

ST ANDREW'S METHODIST PRIMARY SCHOOL



Handwriting Policy

Reviewed February 2024

Headteacher

Anne Barker

Chair/Vice Chair of Governing Board

Geoff Jones

Date of Next Review February 2026

This policy has been scrutinized to ensure it meets the requirements of the single equality duties. The school will make every reasonable adjustment to comply with the duties and actively avoid discrimination.

St Andrews Methodist Primary School's Vision is:

'Striving for excellence, together as one with God.'

Our expectation for well-presented handwriting is demonstrated in our Christian vision statement in school: This reflects the high standards that as a school we aspire to. This shines through in the care, presentation and effort shown in their handwriting.

Handwriting

Here at St. Andrew's Methodist Primary School our aim is to prepare children for life beyond primary school by ensuring they can write legibly, fluently and at a reasonable speed. For an experienced writer, the hand movements required for writing are firmly established in movement memory. For this reason, we provide children with regular opportunities to practise handwriting movements correctly, so these movements become automatic.

Handwriting is a means of recording language on paper, using a generally understood system of symbols. It is an important life skill as a functional tool for expressing language and as part of self-image and expression of personality. Despite the increased use of computers for writing, the skill of handwriting remains important in education, employment and in everyday life. As a school, we recognise that children's ability to write well for the rest of their lives depends on firm foundations of taught skills in their primary years. Therefore, handwriting is taught as a basic skill that influences the quality of work throughout the curriculum and we aim to make handwriting an automatic process that does not interfere with creative and mental thinking.

School Aims

We aim for our pupils to develop a neat, legible handwriting style, using continuous cursive letters that leads to producing letters and words automatically in independent writing. We want our pupils to take pride in the work that they create and develop.

By the end of Year 6, we aim for pupils to understand the importance of neat presentation to help communicate meaning clearly. We aspire for all pupils to produce fluent, legible and joined-up cursive handwriting using the correct orientation. (See 'Inclusion')

Method

Handwriting is taught throughout the school, with particular focus in the English curriculum and phonics teaching.

Early Years

For our youngest pupils, we aim for the development of gross motor and fine motor skills embedded in focused activities and the provision, including mark-making activities.

Activities include:

- Movements to enhance gross motor skills, such as; dancing, ball games and climbing on playground equipment.
- Exercises to develop fine motor skills, such as using playdoh ('Dough Disco'), making marks in sand and messy play, making marks on paper ('Squiggle whilst you Wiggle') and whiteboards, and the use of technology, such as: tablets and the Interactive Whiteboard.
- Focused mark-making tasks, such as: pre-handwriting patterns and shapes (horizontal and vertical lines, circles) and writing their name.

By the summer term of Nursery, pupils will begin to form the letters in their name.

When a pupil is ready to move on to 'The Basics, Level 2' in their phonics learning, printed letter formation is introduced during daily phonics sessions using the 'Supersonic Phonics Friends' scheme. Handwriting rhymes and visuals, as developed by 'Supersonic Phonics Friends', are used to help support the learning of the letter formations.

The letter formations are split into three groups, represented by a different Supersonic Friends character:

- Curly Cal's letters
- Len's ladder letters
- Zippy Zig Zag letters

Key Stage One

Key Stage One continues to build upon the foci and skills taught in EYFS using a consistent approach. Years One and Two are taught pre-cursive handwriting, with a large focus on letter formation, again using the handwriting formation rhymes from Supersonic Phonics, focusing on the style and hand movements needed. Emphasis is focused on adding 'lead-ins' and 'lead-outs', which ensures the letters start and finish in the correct place for writing to be joined.

Children will be taught to sit correctly at the table, holding their pencil comfortably and correctly. (See '*Sitting Position*')

Where staff deem appropriate, some children may be taught to join their letters in the cursive style in the Summer Term of Year 2.

Lower Key Stage Two

Pupils will begin to join their writing in the cursive style. Children will be taught to use diagonal and horizontal strokes needed to join letters, whilst understanding which letters are best left unjoined. Attention will be shown to the size and spacing of their writing, noting the ascenders and descenders do not touch.

Upper Key Stage Two

Children will continue to develop fluent joined-up cursive handwriting for a range of tasks, including lengthier pieces of writing. They will also be taught the style of handwriting to use for different purposes, e.g. when note taking.

Any children who are still accessing the 'Supersonic Phonic Friends' phonic scheme will still receive letter formation guidance, using the rhymes and visuals taught in Early Years and Key Stage 1.

Consistency

Throughout their time at St Andrews, children will experience handwriting modelled by staff, appropriate to their age, when sharing writing as a class, in a group and when marking and writing comments in books.

Handwriting has strong links with English and phonics and is modelled throughout. However, handwriting is a cross-curricular task and will be taken into consideration during **all** lessons.

Children are encouraged to start their handwriting journey using a soft pencil. Different sizes are provided depending on the age of the pupils. (See *Inclusion*) Key Stage Two children will begin to write using a handwriting pen when deemed appropriate by the Class Teacher. (See *Inclusion*)

Within all years, handwriting provisions and interventions will be adapted and tailored to meet individual need. (See *'Inclusion'*)

Inclusion

At St Andrews, we aim for all children to achieve their full potential and understand that support may need to be provided for some learners, including children with SEND and left handed children. (See *'Left Handed Children'*)

It will not be appropriate for all children to develop their writing in the cursive style, and the curriculum may need to be adapted for some children to progress with their handwriting skills. For example, continuing to print their letters without joining.

Children who need support with their handwriting, may be offered supplementary fine motor activities.

We provide a range of tools and resources to support pupils with handwriting. These include;

- Fine motor putty
- Sloping boards
- Pencils of different sizes
- Pencil grips of different shapes and size
- The use of a ballpoint pen, rather than a handwriting pen

Assessment

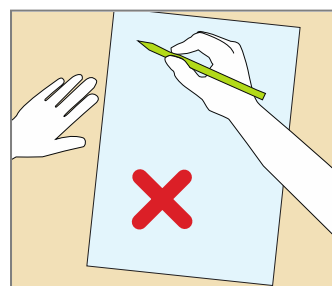
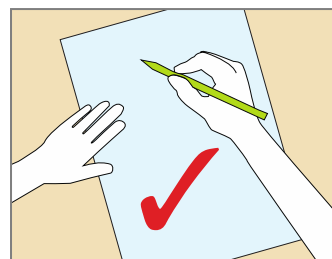
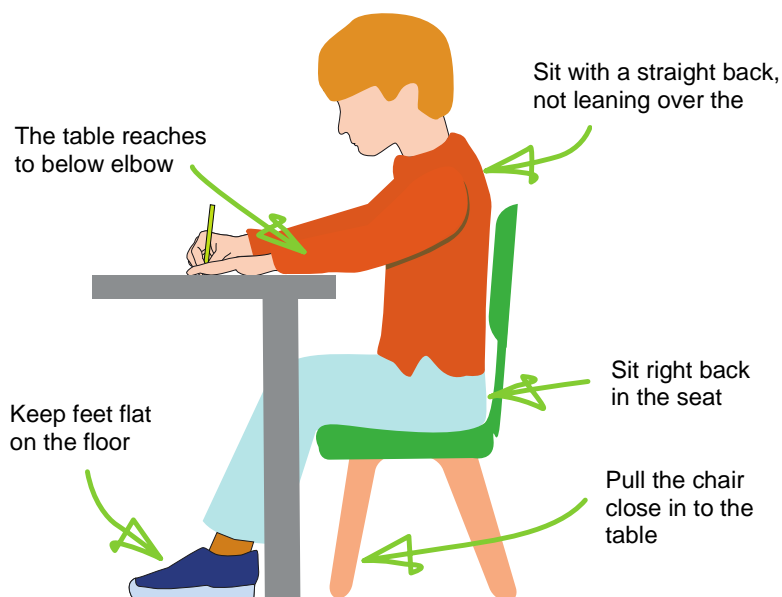
Assessment of handwriting will be on-going through the marking of books and teacher observations, where constructive feedback will be given. Scrutiny of handwriting will take place throughout the year by the English subject leads and senior leadership team.

Appendix

Correct posture and pencil grip for handwriting

Pupils should be taught to sit correctly at a table of an appropriate height for their age, holding a pencil comfortably and correctly.

SITTING POSITION



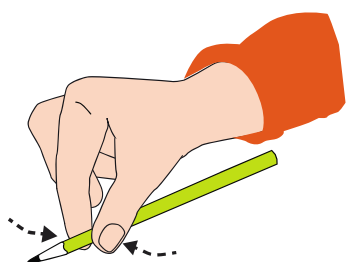
Paper position for right-handed children

THE TRIPOD PENCIL GRIP

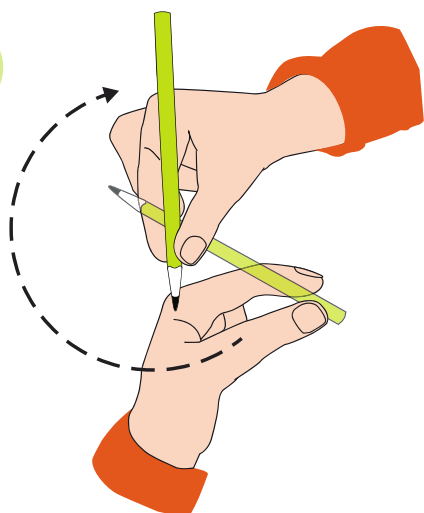
Both right and left handed children should be encouraged to use the tripod grip which allows the pen/pencil to be held securely whilst allowing controlled movements of the pen/pencil

1

nib.



2

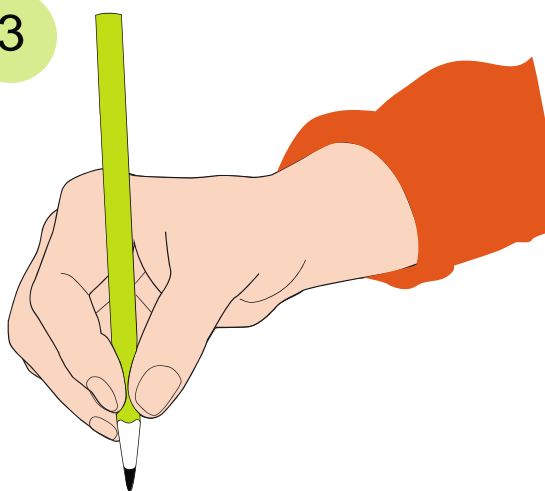


1) Grip the pencil with your index finger and thumb with the nib pointing away.

2) With your free hand, spin the pencil from underneath.

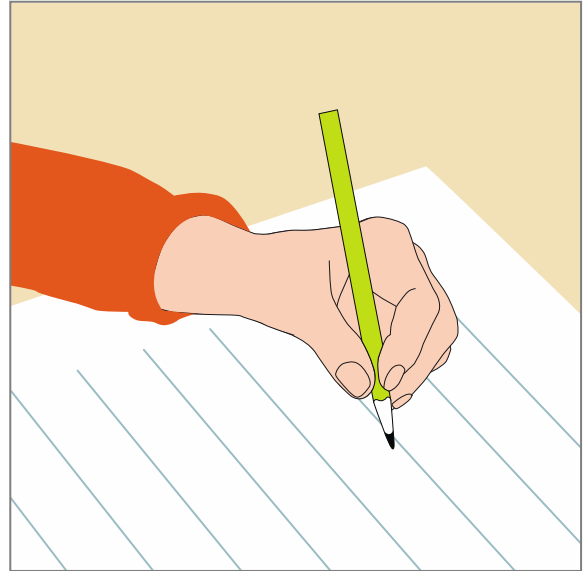
3) Use your middle finger to support the underside of the pencil.

3

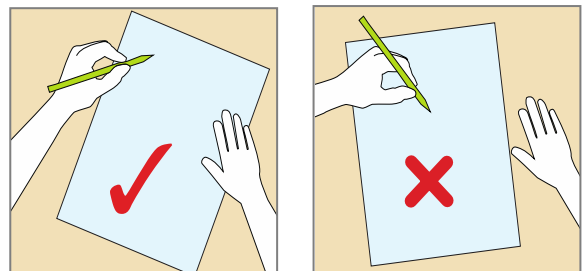


LEFT-HANDED CHILDREN

Left-handed children may find it difficult to follow right-handed teachers as they demonstrate letter formation (and vice versa). Teachers should demonstrate to left-handers on an individual or group basis.



- 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.

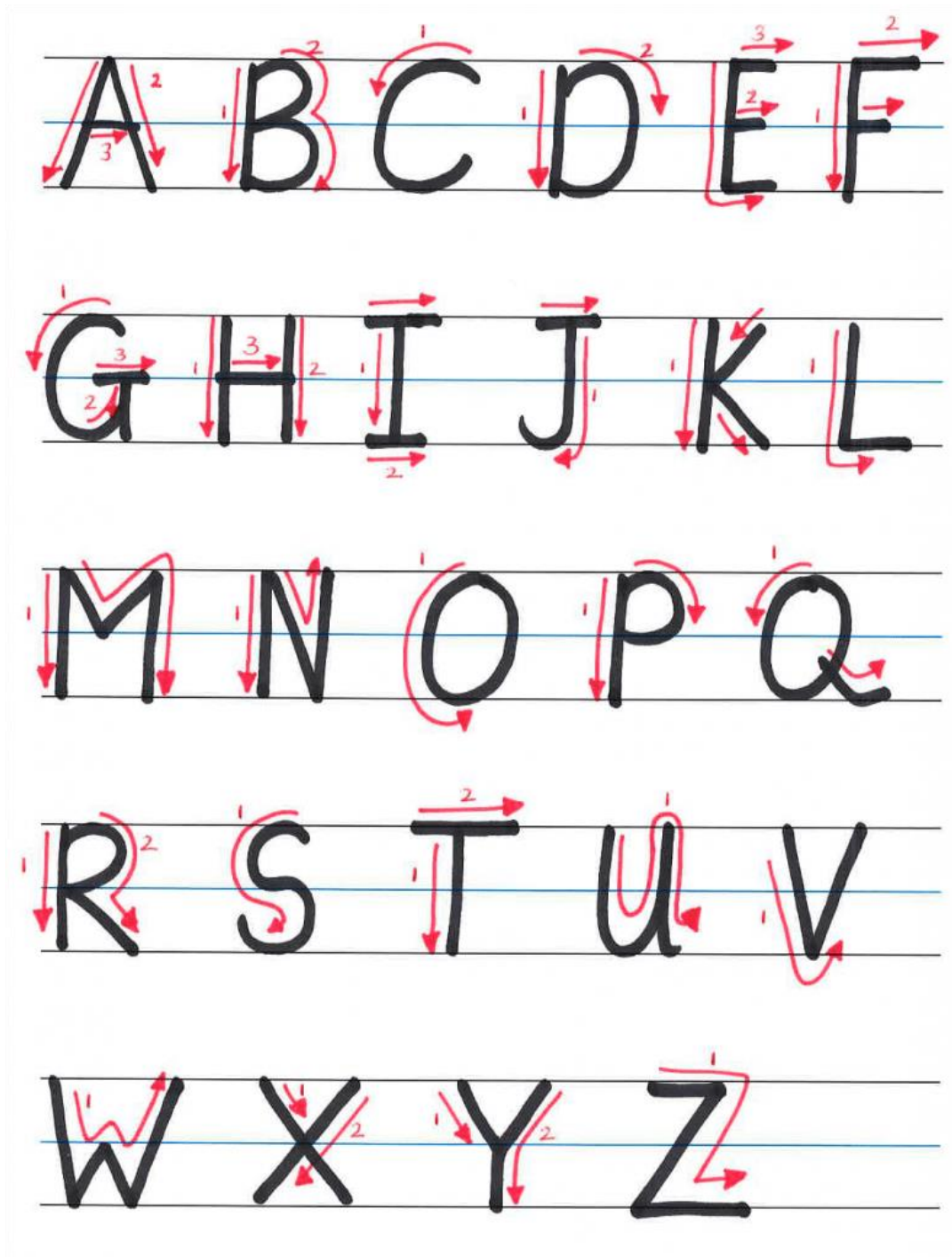


Paper position for left-handed children

EYFS Lower Case Letters and 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

EYFS Lower Case Letters and Capital Letters



Cursive Lower Case Letters



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