

Handwriting Policy

At Whitchurch Combined School, we believe it is paramount that children are taught correct letter formation from the very beginning of their time in school. 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. We believe that a cursive handwriting style teaches pupils to join letters and words as a series of flowing movements and patterns.

Intent

Our aims in teaching handwriting are that the pupils will:

- Achieve a neat, legible style with correctly formed letters in accordance with the cursive font.
- Develop flow and speed.
- Eventually produce the letters automatically in their independent writing.

Implementation

Teaching and Learning

Children should experience coherence and continuity in learning and teaching across Whitchurch Combined School. We believe they should develop a recognition and appreciation of pattern and line and be given support in finding a comfortable grip. Children are taught to understand the importance of clear and neat presentation in order to communicate meaning clearly and are encouraged to take pride in the presentation of their work and thus practise handwriting with a sense of enjoyment and achievement.

Children are supported in developing correct spelling quickly through a multi-sensory approach to handwriting as appropriate. They are shown how to be able to write quickly to aid expressing themselves creatively and imaginatively across the curriculum and for a range of purposes. And they are given opportunities to use their skills with confidence and pride in real life situations.

We follow the Lesly Clarke scheme in EYFS and KS1, moving on to the Twinkl Handwriting programme for unlooped cursive as the children progress. We have displays up in all classrooms to promote this.

Handwriting of all adults in the school should reflect the high expectations that we have of our children, including when marking children's work, writing on the board and on displays around the school.

Knowledge, Skills and Understanding

Early Years Children take part in a range of activities to promote their handwriting (see EYFS document).

Key Stage 1

Children continue to develop fine and gross motor-skills with a range of multi-sensory activities. Handwriting is discussed within and linked to phonics sessions. We use tram-lined exercise books to practise handwriting and letter formation until children demonstrate that they are confident using their handwriting style on single lines.

Children are taught pre-cursive handwriting based on the Lesley Clarke scheme and when they are proficient with this, then cursive joins can begin to be taught. Teachers and support staff continue to guide children on how to write letters correctly, using a comfortable and efficient pencil grip. Children are taught to leave 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 using a developing cursive style.

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 6 be able to adapt their handwriting for the 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.

Continuous cursive unlooped style

abcdefghijklmnopqrstuvwxyz 0123456789

Capital letters

Capital letters stand alone and are not joined to the next letter. Children practice starting sentences and writing names using a capital letter and not joining the subsequent letter. This is specifically modelled by the teacher during English and Phonics sessions and during other lessons as appropriate.

A “Pen License” may be earned by children (most likely from Year 3) whose handwriting is joined and legible, and where the child’s general standards of presentation are very good.

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.

It is very difficult for left-handed pupils to follow handwriting movements when a right-handed teacher models them. Where this is an issue, teachers demonstrate to left-handers on an individual or group basis, even if the resulting writing is not neat.

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.

Resources

Resources are available on the staff shared system in the folder 'Handwriting' and on the Twinkl website. Our handwriting style should be displayed in every classroom and available on tables for children to refer to. Teachers are able to download the Twinkl handwriting font for use in making activity sheets and other resources.

Children are encouraged to take pride in the presentation of their work and therefore practise handwriting with a sense of enjoyment and achievement.

Be supported in developing correct spelling quickly through a multi-sensory approach to handwriting.

Shown how to be able to write quickly to aid expressing themselves creatively and imaginatively across the curriculum and for a range of purposes.

Encouraged use their skills with confidence and pride in real life situations.

Impact

The impact of using the Lesley Clarke scheme which complements the Twinkl Handwriting resources, will be seen across the school with an increase in the profile of handwriting. Following these schemes, gives Whitchurch Combined School a consistent approach, where handwriting expectations are clear and the same technical vocabulary is used with, and spoken by, all teaching staff and learners.

Our children's handwriting will become automatic and to a high standard so that they are able to focus on the content of their writing rather than the presentation.

The impact of the scheme should be noticeable within written work in all areas of the curriculum.