



Vane Road Primary School

Handwriting Policy

Adopted July 2018
Review July 2021

Signed by Chair of Governors:

Key contact: Mrs Johnson



Amendment tracker

Date	Change and comments	Location

Related Policies:

- English Policy
- Curriculum Policy

Vane Road Primary School is proud to be a Level 1/Silver UNICEF Rights Respecting School. This Policy covers the following Rights included in UNICEF's 'The Convention On the Rights of the Child'.

Article 28 (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights

This Policy:

1. Introduction

- 1.1 At Vane Road Primary we are very proud of our pupil's handwriting and take particular care in our cursive/joined-up handwriting style, [Letter Join](#).
- 1.2 Handwriting is a basic skill that influences the quality of work throughout the curriculum. At the end of Key Stage 2 all pupils should have the ability to produce fluent, legible and, eventually, speedy joined-up handwriting, and to understand the different forms of handwriting used for different purposes.
- 1.3 We aim to make handwriting an automatic process that does not interfere with creative and mental thinking.

2. School Aims

- 2.1 We aim for our pupils to develop a neat, legible, speedy handwriting style using continuous cursive letters that leads to producing letters and words automatically in independent writing.
- 2.2 By the end of Year 6 pupils will understand the importance of neat presentation and the need for different letterforms (cursive, printed or capital letters) to help communicate meaning clearly.
- 2.3 Our teachers encourage children to use neat, joined-up cursive writing for all handwriting tasks including report writing (when not word-processed), marking and comments.
- 2.4 Pupils should experience coherence and continuity in the learning and teaching of handwriting across all school years and be encouraged to take pride in the presentation of their work.
- 2.5 Our aim is to help pupils enjoy learning and developing their handwriting with a sense of achievement and pride.

3. Reception

For our youngest children we focus on:

- 3.1 Movements to enhance gross motor skills such as air-writing, pattern making, dancing.
- 3.2 Exercises to develop fine motor skills such as making marks on paper, whiteboards, sand trays, tablets.
- 3.3 Letter learning to familiarise letter shapes, formation and vocabulary.
- 3.4 When children are ready they are encouraged to follow the cursive handwriting style for individual letters.

4. Years 1- 3

- 4.1 Gross and fine motor skills exercises.
- 4.2 Cursive handwriting reinforcement, learning and practice.

5. Years 4-6

More advanced handwriting techniques will be taught as above and will focus on;

- 5.1 Cursive handwriting re-enforcement
- 5.2 Dictation exercises to teach the need for quick notes and speedy handwriting writing.

6. Left – handed children

- 6.1 Left-handed pupils should sit to the left of a right-handed child so that they are not competing for space.
- 6.2 Pencils should not be held too close to the point as this can interrupt pupils' line of vision.
- 6.3 Extra practice with left-to-right exercises may be necessary before pupils write left-to-right automatically.

7. Inclusion

Children whose handwriting is limited by problems with fine motor skills, including left-handed children, and children with special educational needs, will be given additional support. Additional resources may also be used (i.e. a writing slant).

8. Writing Materials

Children are encouraged to start handwriting using a soft pencil. When fine motor skills have been established and children are ready, they are given their pen licence and can now move onto pen.