



## Highfield Primary School Handwriting Policy

### **Intent**

At Highfield Primary School we aim to develop the children's ability to write with ease, speed and legibility, enabling them to maximize the fluency, quality and quantity of their work. Children learn cursive handwriting which teaches pupils to join letters and words as a series of flowing movements and patterns. Cursive handwriting is taught with a sequential and progressive approach. Children are introduced to this style from the Early Years as it is considered to be the most natural development of children's earliest attempts at writing. Links are made between handwriting and spelling.

Handwriting is a taught skill and it is important that teachers are seen to put a high value on teaching and sustaining good handwriting. We believe that children's self-esteem and pride in their work can be raised by good quality presentation. At Highfield our aims are:

- To teach correct letter formations
- To teach children to write with a flowing hand that is legible, swift and pleasant to look at.
- To enable children to develop their own style of handwriting as they progress through Key Stage 2.
- To support the development of correct spelling and to aid in the elimination of letter reversals through the learning of word patterns and the correct joining of letters.
- To ensure that children of differing abilities are provided with appropriate and achievable goals.
- To assist children in taking pride with the presentation of their work.
- To display excellent examples of handwriting in every classroom and around the school.
- To teach children correct letter formation, joining and good handwriting habits, so that they can write fluently and legibly and by the end of KS2 to begin to develop a distinctive style

### **Implementation**

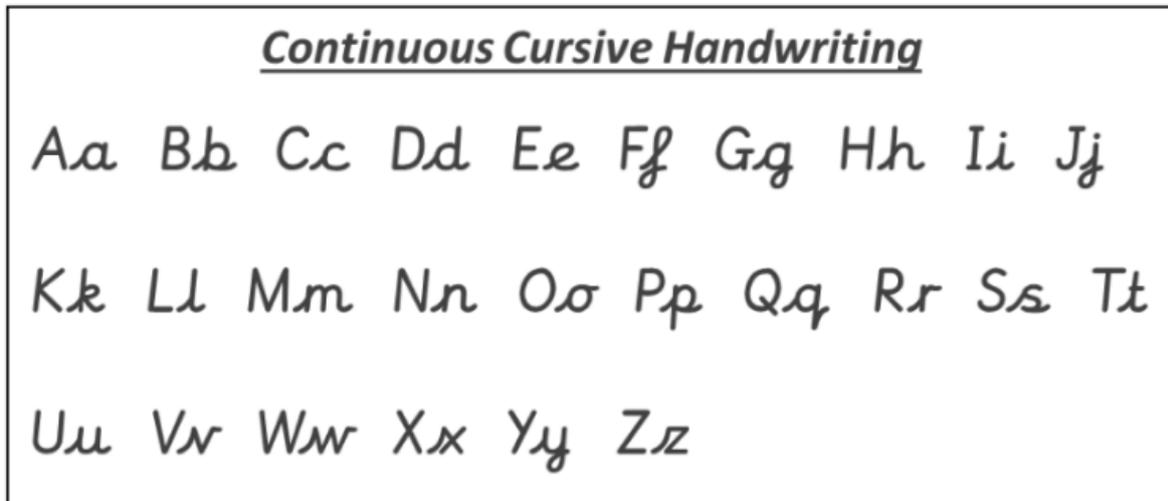
We seek to fulfil the requirements of the National Curriculum 2014 and EYFS Curriculum 2021. Planning is based on objectives taken from these, which ensures a progressive structure. In their short term planning teachers outline specific objectives for groups of children and individuals in order to ensure progress.

Handwriting is taught regularly and at least weekly through spelling and English lessons. It is taught discretely throughout school, where appropriate.

During lessons we ensure that children sit appropriately, position their paper/book, and hold their pen/pencil correctly using their other hand to hold their work firmly. Chair height is checked to ensure it is correct. It is important that in the Early Years and at Key Stage 1 children are observed closely during the lesson to ensure that letter formation is correct.

In addition to specific handwriting lessons children are expected to apply their learning in their exercise books and to show care for the presentation of their work. Regular opportunities for children to produce presentation work are also planned, for example in topic books or for display. Staff model the handwriting style and use the appropriate joins, demonstrating the fluency and legibility of the style. Children are expected to show care for their workbooks, present their work with care, date work and underline where necessary.

## Continuous cursive handwriting



### Key Features

- The handwriting style is known as 'continuous cursive handwriting' which means each letter is formed without taking the pencil off the paper, so each word is formed in one fluid movement.
- There is a clear distinction between capital and lower case letters.
- The continuous flow of writing ultimately improves speed, spelling and fluency.
- All letter start on the line.
- The majority of letters finish on the line with a 'flick'.
- The pencil does not leave the paper until the word is complete.
- 'ts' and 'xs' are crossed and 'l's' are dotted when the whole word is complete.
- The alphabet is organised into stroke-related groups for easy teaching.

c, a, d, g, o, q, e, s, f      r, n, h, m, b, k, p      l, l, t, u, j, y      v, w, x, z

### Statutory requirements

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum (2014) which details specific requirements and expectations for the teaching of handwriting from Year 1 to Year 6. The EYFS requirements and expectations for handwriting are detailed in the Physical Development and Literacy section of the Statutory Framework for Early Years Foundation Stage (2021)

### Foundation Stage

Children should be given opportunities to:

- Develop their fine motor skills so that they can use a range of tools competently, safely and confidently – pencils for drawing and writing, paintbrushes for painting
- Use their core muscle strength to achieve a good posture when sitting at a table
- Develop the foundations of a handwriting style which is fast, accurate and efficient.
- Hold a pencil effectively in preparation for fluent writing – using a tripod grip in almost all cases
- Begin to show accuracy and care in their work
- Form lower case and capital letters mostly correctly

- Write simple phrases and sentences that can be read by others

### Year One

Children should be taught:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these

### Year Two

Children should be taught

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters

### Years Three and Four

Children should be taught to

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined
- increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the down strokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]

### Years Five and Six

Children should be taught to

write legibly, fluently and with increasing speed by:

- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task

Once a child has achieved a proficient level of cursive writing in Key Stage 2, they are awarded with a Pen license and a handwriting pen.

### Provision for Left-Handed Children

At least 10% of the population are left-handed. All teachers are aware of the left-handed pupils in their class and make appropriate provision:

- Paper should be positioned to the left for right handed pupils and to the right for left handed pupils and slanted to suit the individual in either case;
- Pencils should not be held too close to the point as this can interrupt pupils' line of vision;
- pupils should be positioned so that they can place their paper to their left side;
- Left-handed pupils should sit to the left of a right-handed child so that they are not competing for space;

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

Teachers are aware of the fact that it is very difficult for left-handed pupils to follow handwriting movements when a right-handed teacher models them. Teachers try to demonstrate to left-handers on an individual or group basis, even if the resulting writing is not neat.

### Capital Letters

Capital letters stand alone and are not joined to the next letter. This should be modelled by the teacher during English and Phonics and spelling sessions.

### Inclusion

The vast majority of pupils are able to write legibly and fluently. However, some pupils need more support and provision will be made for this, either in intervention groups or in Individual Education Plans [I.E.P.'s]. Teachers of children, whose handwriting is limited, by problems with fine motor skills, should liaise with the SENDCO to develop a programme designed for the individual child

### **Impact**

Handwriting is a skill which affects written communication across the curriculum. Our aim is that children are able to write with ease, speed and legibility.

By year 6 children will use cursive handwriting using flowing movements and patterns. This handwriting should be demonstrated in all writing across the curriculum. Writing should be fluid in style to allow children to apply their energy into the content of their writing as opposed to the formation of the letters themselves.

Policy written – November 2021