




KINGSNORTH CHURCH OF ENGLAND PRIMARY SCHOOL

Name of Policy:	Handwriting Policy	
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Updated By Who:	J. Clark (English Lead)	
Policy Originated from:	Kingsnorth Primary School / Aquila / KCC / KPS	
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Policy Approved By:	SLT:	
	Staff:	
	Governors:	

Our School Motto:

Kingsnorth...With Faith Endeavour to Achieve

Kingsnorth Vision Statement

'To ensure that every person in our school family is at the heart of everything we do, think and believe.

Our values are roots which weave through our entire being and create a learning community built on God's love in which we can all flourish.'

Our linked Bible Verse is:

'Then, by constantly using your faith, the life of Christ will be released deep inside you, and the resting place of his love will become the very source and root of your life.' **Ephesians 3:17**

Our 5 Key Christian Values are:

Compassion
Friendship
Trust
Community
Perseverance



Statement of Intent

'Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish level and the Diocese of Canterbury.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers all pupils.'

Inclusion and Equal Opportunities

All children have equal access to the curriculum regardless of their race, gender, or disability. Our behaviour policy underpins all that we do at Kingsnorth and is closely linked to our other policies.



Foundation Stage (4-5 years old) Early Learning Goal - Writing

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Typical behaviours that relate to handwriting for this learning goal:

- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence
- Write own name and other things such as labels and captions
- Attempt to write short sentences in meaningful contexts

Core learning skills for handwriting:

- Use a pencil and hold it effectively to form recognisable letters, most of which are formed correctly

Key Stage 1 (5-7 years old) Statutory requirements for handwriting. Pupils should be taught to:

- sit letters correctly on the line at a table
- hold a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

Notes and guidance (non-statutory)

Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided. Left-handed pupils should receive specific teaching to meet their needs.

Year 2

Statutory Requirements - Handwriting

Pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters.

Notes and guidance (non-statutory)

Pupils should revise and practice correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.

Lower KS2 (Year 3 & 4)



Statutory Requirements - Handwriting

Pupils should be taught to:

- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.

Notes and guidance (non-statutory)

Pupils should be joining handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write what they want to say. This, in turn, will support their composition and spelling.

Upper KS2 (Year 5 & 6)

Statutory Requirements - Handwriting and Presentation

Pupils should be taught to:

- Write legibly, fluently and with increasing speed by:
- Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- Choosing the writing implement that is best suited for a task.

Notes and guidance (non-statutory)

Pupils should continue to practice handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.

RATIONALE

Fluent, clear handwriting is the result of well-established movement habits. The process of writing should become an automatic skill so that the child's attention can be focused on the process of creative written expression.

It is our belief that children should be introduced to a range of handwriting activities on school entry, thereby establishing correct formation from their first writing experiences.

Legible speed writing is an essential skill required in examinations and learning accurate letter formation from the very beginning will ensure that learning cursive joining for flow and speed is a natural progression.

Aims:

- To provide children with a fluent, neat and legible handwriting style of which they can be proud to develop the children's confidence in themselves as writers
- for the children to derive pleasure from developing an aesthetically pleasing writing style
- to provide all children, regardless of their academic ability, with success in their handwriting
- to use handwriting as an aid to spelling



- to minimise typographical errors e.g. reversals
- to ensure consistency across the school for both staff and pupils across the curriculum

Success indicators of this policy include:

Increasingly legible handwriting, moving up through the school is evident in the children's work. Consistency seen in displays and books across the school.

Handwriting Curriculum

We use Nelson Handwriting scheme as a progressive teaching tool for each year group including online resources.

Pupils will practise handwriting using these Workbooks / Textbook resources for at least **15 minutes 3x weekly** across the school, increasing the time spent appropriately to address the needs of the class or individuals. **Teachers should use Oxfordowl.co.uk to support the interactive teaching of handwriting and acquire additional resources to support scaffolding.**

Please see the table below with stages for each year group to begin the programme.

Reception	Read Write Inc letter formation and rhymes for all letters Blue level Workbooks 1,2
Year 1	Blue level Workbooks 3,4 Red Level Workbooks 5,6,
Year 2	Pupil Book 2 (yellow)
Year 3	Pupil Book 3 (purple)
Year 4	Pupil Book 4 (blue)
Year 5	Pupil Book 5 (green)
Year 6	Pupil Book 6 (orange)

How we develop handwriting

We endeavour to fulfil our aims by:

- following the RWI letter formation on entry to school
- following Nelson Handwriting programme
- following a cross-curricular topic-based curriculum

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

- to develop an effective and efficient pen/pencil grip
- to develop the habit of concentration crucial to good handwriting
- to provide the class teacher with the opportunity to help access individuals' progress and monitor areas requiring reinforcement

Handwriting Rules:

1. Each lower-case letter starts on the line.
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 to lower case letters.
13. Staff must also model these expectations, writing on the whiteboard, displays in classroom and marking.

These rules lead to less confusion for the child, as every letter starts on the line with an entry stroke and leads out with an exit stroke. In cursive writing the letters naturally flow into each other, so it is impossible to write separate letters without joining. It aids with spacing between words as the child develops whole word awareness and visual memory.

Benefits of Cursive Style

Children develop:

- the skill of concentration;
- correct formation and they do not have to 'unlearn' incorrect formation habits;
- greater self-confidence as they see themselves writing in the same way as adults;
- pleasure from writing activities, due to greater self-confidence and success;
- less problems, especially with common letter reversals.

On entry to Year R children are involved in a variety of activities to develop essential pre-writing skills in line with EYFS Policy.

"...since the large movements of the body ripen first, the gross-motor activity precedes competency in respect of fine motor and language development. It may therefore be suggested that physical play is not only a prerequisite for physical and emotional development, but it is also the most accessible and natural vehicle to use in the promotion of development of the children's intellect." (Tanner 1978)

Activities to develop gross motor control:

- Hopscotch
- Climbing frame and Trim Trail
- Stilts
- Parachute games
- Bats, balls, hoops and beanbags
- Skipping

Activities to loosen up the wrist:

- Making patterns with ribbons and scarves in the air
- Draw figure 8s either in the air with their fingers or on a piece of paper

Activities to develop fine motor control:

- Cutting activities
- Bead threading
- pegging activities
- using tweezers
- dot to dot pictures



- modelling with clay and dough
- jigsaws
- pattern work, colouring and writing on whiteboards
- painting and printing
- tracing
- constructing

Activities to develop spatial awareness:

Action songs using different parts of the body

Movement games – requiring the pupil to use space and position

Following directions – during PE, games and other physical activities

Line-walking – ask the pupils to walk along a line of chalk on the floor. Then ask them to walk along the left side of the line, then the right side of the line.

Follow the leader

Children develop basic handwriting patterns found in letter formation in the order found at the end of this policy. Extension work on the use of capital letters, punctuation and phonic development occurs in Year 1. Handwriting is taught as a discreet skill with opportunities provided for children to practise skills. Children who have difficulties in handwriting receive 1:1 or small group support.

Handwriting and Reading

In school children are exposed to both cursive and print styles as well as commercial print. For display consistency, **all** class teachers will display font Sassoon Primary or Comic Sans.

They develop awareness for reading in print and writing in cursive side by side in their learning, such as prompts around the rooms/ school – teacher lettering, labels, and captions on displays and through teachers modelling of writing.

All teachers and teaching assistants will model neat printed or cursive style writing when teaching and must use the correct letter formation.

Materials and tools

Emphasis is placed on the use of good quality pens and pencils to assist with the flow of writing. Eraser pens are not allowed. Children are encouraged to take care of materials and tools. Pencils should always be kept sharp and using a sharpener is an essential skill which is taught from Key Stage 1.

Preparation for writing

Pen or pencil grip: All children are taught to hold their pencil or pen comfortably and appropriately.

Without this, a child will find it harder to develop a quick and efficient (fluent) style of writing.

The pencil should usually be held between the thumb and the first finger and should rest on the middle finger. It should be held about 2 to 3 centimetres from the point to avoid covering or smudging the writing. We provide practise and support to help children do this.

Posture: Children need to be sat in appropriate positions where they can see the board. Left handers should not sit on the right of right handers. They should be seated 'comfortably', feet flat on the floor, chair tucked under the table and arms placed on the table.



Paper position: The paper should be slanted parallel to the writing arm, and positioned for the right-handed child just to the right of the centre of the body and for the left-handed child just to the left of the centre of the body. The paper should be at a comfortable distance from the edge of the table top allowing the table top to support the writing arm. Children should be encouraged to move the paper up as writing progresses down towards the bottom edge of the paper.

Holding paper steady: Children should be taught to hold the paper still with the non-writing hand.

Left-Handed Children

Left-handed children are identified and closely monitored by the class teacher to ensure success. The following guidelines are useful to help left-handed children.

Ensure that:

- the writing surface and chair are suitable for the child's height
- the child sits towards the left of their partner leaving plenty of space for writing on the left side of his/her mid-line (this allows maximum space for arm movement).
- the writing paper is to the left of the child's body mid-line.
- the paper is tilted up to 32 degrees in a clockwise direction.
- a writing tool which moves smoothly across the paper is used
- the paper is supported with the right hand.
- the writing forearm is parallel with the paper edge as the child writes.
- the writing tool is held sufficiently far from its point to ensure that the child can see what he/she is writing.

Identifying Problems and Issues in a Child's Handwriting

The following table details the elements of a piece of writing that can be evaluated following an assessment. It can be used to identify specific problems and needs of a child's handwriting.

Element	Potential problems and issues
Letter formation	It is crucial to observe how each letter is formed and shaped.
Letter alignment	The letters should be positioned appropriately on the paper. (e.g in relation to the baseline and top line, with ascenders and descenders appropriately positioned)
Letter joining	It is crucial to observe how particular letter joins have been executed
Letter Size	The letters should be appropriately sized for the paper and consistently
Slant	The slant of handwriting should be consistent throughout a piece of work
Spacing	This should include spacing between words
Pressure	It may be noticeable that the pressure is too hard or soft.
Overall presentation	Smudges or ink splodges may be indicative of issues in a child's handwriting
Speed	A child may be producing considerably less or more writing in an allocated time than their peers.



Where problems are identified, additional support is provided to individual children.

Handwriting Patterns

1. Making, tracing and joining dots.

2. Circles and Spirals

Learning outcomes:

- To hold a writing implement with a correct, comfortable and efficient grip
- To draw a circle accurately in both directions as a skill necessary for the formation of letters and numbers
- To develop the flowing movement in readiness for joining.
- To develop hand/eye co-ordination.
- To develop spatial awareness - pattern-making, Pen Activities.

Activities for Circles:

Draw around buttons, plates etc,

Use circles in topic-based art e.g. sun and rays

Cutting circles and spirals.

3. Vertical lines

Learning outcomes:

The basis of formation of letters and numbers

The language of writing - top to bottom to top; right to the bottom

Vertical scanning skills (necessary for reading from and copying from the board).

4. Horizontal/Diagonal lines

Learning outcomes:

Lateralisation (left to right orientation and domination) Language

Develop the notion of a straight line

Develop the idea of pattern

5. Kisses and Crosses

6. Stars

7. Spirals - clockwise and anti-clockwise

8. Castles

9. Zig Zag

10. Trace waves - cursive c

11. Jellies and upside-down jellies

12. Lead in i and l

13. Lead in e



14. Walking on a line and above/below

Bubble Writing – Handwriting Scaffolding Tool

Bubble Writing is an intervention strategy to support cursive writing. The use of bubble paper supports children's ability to close letters off and form correct spacing between letters. This is a scaffold to support children who struggle writing using the handwriting book lines.

CONCLUSION:

This policy should be read in conjunction with the following school policies:

English Policy

Teaching and Learning Policy

Assessment and Record Keeping

Feedback / Marking policy

Special Educational Needs Policy

Computing Policy

Equal Opportunities Policy

Health and Safety Policy

RWI Policy

Early Years Foundation Stage Policy