

# Finendon Federated Schools

## Handwriting Policy

### Purpose

The purpose of this policy is to inform all staff of how handwriting is to be taught. This will ensure that handwriting teaching is consistent and developmental across the school.

### Rationale

Teaching handwriting effectively is important for the following reasons: it allows children to be able to form letters correctly, making their writing clear and enabling an audience to read it; it helps to develop children's fine motor skills, therefore making sure that children are not put off writing due to discomfort; finally it gives children a sense of achievement and pride in their work if they are able to present it to a high standard.

It is important that the teaching of handwriting across the school is consistent so that children are allowed to build on their skills rather than having to re-learn them every year. It is also important that the teaching is developmental so that children can achieve higher standards and are motivated to continue learning.

### Aims

- Children gain the handwriting skills necessary to enable them to recognise and form letters that are joined so that they can write with increased flow.
- Children write comfortably and confidently with minimal mistakes and with high presentation skills.

### Processes

#### Whole School:

- Staff use the cursive handwriting style when writing for the children in order to model it.
- The font: *XCCW Joined 2a* is used where appropriate in classroom displays to reinforce the cursive style.
- **Pen Licences:** If children show consistently fluent, joined writing, they will then be able to use a **blue handwriting pen** for writing activities. They will also receive a certificate showing that they have achieved their pen licence (see resources section for pen licence certificate). If the handwriting quality declines (particularly in Years 5 and 6) the pen license can be taken away to show that we have high expectations.

## Foundation Stage:

In the Foundation Stage, children will predominantly be recognising letters and learning the letter names and sounds that they make.

They will do this through:

- Listening to and joining in with stories, rhymes, poems and songs to learn rhyming words, alliteration and word patterns.
- Looking at books to know that print conveys meaning.
- They will learn the initial letter in their name and other nouns that they experience.
- Games, puzzles and ICT activities.
- Finding letters in sand and water.
- Finding and matching letters on friezes and in different classroom situations.

Children will begin to learn formal letter formation using different techniques of teaching.

These will include:

- Writing their name and other simple words.
- Writing on whiteboards regularly.
- Learning different letter formations during the teaching of letters and sounds with cursive as the model.
- Writing in role play areas.
- Copying/ tracing patterns and letters.
- Writing in a range of different mediums and using different tools.
- Using large and small arm movements.

When children are becoming competent in forming letters, teachers need to make children aware of mistakes that they make when forming letters so that this can be corrected. This should be done in a positive way and in some situations may not be appropriate, depending on the child's confidence and motivation.

## Key Stage 1 (Year 1/ Year 2)

In Key Stage 1, children will be taught cursive writing. 'Cursive' writing means that all letters begin on the line.

The grid below shows how each letter should be taught:

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		

In Years 1 and 2 the children will learn handwriting through:

- Formal handwriting lessons– including a range of activities, e.g. watch the letter formation; copy in the air; write on children's backs; write in books.
- Having practised the formation, children should then write words and sentences including the learnt letters in order to apply their learning.
- Activities to improve fine and gross motor skills such as: play dough, peg boards, construction.
- When learning new sounds during letters and sounds lessons.
- Copying/tracing handwriting patterns, overwriting and underwriting.
- Writing numerals.

### **Teaching Sequence**

The letters should be taught in the following sequence (the letters are grouped by similar letter joins):

Set 1: c o a d g q s

Set 2: i j l t u y v w

Set 3: r n m p h b k

Set 4: e f

Set 5: x z

**When children have learnt the individual letter formations**, they should then progress onto joining digraphs and trigraphs; teaching should follow the sequence found in the Letters and Sounds document.

Phase 3 - *ch sh th ng ai ee igh oa oo ar or ur ow oi ear air ure er*

Phase 4 - *cl cr gr gl dr st sk sn sw sp lt lf tr tw nt nd mp bl br*

Phase 5 - *au ay aw ou oy oe ir ie ue wh ph ew ea*

**The above joins should have been taught by the end of Year 2 and the children will be expected to apply cursive handwriting whenever they write.**

## Key Stage 2 (Year 3 /Year 4)

In **2014/2015**, Y3/Y4 teachers will teach cursive handwriting in the same way as at KS1 so that all children are taught cursive writing throughout the school. All children will have handwriting books.

From 2015/2016, the children moving into Year 3 will have been taught the above sequence and focus in lower KS2 will shift to the following skills:

- Fluency
- Printing
- Decorated capitals
- Speedwriting
- Presentation
- Handwriting for different purposes.
- When to use ICT (including use of different fonts and presentational features) and when to handwrite.

In Lower Key Stage 2, children will continue to receive specific handwriting intervention, should their presentation require it- following the previous stages as necessary.

## Key Stage 2 (Year 5/Year 6)

In **2014/2015**, Y5/Y6 teachers will continue to teach cursive handwriting, as necessary, so that there is consistency throughout the school. Children will also continue to develop the presentational skills listed under Y3/4.

In Upper Key Stage 2 the children will continue to receive specific handwriting intervention, should their presentation require it- following the previous stages as necessary.

## Resources

### Join it

All laptops and classroom computers to have the join it program installed. This program allows use of the following fonts to aid with the teaching of handwriting.

abcdefghijklmnopqrstuvwxyz

abcdefghijklmnopqrstuvwxyz

abcdefghijklmnopqrstuvwxyz

### Fonts

All laptops and classroom computers to also have the above fonts downloaded for use in the Microsoft programs. These can be utilised to create handwriting exercises but also for worksheets across the curriculum and for display work.

# Well Done

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*For excellent handwriting!*

*You have achieved your*  
**PEN LICENCE**

# Well Done

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*For excellent handwriting!*

*You have achieved your*  
**PEN LICENCE**

## Statutory requirements for the teaching of handwriting

### Foundation Stage: Prime Area: Physical Development: Moving and Handling

<b>30 – 50 months</b>	<ul style="list-style-type: none"> <li>• Draws lines and circles using gross motor movements</li> <li>• Can copy some letters, e.g. letters from their name</li> </ul>
<b>40 – 60 months</b>	<ul style="list-style-type: none"> <li>• Shows a preference for a dominant hand.</li> <li>• Begins to use anticlockwise movement and retrace vertical lines.</li> <li>• Begins to form recognisable letters.</li> <li>• Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</li> </ul>
<b>Early Learning Goal: They handle equipment and tools effectively, including pencils for writing.</b>	

### English Curriculum (2014): Transcription (spelling and handwriting)

	<b>Programme of study (statutory requirements)</b>	<b>Notes and guidance (non-statutory)</b>
<b>Year 1</b>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Sit correctly at a table, holding a pencil comfortably and correctly.</li> <li>• Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</li> <li>• Form capital letters</li> <li>• Form digits 0-9</li> <li>• Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</li> </ul>	<p>Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided.</p> <p>Left-handed pupils should receive specific teaching to meet their needs.</p>
<b>Year 2</b>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Form lower-case letters of the correct size relative to one another</li> <li>• Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>• Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>• Use spacing between words that reflects the size of the letters.</li> </ul>	<p>Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.</p>
<b>Years 3 and 4</b>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another are best left unjoined.</li> <li>• Increase the legibility, consistency and quality of their handwriting, e.g by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</li> </ul>	<p>Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.</p>
<b>Years 5 and 6</b>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Write legibly, fluently and with increasing speed and personal style by:</li> <li>• Choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters.</li> <li>• Choosing the writing implement that is best suited for a task (e.g. quick notes, letters)</li> </ul>	<p>Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task (e.g. quick notes or a final handwritten version). They should also be taught to use an unjoined style (e.g. for labelling a diagram or data, writing an email address, or for algebra) and capital letters (e.g. for filling in a form).</p>