

Sedgeberrow CE First School

Handwriting Policy



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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 through the use of our own Sedgeberrow First School script.

Aims

At Sedgeberrow First School our aims in teaching handwriting are that the pupils will:

- Achieve a neat, legible style with correctly formed letters in accordance with our schools chosen font.
- Develop flow and speed.
- Eventually produce the letters automatically and in their independent writing.
- To develop their own personal cursive style.

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.
- Shown how to be able to write quickly to aid expressing themselves creatively and imaginatively across the curriculum and for a range of purposes.
- Teachers and T/As are expected to model the handwriting style.
- Handwriting is a taught skill and it is important that teachers are seen to put a high value on teaching and sustaining good handwriting. We believe that children's self-esteem and pride in their work can be raised by good quality presentation.

Knowledge, Skills and Understanding

Early Years

Children are introduced to the cursive handwriting style from early years as it is considered to be the most natural development of children's earliest attempts at writing. 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 to their full potential at that age. There should be opportunities for children to mark-make in the classroom and outdoor area on a daily basis.

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

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 5 be able to adapt their handwriting 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. In year 3 the children will be given a handwriting pen for display work. In year 4 the teacher will allow each child to use a handwriting pen on a regular basis when the child's handwriting is consistently neat.

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.

Inclusion

The vast majority of pupils are able to write legibly and fluently. However, some pupils need more support and provision will be made for this in the class provision maps. Teachers of children, whose handwriting is limited, by problems with fine motor skills, should liaise with the SENCO to develop a programme designed for the individual child.

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. Parents are also reminded of our agreed handwriting style at the 'Meet the Teacher' session at the start of the year and at parent's evenings.

Review

This policy will be reviewed before the start of each new academic year. It is the responsibility of the handwriting coordinator lead to write it.

This policy was discussed and agreed in a staff meeting on 8th

September 2014 and will be reviewed again next September 2017.

Sedgeberrow handwriting mantra

Key words:

- lead in / lead out
- round / round the other way
- up up / down down
- over

Anticlockwise movements, from 'c':

c – lead in, round, lead out.

o – lead in, round, round, lead out.

a – lead in, round, up, down, lead out.

d – lead in, round, up, up, down, down, lead out.

g – lead in, round, up, down, down, round, lead out.

q – lead in, round, up, down, down, lead out.

s – lead in, round and round the other way, lead out.

e – lead in, across and round, lead out.

u – lead in, down, round, up, down, lead out.

y – lead in, down, round, up, down, down, round, lead out.

Down, up and over movements – from ‘h’:

r – lead in, up, down, up, over, lead out.

n – lead in, up, down, up, over, down, lead out.

m – lead in, up, down, up, over, down, up, over, down, lead out.

h – lead in, up, up, down, down, up, over, down, lead out.

b – lead in, up, up, down, down, up, over, round, lead out.

p – lead in, up, down, down, up, up, over, round, lead out.

k – lead in, up, up, down, down, up, over, round, out and lead out.

Down and round – from ‘i’:

i – up, down, lead out – dot.

l – lead in, up, up, down, down, lead out.

t – lead in, up, up, down, down, lead out – cross.

j – lead in, up, down, down, round, lead out – dot.

Diagonal – from ‘v’:

v – lead in, down, up, lead out.

w – lead in, down, up, down, up, lead out.

x – lead in, down, stop; down, stop.

z – lead in, across, down, across, lead out.

f – lead in, up, round, down, round, lead out.