



Handwriting Policy

At Thorndown, we value and respect everyone in our community and work as a team to:

- Provide learning experiences which support and inspire high achievement for all
- Ensure a caring, safe and welcoming environment
- Promote co-operative and responsible attitudes to make a positive contribution
- Actively encourage independence and confidence to thrive in a changing world

“Happy, Healthy, High Achievers”

HANDWRITING POLICY

Handwriting is a skill which, like reading and spelling, affects written communication across the curriculum. Children must be able to write with ease, speed and legibility. Cursive handwriting teaches pupils to join letters and words as a series of flowing movements and patterns. Handwriting skills should be taught regularly and systematically.

Aims

At Thorndown Primary School our aims in teaching handwriting are that the pupils will:

- Achieve a neat, legible style with correctly formed letters in accordance with the cursive font.
- Develop flow and speed.
- Eventually produce the letters automatically and in their independent writing.

In order to achieve these aims, the following principles are followed:

Teaching and Learning

- Children should experience coherence and continuity in learning and teaching across the school.
- Develop a recognition and appreciation of pattern and line and be given support in finding a comfortable grip.
- Understand the importance of clear and neat presentation in order to communicate meaning clearly.
- Encouraged to take pride in the presentation of their work and therefore study handwriting with a sense of enjoyment and achievement.
- Be supported in developing correct spelling quickly through a multi-sensory approach to handwriting.
- Shown how to be able to write quickly to aid expressing themselves creatively and imaginatively across the curriculum and for a range of purposes.
- Encouraged use their skills with confidence and pride in real life situations.

Knowledge, Skills and Understanding

Early Years

Children take part in activities to develop their fine and gross motor-skills and recognition of patterns, for example, to form letters using their index finger in sand or using paint. Children should begin to learn how to correctly hold a pencil. Then how to use a pencil, and hold it effectively to form recognisable letters most of which are correctly formed. They should be given the opportunities to develop their handwriting, using the pre cursive style, to their full potential at that age.

Key Stage 1

Children will continue to develop fine and gross motor-skills with a range of multi-sensory activities. Handwriting should be discussed within and linked to phonics sessions. Teachers and support staff continue to guide children on how to write letters correctly, using a comfortable and efficient pencil grip. Children should now be leaving spaces between words accurately. By the end of Key Stage 1 children will be able to write legibly, using upper and lower-case letters appropriately and correct spacing between words using a cursive style.

Key Stage 2

During this stage the children continue to have direct teaching and regular practice of handwriting. We aim for them to develop a clear, fluent style and by the end of Year 6 be able to adapt their handwriting for the for different purposes, such as: a neat, legible hand for finished, presented work, a faster script for note making and the ability to print for labelling diagrams etc.

Provision for left-handed children

At least 10% of the population are left-handed, the majority of whom are boys. All teachers are aware of the specific needs of left-handed pupils 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 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. Children must practice starting sentences and writing names using a capital letter and not joining the subsequent letter. This should be modelled by the teacher during Literacy and Phonics sessions.

The Learning Environment

In all classes, pencil pots with suitable materials are available for pupils to work at their own tables. Classrooms are equipped with a range of writing implements, line guides, word lists and dictionaries.

The Role of Parents/Carers

Parents/Carers are made aware of our agreed handwriting style and encouraged to practice this with their children at home.

Resources

Resources are available on the shared system in the folder 'English.' Our handwriting style should be displayed in every classroom and available on tables for children to refer to.

The Rockin' Round Letters

- a lead up, rock back, lead on
- c lead up, rock back
- d lead up, rock back, three quarter up, three quarter back, lead on
- o lead up, rock back, loop round, lead on
- g lead up, rock back, drop down, loop round

The Tallees

- b lead up, three quarter line, drop back down, pop, lead on
- h lead up, three quarter line, drop down, over the hill, lead on
- k lead up, three quarter line, drop down, pop, lead on
- l lead up, three quarter line, drop down, lead on
- t lead up, three quarter line, drop down, lead on. Cross over

The Rollercoasters

- e lead up, loopde loop
- s lead up, curly-murly, lead on
- x lead up, backwards c, forwards c
- z lead up, zig, zag, zog
- f lead up, three quarter line (with a hat), drop down, three quarters, loop to lead on

The Up-downs

- y lead up, drop down, smiley, drop down, loop
- u lead up, smile, lead on
- i lead up, drop down, lead on. Dot
- m lead up, drop down, over the hill, over the hill, lead on
- n lead up, drop down, over the hill, lead on
- r lead up, drop down, back up, lead on with a hat
- v lead up, zig zag, lead on
- w lead up, down, up, down, up, lead on

The Drop-downs

- j lead up, drop down, three quarters, loop round, lead on
- p lead up, drop down, three quarters, back up, pop, lead on
- q lead up, rock back, drop down

