

Fourlanesend Handwriting Policy

The fundamental purpose of handwriting is to enable all pupils to equip themselves with a basic life-skill. In order to prepare children for the adult world and contribute to their personal development, they must learn to write clearly and legibly.

SPECIFIC AIMS

We aim to teach children to:

- Correctly hold a pen or pencil.
- Write from left to right and from the top of the page to the bottom of the page.
- Start and finish letters correctly.
- Put regular spaces between words.
- Correctly form both lower and upper case letters.
- Write legibly and fluently in a cursive script.
- To use different handwriting styles for different purposes (e.g. Jottings for KS2). Jottings are not assessed as part of hand writing and presentation, the Jotting stamp is used to indicate work that is exempt from our regular standard of presentation. Jottings are used as part of life-long learning e.g. quick calculation and notes at speed.
- After learning the basics of handwriting, develop their own personal style.

KEY POINTS

- All staff model the correct techniques for handwriting.
- Children's progress is monitored carefully and work given according to their ability. It is important that where there is slippage. This is highlighted in line with the Marking and Feedback Policy and if necessary interventions take place to get children back on track. Speed Up! Intervention is used for year 2 onwards.
- Teachers remember that handwriting can be a very enjoyable activity for children - appeal to their creativity, get them to challenge themselves and teachers will send good examples to the Head Teacher.
- In FS letter formation is taught through gross motor skills activities initially as part of continuous provision. Following this and through to year 2 it is taught discretely within phonics bug. Additionally letter families are focussed on. For those children/groups/class who show a specific difficulty, work will be undertaken to address this when needed.
- Children working at greater depth in year 2 will be introduced to cursive handwriting.
- In Tamar cursive writing will be introduced. Discrete teaching will take place during PPA time. It will also be modelled in writing across the curriculum.

- The expectation by Lynher is that children will be able to write fluently in cursive. Where this is not happening, interventions will be put in place.
- Children will be taught using the script to be found in the Spectrum Handwriting Programme/Collins Primary Focus (see Appendix A).
- Joined handwriting should not take place until a pupil has mastered correct letter formation.
- Children will be taught correct formation before they are expected to practise it.
- All handwriting practice undertaken in the Foundation Stage and Key Stage 1 will be in pencil (although children should have experience of using a variety of writing tools as part of the general curriculum).
- In Key Stage Two, once a child has developed fluent cursive handwriting, a pen may be used. A pen should generally be given to children who regularly demonstrate in certain cases however exceptions can be made to motivate a pupil (as long as any discrepancies are only slight). Pens and the "Pen licence" certificate will be awarded in celebration assembly by the Headteacher.
- Once awarded a licence children may still use a pencil when they feel it is necessary for certain tasks, this is the children's choice. This is at the class teacher's discretion.

Left Handed Children

At least 10% of the population is left-handed - a slightly higher proportion of males. There is no need for left-handed children to be disadvantaged when writing, if a few simple strategies are employed:

- Model letter formation, sky writing, etc specifically for left-handed children with your left hand.
- Make sure that left handed children sit on the left of right handed children at the end of a table so they do not have a right-handed person to their left.
- Left -handed children usually need to have the paper slightly to the left of centre of their body and should be encouraged to tilt their work clockwise so they can see what they have written.
- Experiment with the seat height - some left handed children may need a higher seat to view their work clearly and to prevent the elbow locking into their side as they work across the paper.
- To avoid smudging their work Left handed children should be encouraged to position their fingers about 1.5cm away from the end of their writing implement. The pencil should sit in the 'V' between the thumb and the forefinger, sitting parallel to the thumb. The wrist should be straight.

Writing from left to right is more difficult for left-handed children. They should, therefore be given more attention in the classroom to ensure that they do not learn bad habits of position, posture and pen hold which will deter a fast, fluent and legible hand.

Appendix A - Handwriting script from the scheme.

School Values

- Kindness
- Honesty
- Enthusiasm for learning
- Respect and responsibility
- Confidence

Date: February 2020

Review date: Spring 2022

APPENDIX A: HANDWRITING SCRIPT

Precursive Upright (Unit 2)

A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z

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

The quick brown fox jumps
over the lazy dog.

Cursive Upright (Units 3-4)

A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z

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

The quick brown fox jumps
over the lazy dog.

Cursive Slanted (Units 5-9)

A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z

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

The quick brown fox jumps
over the lazy dog.