

Handwriting Policy

At St Peter's, even in this technological age, we recognise the need for children to be able to write beautifully. A free flowing cursive script, once truly mastered, will allow children to record their thoughts quickly and legibly and, once it is a natural process for them, will allow them to focus on the content of their writing.

Aims:

- To have a consistent cursive approach across the whole school to ensure high levels of presentation.
- To adopt a common approach towards handwriting by all adults when writing in children's books, on the whiteboard or on displays / resources.
- Children to achieve a neat, legible style with correctly formed letters in cursive handwriting.
- Children to develop fluency and speed whilst writing, so that eventually the children are able to write the letters with confidence and correct orientation.

Teaching and Learning

- As recommended by the British Dyslexia Association, we adopt a continuous cursive style of writing.
- Teachers and Learning Support Assistants model the agreed cursive style when modelling writing both in class, on displays and in feedback in books.
- Our agreed cursive style is as below:

Cursive Lower Case Letters



The letters will be taught in the following order/groups:

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1. *ilt uweco ad nmh*

2. *jy gq bpk vsr fzx*

- Children to be introduced to pre-cursive and cursive script at the earliest stages of writing.

Every class will have a specific handwriting session for 15minutes per week.

In handwriting sessions, spellings, relevant key vocabulary or sentences/paragraphs related to core texts or topic subject areas will be modelled by an adult then practised by children.

Lined paper is used for handwriting specific exercises. Lines should be well spaced to start with – e.g. 10mm apart – gradually reducing to single lines about 5mm apart.

- Children are given a handwriting book in Year 3, **once their individual letters and joins are correct, they no longer need to use a separate handwriting book – our expectation is that they use their joined cursive handwriting for all but their briefest note-taking.**

Posture

- Chairs and desks within classrooms are matched to children's age and height.

- Children's backs should be straight and feet resting on the floor.

- A right-handed child should have their book slanted to the left.

- For a left-handed child the book should be slanted to the right (Class teachers – need to be aware of sitting left/right handed pairs so that they point apart rather than together).

- Always make sure that the hand which is not holding the pencil or pen holds the paper.

Implements

- Children use a standard HB pencil, well sharpened.

- **When the class teacher deems a child is ready, the pupil will be sent to x x x to receive their pen license. They will be provided with a special handwriting pen.**

- A pencil is always used within maths regardless of whether children have a pen licence.

Planning

During handwriting sessions, children will apply taught formations to letters, words or parts of text relevant to their current learning. For example, they may practise the letters from their current phonics focus, the letter strings used in their weekly spellings, key vocabulary related to core texts or use parts of text from guided reading or literacy texts.

There is not the expectation that formal written plans are available. Books will be used as evidence for the progression of handwriting.

Resources

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The school uses the online resource – ‘**Letterjoin**’ to support the teaching of handwriting. This provides models of forming letters, word samples and a way to producing text using the agreed school cursive system. Each class teacher has a log on for the website so they can produce text and worksheets to support teaching and learning.

Use of ICT

‘**Letterjoin**’ provides an APP version of the software available for use by children on iPads. Children can watch the animations then trace the patterns, letters and words on the iPad for large scale handwriting practice. A score is given for the accuracy of each pattern, letter or word.

Equal opportunities and Special needs

All children must have the opportunity and the encouragement to reach their full potential regardless of race, creed or sex. Children with Special Educational needs, where necessary, will be provided with specialist equipment such as pencil grips or wider ruled lined paper. Children will also have the opportunity to use iPads to rehearse specific skills on a more regular basis. Intervention is available for children who experience significant difficulties to practice pre writing skills and fine motor coordination

Homework

Pencils should be used in homework books and children are encouraged to use the cursive script in all written home learning.

The policy was adopted by the Governing Body as its meeting on _____

Signature of Chairperson of Governing Body _____

Signature of Head teacher _____

Review Date: _____