



ST MARGARET OF SCOTLAND
CATHOLIC PRIMARY SCHOOL

HANDWRITING POLICY



September 2017

Learning With Jesus In Faith, Hope and Love

Rationale

Children must be able to write with ease, speed and legibility. If they have difficulty, this will limit fluency and inhibit the quality and quantity of their work. It is important that the child's handwriting becomes a skill that requires little effort and thought so that creative and physical energy can be focused on the content of the writing rather than upon the act. Cursive handwriting teaches children to join letters and words as a series of flowing movements and patterns. The style is quick and easy to learn, particularly when it is practised from an early stage. Children will learn to form individual letters appropriately and accurately first, and then during Year 1, begin to learn to join letters after learning lead ins and outs.

Aims

Each of our aims is considered equally important. We aim for children to:

- Achieve a neat, legible style with correctly formed letters in cursive handwriting.
- Develop flow and speed.
- Eventually produce the letters automatically and in their independent writing.
- Understand the importance of clear, neat presentation in order to communicate their meaning clearly.
- Take pride with the presentation of their work and therefore study handwriting with a sense of achievement, to boost their self esteem.

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

- Handwriting is taught regularly and systematically in classes, groups or with individuals, as appropriate.
- Fine motor development and handwriting are actively and explicitly taught in every year group, weekly.
- Patterns are used initially, by writing with a variety of tools and using multi sensory methods to develop fine motor skills.
- Correct pencil hold, pressure and letter formation are taught from the beginning.
- When marking, writing comments, or in guided writing members of staff use cursive handwriting.
- All staff teach the agreed letter formation and joins for both lower and upper case letters to ensure consistency as children move through year groups.
- Letter formation is shared with parents to ensure the continuity at home.
- Excellent examples of handwriting are displayed in every classroom and around the school.
- Children of differing abilities are provided with appropriate and achievable goals.

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- All teachers are seen to put a high value on teaching handwriting through demonstration, explanation and practice.

How handwriting is taught throughout the school

Foundation

- Fine motor skills are developed using a wide range of resources in a practical approach.
- All day, every day access to independent fine motor and letter formation activities.
- Individual letter formation is taught, modelled and practised at least once a week.
- Writing is done on unlined paper.
- Correction of letter formation takes place on an individual basis.
- A display of letters using the correct letter formation is accessible to the children.

Key Stage 1

- Handwriting lessons are planned into the timetable for at least 30 minutes each week.
- Teachers will model and directly teach an element of letter formation or join as appropriate to the stage of development.
- Children practice in their lined handwriting books.
- Handwriting skills are practiced daily and in a variety of activities, using a cross curricular approach.
- Continue to develop fine and gross motor skills with a range of multi sensory activities.
- Joining usually happens just in handwriting books initially and as they become more confident they have a go in all their work.
- A display showing cursive letter formation is accessible to the children in Key Stage 1

Key Stage 2

- Direct teaching and regular practice of handwriting.
- Upper key stage 2 will work on speed of handwriting.
- Develop a faster script for notes
- Adapt handwriting for print for labelling maps or diagrams.
- A display showing the joined cursive style of any tricky letters is accessible as a reminder in KS2. Example of adults and children's quality writing using the cursive script is displayed as something to aspire to.

All year groups

Children are encouraged to take pride in the presentation of their work and teachers have high expectations that the children will always produce their best work, in all areas of the curriculum.

Additional Educational Needs

Where a child or group of children have difficulty with handwriting they will receive some additional or differentiated learning. This might be on a 1:1 basis or in a small intervention group within the class or year group. Children with specific learning difficulties find cursive handwriting useful because the writing implement stays on the page for the majority of the word.

Monitoring and Assessment

- Handwriting should be marked in line with the school's Marking and Presentation policy.
- Class teachers are responsible for ongoing assessments of the progress of each child in their class.
- Year group leaders are responsible for leading a termly moderation of handwriting across their team.
- Member of the SLT for Standards has responsibility for maintaining an overview of the standards in Handwriting across the school.

Planning

All year groups use the Handwriting guidelines (appendix 3) to ensure correct letter formation is taught. In years 1 – 6 year group leaders should set out coverage for the year of the various letters or joins to be taught, depending on the ability of their year group at the start of the year.

Further details of handwriting lessons can be found in appendix 1, 2 and 3.

Effectiveness

We believe this policy will be effective only if we ensure consistency across the school by regular monitoring. This will be done during observation weeks, book scrutiny and drop ins by the SLT

Appendix 1 Presentation

Appendix 2 Good handwriting practise

Appendix 3 Teaching order and formation

St Margaret of Scotland Presentation Protocols

	Foundation	Year1	Year2	Year3	Year4	Year5	Year 6
Pencil/pen	A choice of beginners Chunky and fine pens		Fine pencil. Handwriting pens for display work	Introduce handwriting pens as appropriate.	All pupils to use handwriting pens for literacy and general work as appropriate.		
				Continue using pencil for maths work			
Self-correction	Children to do simple line through to show where they have self corrected.			Erase for pencil work. Simple straight line through to show where they have self corrected.			
Ruler Use	Rulers graduated by cm to be used. All straight lines to be drawn with aid of ruler. All lines to be drawn with a pencil.			Rulers graduated by mm to be used. All straight lines to be drawn with aid of a ruler. Pencil used for line drawing.			
Commencing new work	New work to commence on a new page.			New work to commence after ruling off previous work, and a space left. Underline with pencil			
Writing the date and Learning Question	Stickers with LQ and date to be put in children's book.			All written work to be dated by the child and underlined. Written work: Monday 3 rd September Maths: 03/09/2016 DUMTUM (displayed on board at all times) Date, Underline, Miss a line, Title, Underline, Miss a line			
Paper	Large unlined books near end of year introduce wide lines for guided writing.	Maths: plain paper Literacy wide lined, as they progress move to narrow lined		Maths: Plain Literacy: Narrow lined (teachers discretion for wider lines for few children) Handwriting book for consistent size letters.			
Handwriting	Printing	Lead in and outs	Introduce joins. By end of year all joining.	All day, every day use of joined writing.			
Illustrations	Use of thick and thin wax crayons and colouring pencils.			Illustrations encouraged only when enhances work in final draft, not to be used instead of writing.			
	Illustrations not to be used during writing lessons only where it enhances work e.g. labelled diagram in chronological report.						
Marking (see policy)							
Margin	Books to be ordered with margins in place.			If books have no margin children to use a ruler width and pencil to draw in.			

Appendix 1

Good Handwriting Practice

As all good practice best linked to topic.

Year Group	Example of handwriting best practice
Step 1	<p>Fine motor control: lacing, peg board pictures, patterns, cutting, playdough rolling, shaping, squeezing, chinks, pattern making felt tips, paints, straight lines, zig-zag, curved lines. Forming letters in sand, foam. Weaving, sewing, pencil mark making tracing over, under, next to. Use tweezers to pick up small items, buckets of water and decorating brushes to write patterns, letters and joins outside, finger painting, dot to dot puzzles, lego and small world toys</p> <p>Use a wide range of resources to develop fine motor. Look out for: good sitting posture for writing, good pencil grip and correct pressure.</p>
Step 2	<p>Continue practise of step 1 e.g. manipulative skills, colouring, clay and clay tools to make patterns, paintbrushes (very important, hold like a pencil) White boards and pens to copy teachers modelling. Patterned boards for work using handwriting patterns Fun 5 min motor warm up at beginning of lesson as required.</p> <p>As joins are becoming established, write out riddle, short poem, handwriting competitions.</p> <p>Big writing.</p> <p>Form letter, join with finger on friends back. Form letter with finger in the air, close eyes and form your letters. Coloured writing, different colour for each word. Pictures using joins e.g letter c joined up like waves. Use paints, pencils...</p> <p>Making all tall letters hit their heads on top lines, vary height of line.</p>
Step 3	<p>When joined writing fully established look at speed writing Fun games how many letters in 1 min. 5 mins to write, copy poem how far can you get? Rewards for number of words written but using correct style.</p> <p>How many football teams can you copy out in 5 mins using cursive script? (link to interest, topic).</p> <p>Watch an advert, look at picture how many items write in cursive style, 5 mins.</p>

Agreed Letter formation (foundation, year1)

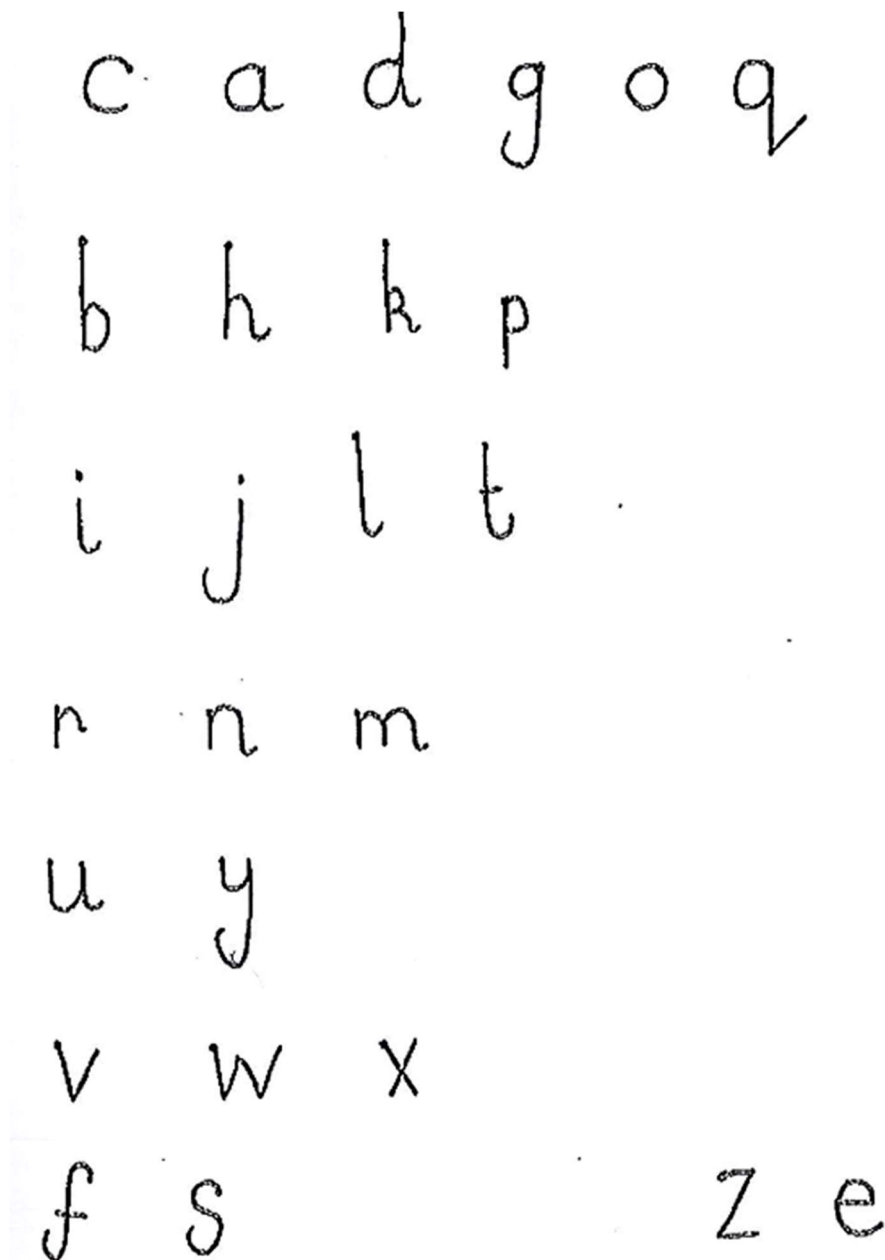
Children should be taught to form their letters in this way, starting from the dot. Pencils are only taken off for *i,j,t,f,x*.

Teach all tall letters to hit their head on the top line *b,d,h,l,k*

The exceptions are *t* and *f* which don't quite reach the top.

Teach the ascenders to sit on the line these are lazy letters *g,p,q,y*

The letters should be taught in letter families.



Agreed letter formation

Children should be taught to form their letters in this way starting from the dot. These are all tall letters and should hit their head on the top line.

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

Learning lead ins and outs (year 1, 2)

Children should be taught to always start with their pencil on the line. This is the case for every letter. Every letter should have a lead in and a lead out.

Please teach the letter families as a group

eg

week 1 teach c, a

week 2 teach g, d

week 3 recap all

This will depend on your children but have high expectations and plan appropriately.

1. c a d g o q

2. b h k p

3. i j l t

4. r n m

5. u y

6. v w x

7. f s

8. z e

Joining letters (y2...)

Recap the lead in and outs of a letter family e.g. c. Teach how to join each letter to itself 3 times. Teach letter families separately.

When individual letter joins are becoming secure show how to join in a word. As long as they know each letter has a lead in and a lead out they should be able to join them all up. Increase to writing a sentence and maybe a poem in handwriting lesson linked to your letter family of the week. The more practice they have the better.

cc aa dd gg oo qq

bb hh kk pp

ii jj ll tt

rr nn mm

uu yy

vv ww xx

ff ss

zz ee