



Charlton-on-Otmoor C.E. Primary School

Handwriting Policy 2019

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

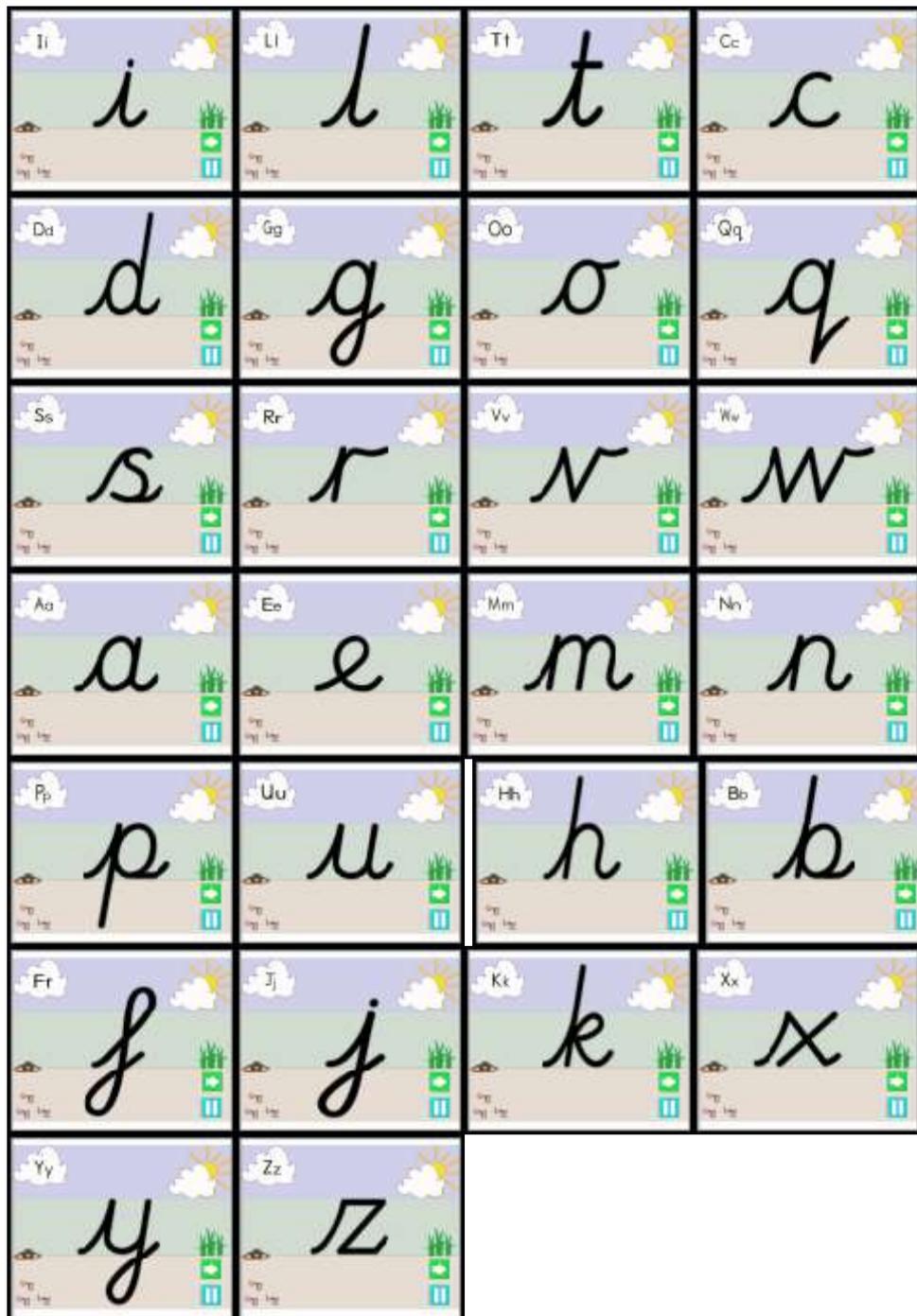
- As recommended by the British Dyslexia Association, we adopt a continuous cursive style of writing.
- Teachers and Teaching Assistants model the agreed cursive style when modelling writing both in class, on displays and in feedback in books.

Our agreed cursive and continuous cursive style is as below:

<https://www.teachhandwriting.co.uk/continuous-cursive-beginners-choice-4.html>

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

1. i l t u
2. w e c
3. o a d
4. n m h
5. j y g
6. q b p
7. k v s
8. r f z x



General

- All staff should use the same terminology in order to give children a consistent message.
- It is good practice to check that the children understand the concept of 'up' and 'down' before attempting cursive.
- Pupils in Nursery and Reception need to develop their gross and fine motor control beforehand to prepare them for handwriting.
- Prewriting tasks include: bead threading, modelling, weaving, finger play, cutting, pasting, pattern work and warm up activities for handwriting: DOUGH DISCO.
- A good way to check to see whether or not a child is ready for handwriting is to see if they can draw horizontal lines left to right, both straight and wavy, straight scribble, round and

round scribble, a diagonal cross, an anti-clockwise circle, a clockwise circle, a vertical line in an upward direction, a vertical line in a downward direction.

- Little and often is the best way to teach handwriting, or as a registration activity.
- Handwriting should be modelled as an expectation not a negotiable.
- Pupils should be provided with opportunities to experiment with felt tips, pencils and pens.
- In upper Key Stage 2, pupils should be encouraged to write with increasing speed.

Early Years Foundation Stage (EYFS):

- Children to be introduced to cursive script at the earliest stages of writing.
- Children in the Foundation Stage should be writing in the cursive script to enable an easier transition in Year 1. However, the expectation is that by the end of Reception all pupils will be using cursive and more able to use continuous cursive.
- Displays in both Nursery and Reception should include models of cursive script and continuous cursive.
- Implements such as chunky triangular pencils, large chinks and chunky pens etc are used by pupils to rehearse skills on paper, chalk boards, pavement etc.

Key Stage 1 & Key Stage 2

- In all sessions, spellings, relevant key vocabulary or sentences/paragraphs related to core texts will be modelled by an adult then practiced 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. In KS1, children will use four-lined handwriting paper.
- Teachers should give written feedback using a continuous cursive style. Posture for writing
- 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.
- 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 a member of staff deems a child ready, they get a pen licence. They will then be issued with a 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 practice 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 English texts.
- Books will be used as evidence for the progression of handwriting.

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, lap-weight or wider ruled lined paper. Children will also have the opportunity to use iPads to rehearse specific skills on

a more regular basis. Intervention should be made available for children who experience significant difficulties to practice pre-writing skills and fine motor coordination

Assessment, Monitoring and Moderation

Children in the EYFS are assessed on an ongoing basis through observation, handwriting informs part of this. Within Key Stage One and Key Stage Two, handwriting is assessed as part of children's writing assessments on a six-weekly basis.

Homework

Pencils and handwriting pens should be used when completing homework and children are encouraged to use the cursive script in all written home learning

Presentation Expectations

- All drawings and diagrams should be completed in pencil.
- Headings and sub-headings should be underlined with a ruler.
- Short date in Maths book and long date in English book. Both underlined.
- A piece of work should always have the date. This can be written as a short date in KS1 and in Maths books, long date in other subjects in KS2.
- In KS2 children can earn a pen license when they have mastered neat, joined handwriting.
- When children write in pen, they use write in blue handwriting pen.
- Children will correct/edit their work and respond to the teacher's comments in green pen.
- The front and inside covers of book should be free from doodles.
- There should be no doodling on pages within a workbook.
- One single line is used to cross out mistakes (with a ruler if along line).
- Handwriting should be clear, joined and legible.
- In Maths books, a two square margin should be drawn.
- In Maths books, one digit should be in one square.

Approved by:

Jo Stocks/ Emma Wykes

Date: March 2019

Last reviewed on:

March 2019

Next review due by:

March 2020