

# Handwriting Policy



**September 2016**

To be reviewed 2019 or as required

## **Introduction**

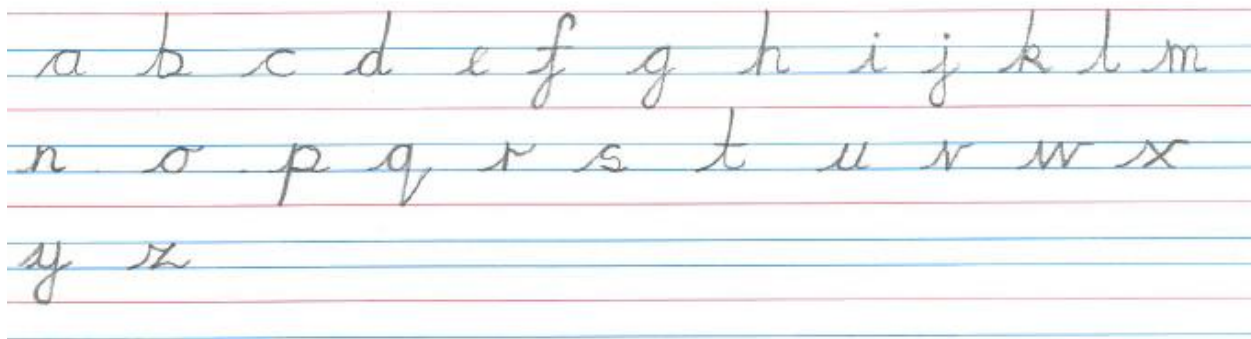
At Orchard, Southwold and Hoxton Garden Schools it is our aim that all children have neat and legible handwriting.

It is the expectation that children develop independent handwriting skills, which they will then apply to their independent writing across the curriculum.

We use a 'Continuous Cursive Handwriting' style in order to support children to achieve this.

## **Continuous Cursive Handwriting**

Continuous cursive handwriting is teaches pupils to join letters in words as a series of continuous flowing movements or patterns. With the exception of words containing 'x', all words can be written without taking the pencil off the page. The style is quick and easy to learn, particularly when it is practised from the Early Years up. The final product is fast and neat.



## **Teaching/Modelling Handwriting**

It is expected that handwriting is taught several times a week (daily with younger children) for a minimum of 10 minutes, with greater time spent when children are first learning basic letter shapes. Handwriting is a motor activity and needs to be taught.

The way in which adults write will influence the way that children write. Therefore to ensure continuity marking in books, writing on the boards and displays should reflect continuous cursive handwriting.

## Ways of Working

### Pre-Writing Stage

In the early stages of handwriting development children should be introduced to activities which help them to develop their fine motor skills. In order for children to begin to establish a continuous flow, children should be involved in making continuous patterns. Children will be exposed to multi-sensory experiences to ensure that learning is not only fun, but that children with alternative learning styles are also able to access key skills.

Some possible learning experiences to enhance continuous cursive style:

- Children should create patterns using a variety of writing tools such as paint, chalk, pens, pencils etc.
- Take part in finger painting, going over patterns or creating their own continuous patterns.
- Tracing patterns using a variety of tools.
- Stimulate touch by creating patterns on a variety of materials, carpet, sandpaper etc.
- Making patterns on each others palms and on backs
- Using squeeze bottles and creating patterns in the outside area.
- Strengthen pencil grip by tearing paper to create collages.

These are the patterns that children should be taught to improve their fine motor skills:



### Letter Formation

Letters are introduced using the following sequence:

**Look:** at the teacher who demonstrates the correct letter formation.

**Trace:** over the examples, repeating the sound/name.

**Copy:** underneath the examples, repeating the sound/name.

**Write:** from memory.

Letters are practised using the following sequence:

**Trace:** over the examples.

**Write:** underneath the examples.

**Copy:** complete a row of examples.

**Write:** from memory.

As each of the letters is introduced, words containing those letters are practised. Children begin to make the link between handwriting, writing and spelling.

This is the recommended order of teaching letters:

Straight letters

i l t u

2 o'clock's

c a d g q s

Tunnel letters

n m h b p

Top joiners

o r v w

Square letters

x z

Odd letters

f k j y e

All letters start on the line with an 'in-stroke' and finish with an 'exit-point'.

We do not join capital letters or to a capital letter.

### **Pencil Hold, Seating & Paper Position**

- It is important that children sit correctly in an upright position.
- Both feet should be touching the floor, with the non-writing hand resting on the desk.
- Children should hold the pencil between their thumb and index finger. A pencil grip may be necessary for children with poor grip.
- Left-handed children should sit to the left of right-handed children, to avoid their writing arms from bumping each other.
- It may help left-handers to sit with their paper at a slanted angle.
- A left-hander may also benefit from holding the pencil further up the shaft.

### **Delivering Handwriting**

#### **EYFS**

Children in the Early Years Foundation Stage will be taught how to write the letters through:

literacy carpet sessions

phonics lessons/groups

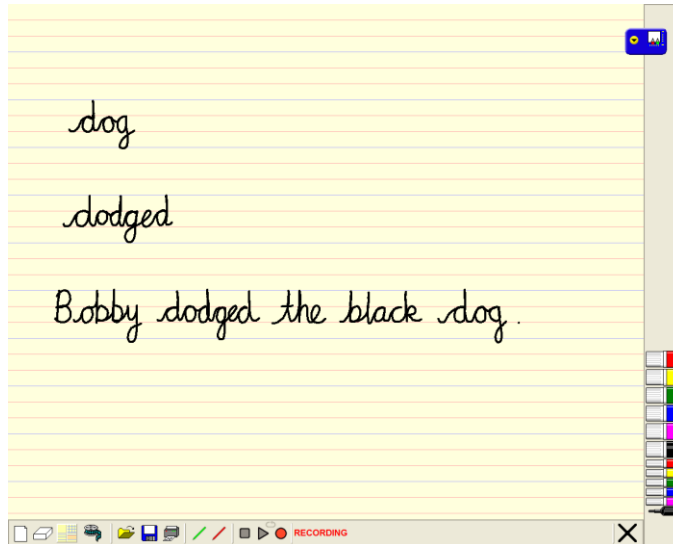
modelled/shared writing

## Key Stages 1 and 2

Teachers in Years 1 to 6 will teach a daily handwriting lesson. First use the school spelling scheme to select words for your spelling text. Through the ITP or 2handwrite teach the words and how to correctly spell and write them.

Below is an example of how you can use spelling to differentiate your handwriting three ways:

The short 'o' sound



## Links to other policies

- Teaching & Learning Policy
- Marking & Feedback Policy
- Writing Policy
- Spelling Policy
- Homework Policy
- Literacy Policy
- Classroom Organisation & Display Policy

Examples of Children's Work

d d d d d d d d  
dog d o g

Bob has a big dog called floss.  
Bob has a big dog called floss.

The birds that beaded branches have flown. The  
stars are seeded but not grown till the eye of the  
moon through curtains of cloud looks down to greet,  
lamplight blossoms, heads bowed in the desert of street.