

# TICKHILL ESTFELD PRIMARY SCHOOL

## Handwriting Policy

### Intent

At Estfeld, our aims in teaching handwriting are:

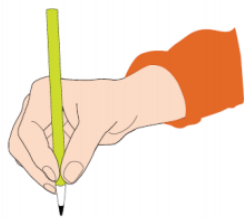
- to enable children to write in a consistent, well presented and legible style
- to have a consistent approach across Foundation Stage, Key Stage 1 and 2 when teaching handwriting
- to ensure that from the Summer Term of Year 2 to the end of Year 6 children are using a cursive script
- to ensure the skills taught at Key Stage 1 continue to develop throughout Key Stage 2
- to adopt a consistent approach towards handwriting by all adults when writing in children's books, on the whiteboard or on displays and resources.

### Implementation

Children will be taught to:

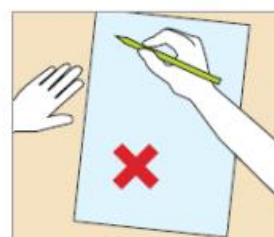
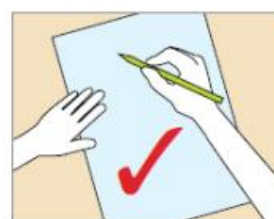
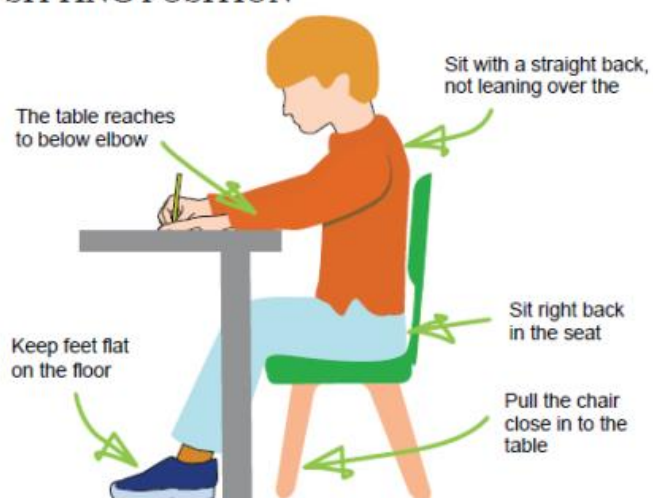
- hold a pencil correctly.

Children should be encouraged to use a tripod pencil grip, where the pencil is gripped between the index finger and the thumb. The middle finger is then used to support the underside of the pencil as shown below



- adopt the correct posture when writing.

#### SITTING POSITION



Paper position for right-handed children

The Penpals Handwriting programme demonstrates grip and posture for both left and right-handed children and can be shown on the classroom Smartboards. Consideration will be given to positions in the classroom to give children space to write comfortably whether left or right handed.

- write from left to right and from top to bottom of the page
- start and finish letters correctly (in cursive style from the Spring Term of Year 2 onwards)
- form regularly sized and shaped letters
- use regular spacing between letters and words
- take a pride in the presentation of their written work.

Our cursive script is based on the Sheffield Handwriting Scheme. We have also selected our preferred letter formation for print and cursive style on our computer based 'letter-join' scheme for home learning. Login information is attached. Teachers can also access 'Penpals' on classroom computers. This has a range of handwriting warm ups for gross and fine motor skills. These skills, starting from the shoulder joint, then the elbow and lastly to wrist and finger joints, are vital aspects of physical development which impact handwriting.

Cursive script:



Capital letters are not joined.

Children should use a sharp HB pencil for all handwriting initially. When in KS2 teachers assess that children are competent in joined handwriting they should be allowed to use a black handwriting pen, especially for the final presentation, 'performance' stage, in a piece of writing.

Children with specific fine motor issues may use pencil grips or pens to help them achieve a clear, legible style.

### **Progression through School**

In Reception, children will be encouraged to develop gross motor control through the use of large equipment for mark making such as big chalks, paint brushes, finger paints, shaving foam etc. They will develop their fine motor skills and use a range of mark making tools such as pencils, pens and crayons. They will be encouraged to talk about shapes and movement. Letter formation is taught alongside phonic work. They will practise the main handwriting movements for the three basic letter shapes c, l and r. Our aim is that by the end of foundation stage all children hold a pencil correctly and form all letters and numbers correctly. Errors in pencil grip and letter formation will be immediately addressed, modelled and corrected. Special triangular pencils are used to aid correct grip. Initially Reception children will use unlined

paper as the focus is correct formation rather than size or positioning. Children with poor gross or fine motor skills are identified quickly and targeted group or individual work provided.

In Year 1 children receive a regular handwriting session of 10-15 minutes three times a week. This can be increased to daily sessions if necessary. Emphasis is placed on developing consistency in size, spacing and the relationship between upper and lower case letters and using lines to promote ground/sky letters from Autumn 2. As in Reception, handwriting is taught alongside phonic work. Handwriting intervention will be provided when needed. Activities to promote fine and gross motor skills are still on going for children who need to access this in continuous provision.

In Year 2, cursive handwriting will be introduced, usually by Spring term. We use specific handwriting books. The lines match the line guides used in general writing activities. First, we learn to start from the line. We learn groups of letters together so that we are able to create short words from the beginning. Handwriting is linked to phonic development with the introduction of new phonemes or spelling patterns written in a cursive style.

By the end of KS1 children will be forming all letters correctly, joining in a cursive script and using a line guide accurately.

In Year 3 the children will be encouraged to continue the development of basic joins which they should transfer into all their independent writing. They will also continue to link their handwriting to their phonic development as they learn to write new spelling patterns using a cursive writing style. Regular handwriting lessons will still be needed, particularly in the Autumn term.

In Years 4, 5 and 6 children will be expected to use cursive handwriting in all areas of the curriculum. Those children whose writing is neat and legible may be encouraged to use handwriting pens. If any child is not on track to reach these expectations, they will receive additional support through intervention groups.

In Year 6 we will aim to use pen regularly to prepare for transition to secondary school. Pupils will be taught to bracket errors so they do not detract from presentation.

### **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 so that they are able to apply their energy to the content of their writing. A uniformed handwriting style should be consistent throughout the school; this will be evident on display boards and monitored through lesson observations and book scrutiny.

Even in this age of digital text, handwriting is tangible way of showing pride in our work. It gives the opportunity to share ideas in a personal manner. Above all, the physical act of writing fixes ideas in our muscle memory and helps our learning to stick.

Fiona Martin  
September 2021