



Measham CE Primary School Handwriting Policy Review September 2023

At Measham CE Primary School we are very proud of our pupil's handwriting and take particular care in our handwriting style.

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.

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 from Year 2 for all handwriting tasks including marking and comments.

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 carried out regularly and systematically to ensure Key Stage targets are met. From Year 1 we aim to teach discrete handwriting sessions at least three times a week.

EYFS

For our youngest pupils we aim for sessions that 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, dough disco, use of iPads and tablets.
- Letter learning to familiarise letter shapes, formation and vocabulary.

Year 1

For our youngest pupils we aim for sessions that will include the following;

- Gross and fine motor skills exercises.
- Pre-cursive handwriting reinforcement, learning and practice.
- Numerals, capitals and printed letters: where and when to use, learning and practice.



Year 2 to 6

More advanced handwriting techniques will be taught 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.

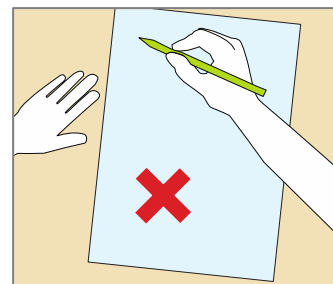
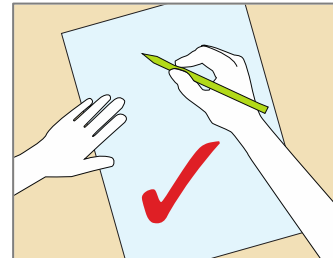
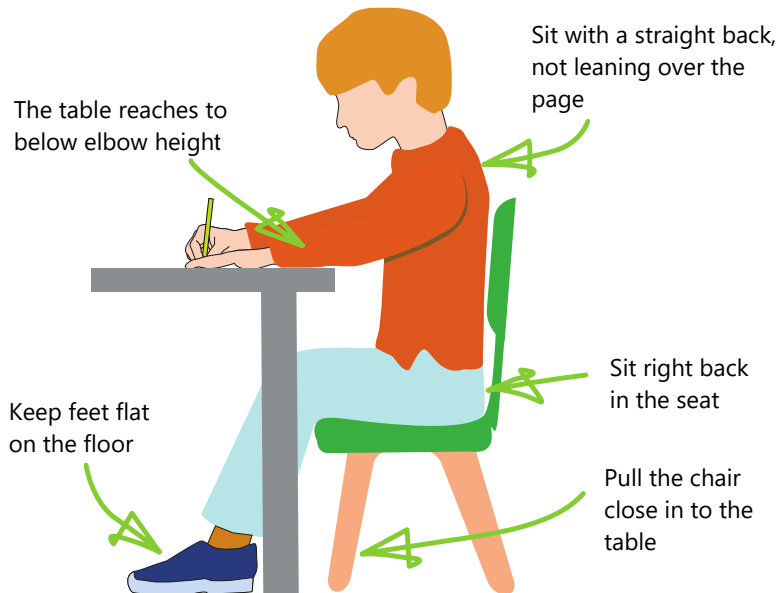


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Appropriate posture and pencil grip for handwriting

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

SITTING POSITION

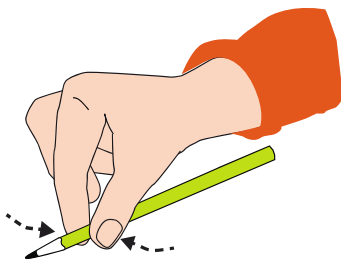


Paper position for right-handed children

THE TRIPOD PENCIL GRIP

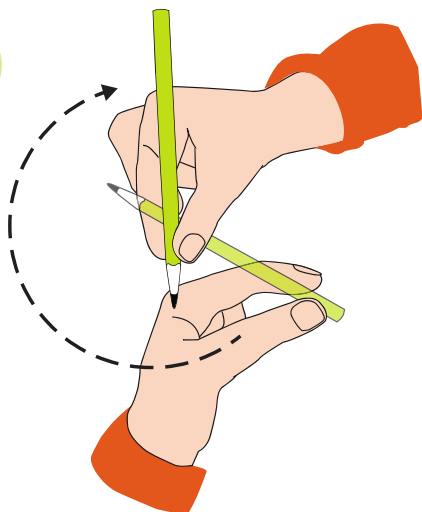
Both right and left handed children should be encouraged to use the tripod grip which allows the pen/pencil to be held securely whilst allowing controlled movements of the pen/pencil nib.

1



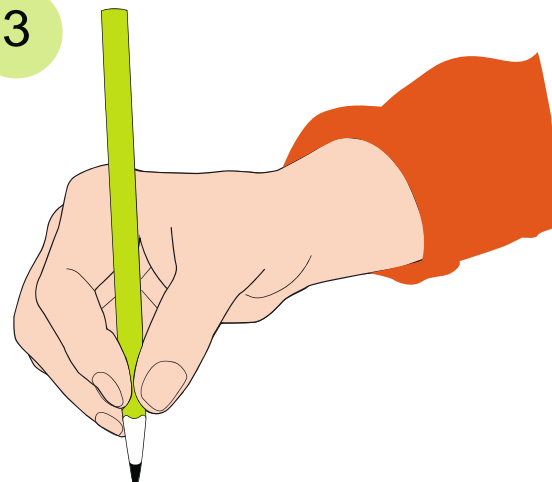
1) Grip the pencil with your index finger and thumb with the nib pointing away.

2



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

3



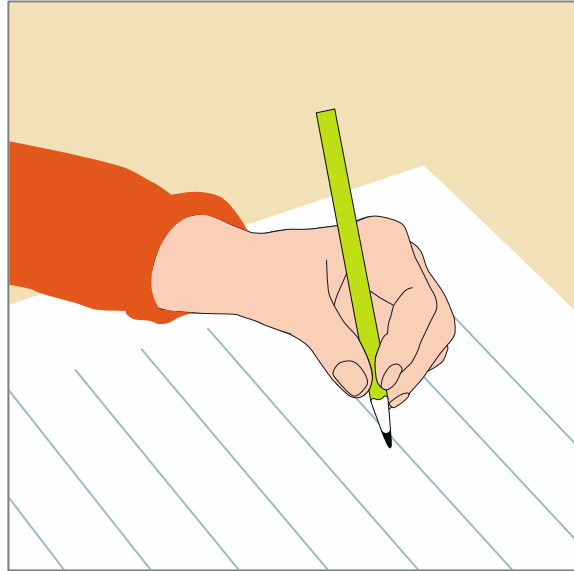
3) Use your middle finger to support the underside of the pencil.



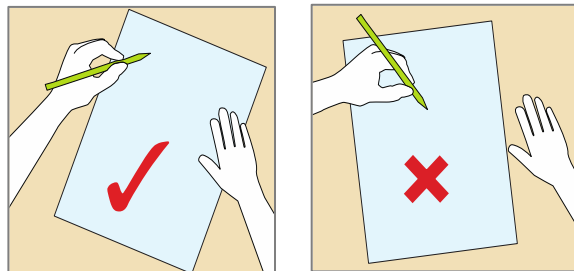
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LEFT-HANDED CHILDREN

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 one-to-one tuition 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.

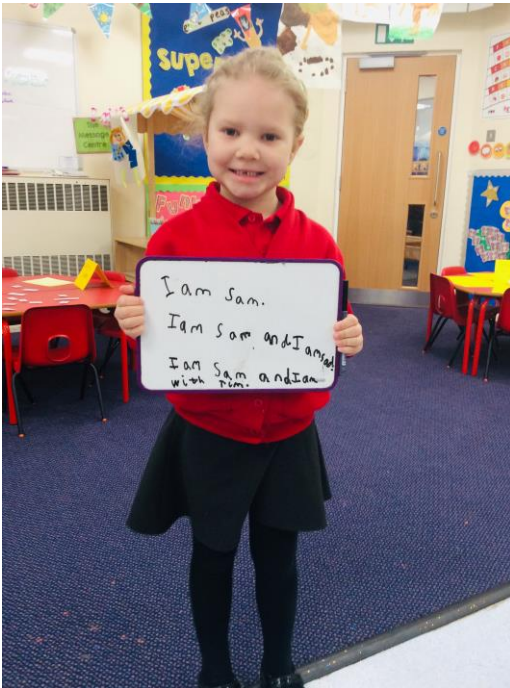


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Key Stage Teaching

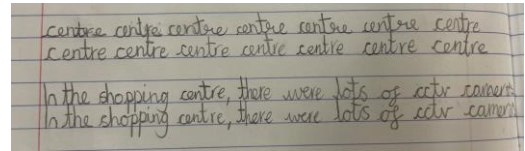
EYFS

- Hold a pencil in an effective manner for writing and be encouraged to correct any errors in grip or stature.
- Begin to form some recognisable letters, capital letters and numerals.
- Have an understanding of writing their own name.



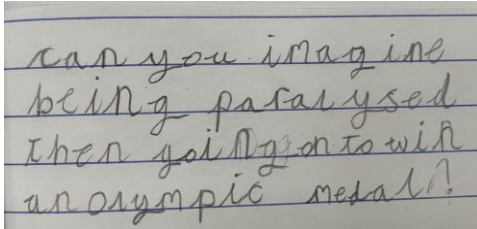


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Key Stage 1 and 2

Year 1



- Write legibly using upper and lower case letters
- Ensure that letters sit on the base line and are consistent in size with ascenders and descenders that are the correct length and formation, using a pre-cursive style when ready
- 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.

Years 2-6

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.



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.

