

Believe, Learn, Flourish
"Faith, Hope and Love, but the greatest of these is love."
1 Corinthians 13:13

[Grab your reader's attention with a great quote from the document or use this space to

HANDWRITING POLICY

Aims

Children should develop an awareness of the importance of clear and neat presentation in order to communicate their meaning effectively.

Children should develop a neat, legible style with correctly formed letters in cursive handwriting.

Children will automatically use clearly formed and joined handwriting in all of their writing.

Children will develop flow and speed to aid expressing themselves creatively and imaginatively across the curriculum and for a range of purposes.

Guidelines

We acknowledge that some children present dyslexic traits and may have difficulties in recording their work. Staff are trained to recognise and support these needs and to provide alternatives to written recording such as the use of laptops. We have clicker available to the children along with writing slopes, pencil grips, line guides and spelling dictionaries which assist with written recording.

To these ends:-

In Reception:

Pre handwriting skills will be developed through experimenting with 'marking' on sand, chalk boards and other materials.

Children will be taught to hold a pencil comfortably in order to develop a legible style – starting from L----- R, top to bottom of page, starting and finishing letters correctly, regularity of size and shape of letters and regularity of spacing of letters and words.

Children will be taught conventional ways of forming letters – lower case and capitals. They will be introduced to the cursive script by effective teacher modelling.

Where possible spelling and handwriting will be linked eg. Common letter patterns will be practised in both spelling and handwriting. In phonics, consonant digraphs, vowel digraphs and vowel trigraphs will be written using joined letters to illustrate clearly that they are one phoneme.

In Key Stage 1:

Building on the Foundation Stage, pupils at Key Stage 1 develop a legible style and begin to use fully cursive handwriting. The cursive script has a lead in and exit line that

naturally encourages the children to join their handwriting. The children will begin to join as soon as they are ready.

In Key Stage 2:

Quality and fluency of writing will become increasingly important with children developing their individual styles based on sound knowledge of letter formation.

In Upper KS2 children are encouraged to increase speed whilst maintaining legibility and fluency.

Techniques for teaching letter formation and joins

- Always model cursive joined handwriting.
- Demonstrate accurate formations.
- Talk through the process.
- Patterns relating to letter formations are introduced using a variety of tools and multi-sensory methods.
- Opportunities for linking phonics and spelling are used.
- Encourage correct pencil hold and letter formation from the beginning.
- Teach regular handwriting sessions using appropriate resources.

Resources employed to support this policy

We have a range of resources available to support handwriting from Foundation stage through to Year 6. They progress through correct movements and letter joins, to the promotion of a clear, fluent and legible handwriting style. We understand that from the line, cursive handwriting is recognised to aid children with dyslexic traits.

We have availability of a range of resources to support handwriting throughout the school. Writing slopes, line guides, buff paper, hand hugger pencils and handy helpers are easily accessible to children to choose to use if they wish.

Policy:	Handwriting Policy
Signed Chair of Governors:	R Bain
Governors Meeting Ratified:	March 24
Review Date:	Spring 25
Review schedule	Annually

Appendix A – Cursive writing script

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

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 jumped over the lazy

dog.