



Handwriting Policy

Berkeley Primary School

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Berkeley Primary School Handwriting Policy



Introduction

Here at Berkeley Primary School we are very proud of our pupils' handwriting and take particular care with our cursive/joined-up handwriting style. Handwriting is a basic skill that influences the quality of work throughout the curriculum. At the end of Key Stage 2 all pupils should have the ability to produce fluent, legible and eventually, speedy joined-up handwriting and to understand the different forms of handwriting used for different purposes. We aim to make handwriting an automatic process that does not interfere with thinking.

School aims

We aim for our pupils to develop a neat, legible, speedy handwriting style using continuous cursive letters that leads to producing letters and words automatically in independent writing.

By the end of Year 6 pupils will understand the importance of neat presentation and the need for different letter forms (cursive, printed or capital letters) to help communicate meaning clearly.

Method

All teaching staff are encouraged to model the printed or cursive style of handwriting chosen for each year group in our school in all their handwriting, whether on whiteboards, displays or in pupils' books.

Consistency throughout the school

Pupils should experience coherence and continuity in the learning and teaching of handwriting across all school years and be encouraged to take pride in the presentation of their work. Our aim is to help pupils to enjoy learning and developing their handwriting with a sense of achievement and pride.

Resources

We use Letter-join as the main resource, which covers all the requirements of the 2014 National Curriculum. As a catalyst for speedy handwriting we encourage parents and carers to use the Letter-join resources at home and to arrange for free access to the Home Edition of Letter-join.

Handwriting frequency

Handwriting is a cross-curricular task and will be taken into consideration during all lessons. Formal teaching of handwriting is to be carried out regularly and systematically to ensure that key stage targets are met. Links with spelling practice can be made in handwriting.

FOUNDATION:

Early Years teach handwriting using the printed method. Staff use a combination of the Letter-join series of lessons alongside Bug Club phonics handwriting practice. For our youngest pupils we aim for two to three weekly sessions totalling 30 to 45 minutes that will include the following:

- movements to enhance gross motor skills such as air-writing, pattern making, dancing
- exercises to develop fine motor skills such as making marks on paper, whiteboards, blackboards, sand trays, iPads and tablets
- letter learning to familiarise letter shapes, formation and vocabulary



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YEAR 1:

Teaching will continue through weekly sessions totalling 30 to 45 minutes covering:

- gross and fine motor skills exercises
- printed handwriting reinforcement, learning and practice
- numerals, capitals and printed letters: where and when to use, learning and practice
- cursive patterns and cursive letters are then introduced in preparation for Module 3 (Year 2) when children are required to start joining their handwriting

YEAR 2 & 3:

Module 3 introduces children to cursive letters and how to join them. They will have regular practice in letter formation and joining their handwriting through weekly sessions totalling 30-45 minutes covering:

- cursive letters and words, letter families, high frequency words
- joining techniques
- sequencing sentences, dictation exercises

YEARS 4 TO 6:

More advanced handwriting techniques will be taught through weekly sessions totalling 30 to 45 minutes teaching:

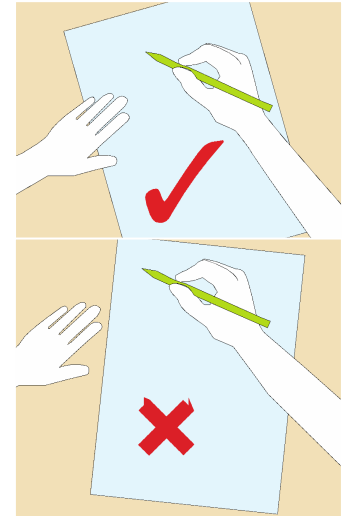
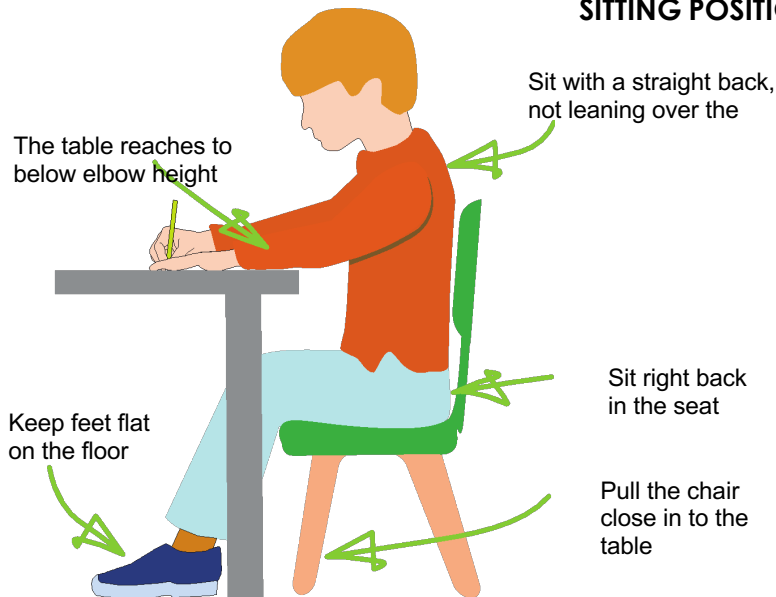
- cursive handwriting re-enforcement
- form-filling/labelling using printed and capital letters
- dictation exercises to teach the need for quick notes and speedy handwriting writing



Correct posture and pencil grip for handwriting

Pupils should be taught to sit correctly at a table, holding a pencil comfortably and correctly.

SITTING POSITION



THE TRIPOD PENCIL GRIP

Both right and left handed children should be encouraged to use the tripod grip which allows the pen/pencil to be held securely whilst allowing controlled movements of the pen/pencil nib.

Right-handed pencil grip



Point away the pencil,



Pinch it near the tip,



Lift it off the table,



Spin it round...



and grip.

Left-handed pencil grip



Point away the pencil,



Pinch it near the tip,



Lift it off the table,



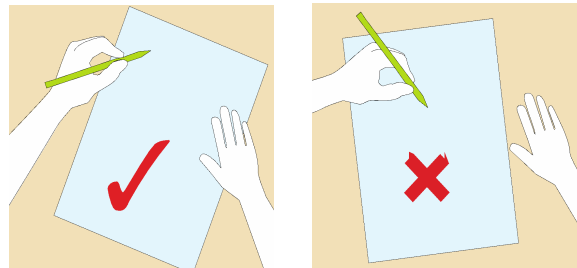
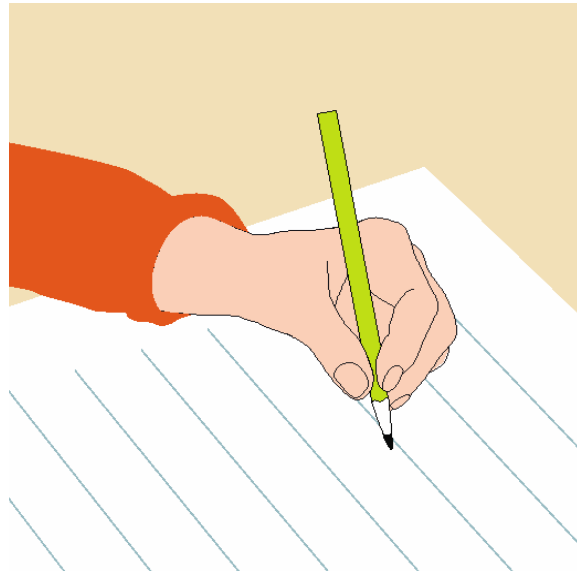
Spin it round...



and grip.



LEFT-HANDED CHILDREN



Paper position for left-handed children

- Left-handed pupils should sit to the left of a right-handed child so that they are not competing for space.
- Pupils should position the paper/book to their left side and slanted, as shown.
- Pencils should not be held too close to the point as this can interrupt pupils' line of vision.
- Extra practice with left-to-right exercises may be necessary before pupils write left-to-right automatically.

INCLUSION

For children who experience handwriting difficulties due to fine motor development, including those who are left-handed and those with special educational needs, the appropriate additional support will be put into place. Letter-join's Lesson Planners all include differentiation activities for extra practice/challenge.

PENS AND PENCILS

Children are encouraged to start handwriting using a soft pencil. When fine motor skills have been established a handwriting pen can be used. More competent pupils can use a ballpoint pen.

Key Stage Teaching

FOUNDATION

- Sit in the correct position and hold a pencil correctly to allow fluid movement of the nib.
- Improve fine and gross motor skills by enjoying drawing pre-cursive patterns in a variety of writing materials such as modelling clay, air writing, sand trays, felt pens, crayons,



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pencils, IWB, iPads/tablets.

- Understand the language need to describe pencil movements in preparation of letter formation.
- Hold a pencil in an effective manner for writing and be encouraged to correct any errors in grip or stature.
- Understand that letters are written on a base line.
- Have an understanding of writing their own name.
- Understanding different shaped letter families.

KEY STAGE 1

- Write legibly using upper and lower case letters.
- Ensure that letters sit on the base line and are consistent in size with ascenders and descenders that are the correct length and formation.
- Leave the correct space between words.
- Form capital letters and use where appropriate.
- Form numerals that are consistent in size and sit on the base line.
- Improve the speed of writing and begin to write automatically so promoting creativity in independent writing.

KEY STAGE 2

Improve quality, speed and stamina of handwriting.

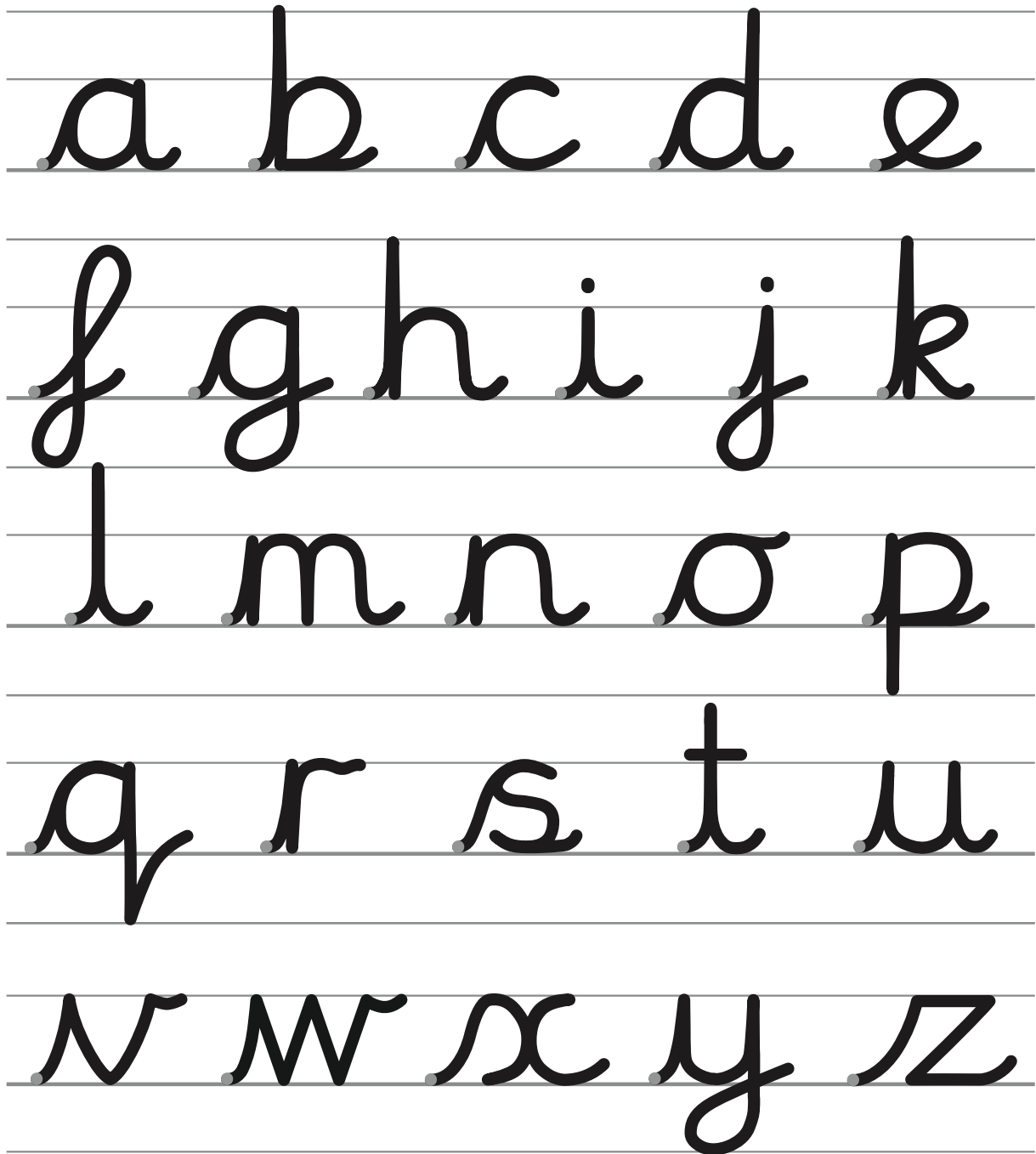
- *Quality*: Ensure letters are consistently sized with equal word spacing and that ascenders and descenders are parallel and do not touch words on the lines above and below.
- *Speed*: Improve speed of handwriting to allow creative writing to take precedence over the task of handwriting and be able to take 'quick notes' at a faster pace.
- *Stamina*: Have the strength and mobility to be able to write for longer periods of time without fatigue.

Have full knowledge and ability of the different forms of handwriting for different purposes:

- Neat, joined, cursive letters for writing passages and large amounts of text, lists and letters.
- Printed or capital letters for posters, notices, headings, labelling, and form filling.
- Speedy handwriting for note-taking and dictation where neatness is not as important and shortcuts, such as + instead of 'and', can be used.



Appendix A. Cursive Lower Case Letters Year 2 - 6





Appendix B. Capital Letters

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

Appendix C. Foundation and Year 1



Printed Plus lower case letters

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