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# Handwriting Policy

## November 2018

Adopted on the 5/12/18  
To be reviewed Dec 2020

## **Holsworthy Area Cluster Primary Schools Handwriting Policy –**

### **National Curriculum 2014 Notes and Guidance**

The NC2014 states it is essential that teaching develops pupils' competence in the two dimensions of transcription and composition. It goes on to say that being able to write down ideas fluently depends on effective transcription. It also depends on fluent, legible and, eventually, speedy handwriting.

### **Aims**

- To have a consistent cursive approach across Key Stage 2, with some children using a cursive script in Key Stage 1, to ensure high levels of presentation;
- In Year 5 and 6 once they have learnt a consistent cursive approach children can choose their own style of joining and letter styles;
- To adopt a common approach towards handwriting by all adults when writing in children's books, on the whiteboard or on displays/resources;
- Children to achieve a neat, legible style with correctly formed letters in cursive handwriting;
- Children to develop fluency and speed whilst writing, so that eventually children are able to write the letters with confidence and correct orientation.

### **Resources**

The handwriting scheme used at Bradford, Bridgerule and Black Torrington Primary School is Penpals for Handwriting, published by Cambridge University Press. This models the forming of letters and word samples. The scheme uses a progressive approach from year group to year group, so the children are always able to build on skills and letter joins previously taught, practised and consolidated. Children will be expected to use the agreed handwriting style in all their written work. The font style is PRIMARY SASSON and must be used in only in KS1 lower and KS2, Year 5 and 6 use alternatives styles.

### **Planning**

During handwriting sessions, children will apply taught formations to letters, words or parts of text relevant to their current learning. For example, they may practise the letters from their current phonics focus, the letter strings used in their weekly spellings, key vocabulary related to core texts, or letter formations that are proving tricky to master. Handwriting books or English books will be used as evidence for the explicit teaching of handwriting.

### **Curriculum provision**

The expectation is that handwriting will be explicitly taught and practised for a short time each week. Handwriting practise should be 'little and often', after new letter families or specific joins have been introduced, to allow children to practise and consolidate the necessary movements and letter formation required. Practise could take place during English lesson, challenge time, during independent writing activities, or as short discrete activities during spelling / grammar slots in the timetable.

### **Early Years Foundation Stage (EYFS)**

- Children will be introduced to the pre-cursive script at the earliest stages of writing and be encouraged to use an orthodox pencil grip;
- Implements such as chunky triangular pencils, large chalks and chunky pens are used by pupils to rehearse skills on paper, chalk boards, playground.
- A wide range of activities support the teaching of handwriting e.g. foam, sand, paint, lentils, playdough, tea leaves.

### **Key Stages 1 and 2**

- In handwriting sessions, letter families, letter joins, spellings, relevant key vocabulary or sentences related to core texts will be modelled by an adult then practised by children;
- Children may write on handwriting sheets, English books or in handwriting books;
- Where necessary, children will receive additional handwriting support in the form of intervention with a TA or the class teacher.

### Posture

- Chairs and tables within classroom are matched to children's height;
- Children's backs should be straight, and feet should be resting flat on the floor. A right-handed child should have their book or paper slanted slightly to the left. For a left-handed child, the book/paper should be slanted to the right.
- Always ensure that the hand which is not holding the pencil or pen holds the paper/book, with the palm of the hand flat.

### Implements

- Children may use a standard HB pencil or a handwriting pen. Art pencils should never be used for writing;
- Children may receive a 'handwriting pen licence', although this needs to be at each individual school's discretion, as we appreciate that because of some of the motor difficulties some children have, they will always find it hard to produce a fluent, legible handwriting style. Individual schools could agree another reward in order to encourage individual children's progress. Whatever is chosen, it needs to be consistent across each school, and will be listed as addendum to this policy.

### A few technical terms to teach children

- ❖ The word **cursive** means joined.
- ❖ The letters b, d, h, k, and l are called **ascenders**. The top of the letter should reach very close to the top of the line (it shouldn't touch!). The letter **t is not an ascender**.
- ❖ The letters g, j, p, q and y are called **descenders**. The flourish (the tail) of these letters goes below the line.

Other useful vocabulary children should be taught:

- ❖ clockwise
- ❖ anticlockwise
- ❖ vertical
- ❖ horizontal
- ❖ diagonal
- ❖ parallel
- ❖ consonant
- ❖ vowel
- ❖ joined
- ❖ sloped
- ❖ loop