

# Sebert Wood Primary School

## Handwriting Policy

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**Next Review:** October 2023

**Approved by the Curriculum Committee**



### Introduction

At Sebert Wood School, we are committed to enable pupils to achieve a high standard of handwriting and presentation of written work, through the use of effective and efficient pencil control, good concentration, mark making and writing that starts on the line (cursive style).

### Benefits of developing a cursive style throughout the Primary School.

It has been recognised that a cursive script has an impact on children's reading and writing ability and this script has been promoted in schools. While recognising this, adults need to be aware of the perceptual development of each individual child. There will be occasions when children in the Foundation Stage reach this level of perceptual maturity enabling them to link curves and straight lines successfully, but it should never be assumed that all children are at the same stage of development or can approach the task with the same ease. Using a cursive script too early can put undue pressure on some children.

### Handwriting and Reading

In school children are exposed to both cursive and print styles as well as commercial print. They develop an awareness of reading in print and writing in cursive side by side in their learning, such as prompts around rooms/school – teachers lettering, labels on displays/teaching aids e.g. alphabet on tables and through teachers modelling of writing.

### Handwriting and Spelling

Research shows that there is a close link between handwriting and spelling, and that it possible to successfully teach printed script when linked to phonics at the same time as teaching entry and exit strokes to allow joined script from the very early stages of learning.

### Handwriting Rules:

- 1) Each lower case letter starts on the line with an entry stroke.
- 2) Letters which finish at the top join horizontally.
- 3) Letters which finish at the bottom join diagonally.
- 4) All down strokes are straight and parallel.
- 5) All rounded letters are closed.
- 6) The horizontal cross line of the letter 't' should be the same height as the lower case letters.
- 7) All similar letters are the same height.
- 8) Each letter should be written in one flowing movement.
- 9) Each word should be written in one flowing movement.
- 10) Letters within a word should be evenly spaced.
- 11) The body of the letter sits on the line.
- 12) Capital letters do not join and are taller than lower case letters (same height as ascenders on lower case letters)

### Introduction

All handwriting activities are undertaken as class activities for the following reasons:

- To develop effective and efficient pen hold
- To develop the habit of concentration which is crucial to good handwriting

- To place a strong emphasis on the importance of presentation
- To provide the class teacher with the opportunity to help assess individuals' progress and monitor areas requiring reinforcement

### **Skills in the Foundation Stage**

- Big Movement mark making in preparation for cursive
- Developing Gross Motor Skills
- Developing Fine Motor Skills
- Developing Patterns and Basic Letter Movements, but not necessarily using a pencil and paper
- Correct posture and pencil grip
- Teaching of correct formation of letter families (often linked to phonics.)
- By the end of the Foundation Stage all children will have been taught all letters of the alphabet with the entry stroke and as capital letters.

### **Skills taught in Key Stage 1**

#### **Year 1**

- Handwriting needs to be taught as discrete sessions and alongside the phonics and writing curriculum.
- Children will develop the basic handwriting patterns found in letter formation (see appendix 1)
- As the children move through Year 1 so the skills acquired in foundation stage are continued, reinforcing correct formation and supporting those children who have not yet achieved this. They should not have to 'unlearn' incorrect formation habit
- Practise of particular High Frequency Words, helping to develop good visual and writing habits.
- The first three joins (see Appendix 1)

#### **Year 2**

- Handwriting will continue to be taught as discrete sessions and alongside phonics and other writing activities
- Correct posture, pencil grip and letter formation is maintained

Children will develop:

- The fourth join (see Appendix 1)
- More intense skills of concentration and stamina in handwriting activities
- Consistent cursive writing across all their writing activities

### **Key Stage 2**

In Key stage 2 the children will continue with the fully cursive handwriting scheme taught in Key Stage 1. The expectation would be that most children will be forming and joining letters correctly by the time they are in Year Three. Some pupils may continue to need specific support and interventions and these will be tailored by year group teams, with the advice of the SENDCo.

### **Left Handed Children**

Each left handed child is identified and closely monitored by the class teacher. An advice sheet on supporting these pupils in Appendix 2.

### **Assessment**

Handwriting is assessed against the criteria in the Primary National Curriculum. Additional support will be provided for those children who are struggling with control and fluency as this can have an adverse effect on their written communication across the whole curriculum.

## Appendix 1 – Letter formation and joins

### CCW Cursive 6 Unjoined Font Pack Sample Text

#### Cursive Writing 6

abcdefghijklmnopqrstu  
vwxyz The quick brown  
fox jumps over the  
lazy dog.

ABCDEFGHIJKLMNOPQR

STUVWXYZ 0123456789

### JoinItC6 Sample Text

#### Joined Solid Style

The quick brown fox jumps  
over the lazy dog. Baa baa  
black sheep, have you any  
wool? Yes sir, yes sir, three  
bags full.