



# HANDWRITING POLICY

Signed \_\_\_\_\_ (Principal) Date \_\_\_\_\_

Signed \_\_\_\_\_ (Chair of Governors) Date \_\_\_\_\_

October 2018

Date of next review \_\_\_\_\_

**Holy Cross Primary Catholic Voluntary Academy**  
**Handwriting Policy**

**Introduction**

***'Handwriting is a tool that has to work. It must be comfortable, fast and legible.'***

Angela Webb, Chair, National Handwriting Association)

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 a 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 writing, rather than upon the act.

As a school, we adhere to the British Dyslexia Association's recommendations that children learn the continuous cursive style. The key advantages are:

- By making each letter in one movement, children's hands develop a 'physical memory' of it, making it easier to produce the correct shape.
- Because letters and words flow from left to right, children are less likely to reverse letters which are typically difficult.
- There is a clearer distinction between capital letters and lower case letters
- The continuous flow of writing ultimately improves speed and spelling.

**Aims**

- For handwriting to become an automatic process which frees pupils to focus on the content of their writing.
- For children to achieve a neat, legible style with correctly formed letters in cursive handwriting.
- To help raise attainment for all pupils by using a consistent approach to the teaching of handwriting throughout the school.
- To use a cursive style throughout the school to ensure a consistent approach.

**Teaching and Learning**

- Handwriting is a skill which needs to be taught explicitly.
- Handwriting is a movement skill and correct modelling of the agreed style by the teacher is very important.
- Consistency in the attitudes displayed, the methods employed and the models provided is the key to effective learning.

**The role of the teacher:**

- To follow the school policy to help each child develop legible and fluent handwriting;
- To provide direct teaching and accurate modelling;
- To provide resources and an environment which promotes good handwriting;
- To observe pupils, monitor progress and determine targets for development.

## Progression in Handwriting

### Guidance for EYFS:

- The emphasis at this stage is with movement rather than neatness.
- Children take part in activities that develop fine motor skills and are given the opportunity to experiment with a range of writing materials and implements; a multi-sensory approach is used to help pupils feel the movement in the hand.
- In the pre-communicative stage pupils play with writing and these experiments are recognised and praised as an important stage in the child's understanding that marks on paper convey meaning.
- Children are encouraged to write in a straight line and on a line.
- Children are taught how to form their letters correctly and practise the correct letter and number formation (starting at the right entry point and then moving in the right direction).
- Children are introduced to the cursive script when ready.

### Main teaching aims for Key Stage 1:

#### Children should be taught to:

##### Year 1

- Sit correctly at a table holding a pencil comfortably and correctly.
- Form capital letters.
- Form digits 0-9
- Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways and to practise these.
- Begin to form lower case letters using a cursive style in the correct direction, starting and finishing in the right place. The cursive script has a lead in and exit line that naturally encourages children to join their handwriting. **The children begin to join when ready.** Learned at this early stage becomes automatic and has a profound influence on later fluency and legibility.

##### Year 2

- Form lower-case letters of the correct size relative to one another.
- Begin to use some of the diagonal and horizontal strokes needed to join letters.
- Write capital letters and digits in the correct size, orientation and relationship to one another and to lower case letters.
- Use spacing between words that reflects the size of the letters.
- Write on the line.

**If they have not already done so, children should begin to join their handwriting and understand which letters, when adjacent to one another, are best left un-joined.**

### **Main aims for Key Stage 2:**

#### **Lower Key Stage 2:**

##### **Children should be taught to:**

- Use the diagonal and horizontal strokes that are needed to join letters.
- Recognise which letters (when adjacent to one another) should be left un-joined.
- Increase the legibility, consistency and quality of their handwriting using a cursive style to ensure consistency in size and proportion of letters and the spacing between letters and words.
- Ensure that the down strokes of letters are parallel and equidistant and that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.

#### **Upper Key Stage 2:**

##### **Children should be taught to:**

- Maintain legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.
- Choose the style of handwriting when given a choice.
- Choose the writing implement that is best suited to a specific task (e.g quick notes, letters).

### **The teaching of Handwriting**

- Handwriting is a skill which needs to be taught explicitly. Daily tasks in EYFS and daily lessons in KS1.
- Handwriting is a movement skill and correct modelling of the agreed style by the teacher is paramount.
- Consistency in the attitudes displayed, the methods employed and the models provided is the key to effective learning.
- Marking in all books and writing on displays needs to model the cursive style.

#### **Inclusion**

Some pupil's need more support to develop their handwriting and a specific individual or group programme may be drawn up in consultation with the SEN co-ordinator and linked to the child's IEP.

#### **Guidance for Left-handed Children**

- They should sit on the left-hand side of double desks or tables;
- They are encouraged to rest their left forearms on the edge of the desk. The book or paper should slope in line with the left forearm;

- Moving the paper away from the body prevents writing becoming cramped at the foot of the page;
- The children are encouraged to hold their left hand below the line of writing to avoid smudging and to give a clear view of what is being written. Children should be discouraged from hooking their left hand above the line of writing to avoid smudging.

### **Posture**

Children should be encouraged to sit up straight with their feet on the floor. The non-writing hand must be used to steady the book or paper.

### **Checklist for Teachers:**

If a child's handwriting is to develop into a legible and consistent style, it is helpful to examine each piece of writing in the light of the following criteria:

1. **Shape:** Are all letters properly formed and clear?
2. **Joining:** Are as many letters as possible joined consistently?
3. **Slope:** Is the slope of letters consistent? Letters should either be all perpendicular or all sloping (predominantly a forwards slope will be used, however backwards slopes can be developed).
4. **Evenness:** Are letters of a consistent and reasonable size? Capitals can be too big, tall letters too tall, small letters too small.
5. **Floating and Sinking:** Do letters sit on the line? Words sometimes float above or sink below the writing line. This happens because the writing hand is not moving steadily across the page.
6. **Particular Letters:** Which letters are really well formed? Which ones need careful practise?