those with more complex letter joining.

In Year 2, handwriting continues to be taught in 1 in-depth stand alone sessions and 2 shorter sessions, often integrated with spelling and phonics.. The letter join modules for Year 2 includes lessons to improve letter formation and orientation of letters through regular practice and support spelling, grammar and punctuation. Speed and fluency is increasing as children are joining more regularly throughout the year. By the end of Year 2 all children should be using continuous cursive script.

Handwriting in the Upper School

Across the upper school, children are expected to use cursive script. 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. The module for Year 3 and 4 includes activities such as dictation, double letters, number vocabulary, palindromes, tongue twisters, onomatopoeia, simile and statutory spellings to help enhance children's cursive writing. Discrete handwriting sessions are supported through independent handwriting activities linked to phonics and spelling. Children in Year 3 and 4 have 1 formal handwriting session a week, and 2 shorter sessions one of which is digitally based.

By Year 5 and 6, children are developing their own writing style, fluency and legibility. Rather than stand alone hand writing sessions, children apply the skills they have learnt in the context of lessons. 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 the final Letter Join modules if focused sessions are needed. Children develop the stamina and skills to write at length, with accurate spelling and punctuation. Through using Letter Join's range of resources they will be able to work towards producing consistently neat and well-presented handwriting in all curriculum subjects. Children should be producing cursive writing automatically, enabling them to focus on the content of their work rather than the process of writing.

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 by the SEN team. Letter-join's Lesson Planners all include differentiation activities for extra practice/challenge.

Handwriting at Home

Currently, children in Reception -Year 4 are sent home a weekly handwriting sheet to enforce the letter focus in the weekly longer lesson. The sheet is returned to school a week later.

The same handwriting sheet is posted on Google Classroom, allowing parents to print and/or copy it if they would like to do more practice at home.

The online resource may be shared in the future with parents if appropriate.

Terminology

Precursive - letters that are formed with a "lead in" and "lead out" (entry and exit) stroke

Cursive - style of writing where letters are connected

Letter families- groups of letters that have similar qualities or ways in which they are formed. When teaching how to write letters, they are often presented in these families rather than in alphabetical order, or in conjunction with the phonics scheme used, *Read Write Inc.*

Long ladders: l,i,t,u,j,y

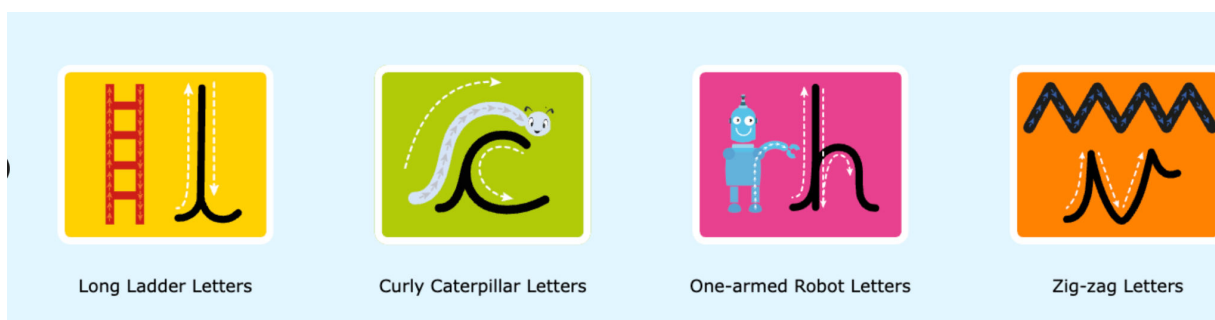
One armed robots: r,b,n,h,m,k,p

Curly caterpillars: c,a,d,o,s,g,q,e,f

Zig-zag monsters: z,v,w,x

Assessment

The most effective assessment of handwriting is on-going observation because this gives teachers the chance to spot any errors or inconsistencies that are likely to impede a fast,



fluent hand in the future. Teachers must be especially aware of left-handers and the

difference between a pencil hold that will seriously limit their success in the future and one that has been found to work efficiently.

The school's in the moment marking policy swiftly identifies letters children need to correct, and progress is monitored in termly writing assessments and samples collected for 'golden writing' books. In the Early years, Tapestry is also used to collect evidence of children's mark making and early writing.

Listed below are the example question that could be considered:

- Is the pencil grip suitable?
- Are all the letters formed correctly?
- Are letters consistently sized?
- Are known joins used?
- Are they used correctly?
- Are ascenders and descenders parallel?
- Are spaces within and between words regular?
- Is good handwriting carried over into cross-curricular activities?
- What are the next handwriting targets for this child?