

**Broad Oak  
Primary  
School**



## **HANDWRITING POLICY**

January 2018

Attitude

Behaviour

Courage

Determination

Enthusiasm

Friendship

Resilience

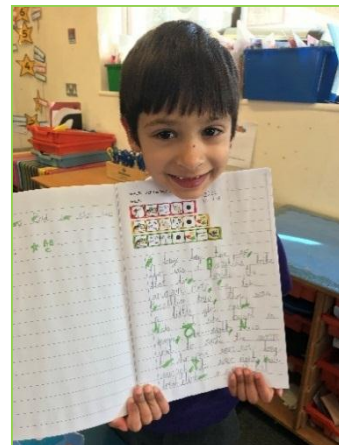
## HANDWRITING POLICY

Here at Broad Oak we are very proud of our pupil's handwriting and take particular care in our cursive/joined-up handwriting style. We use Letter-join as the basis of our handwriting policy that covers all the requirements of the 2014 National Curriculum.

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 creative and mental thinking.

As a catalyst to speedy handwriting we encourage parents and carers to use the Letter-join resources at home and can arrange for free access to the Home Edition of Letter-join.



## 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 letterforms (cursive, printed or capital letters) to help communicate meaning clearly.



## METHOD

Our teachers are encouraged to use neat, joined-up cursive writing for all handwriting tasks including report writing (when not word-processed), marking and comments.

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 enjoy learning and developing their handwriting with a sense of achievement and pride.

## HANDWRITING FREQUENCY

Handwriting is a cross-curriculum task and will be taken into consideration during all lessons. Formal teaching of handwriting is to be carried out regularly and systematically to ensure Key Stage targets are met.

### Foundation

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.

### Years 1 - 3

Tuition will continue with two or three weekly sessions totalling 30 to 45 minutes covering:

- Gross and fine motor skills exercises.
- Cursive handwriting reinforcement, learning and practice.
- Numerals, capitals and printed letters: where and when to use, learning and practice.

Attitude

Behaviour

Courage

Determination

Enthusiasm

Friendship

Resilience

## Years 4 & 5

More advanced handwriting techniques will be taught during two or three 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.

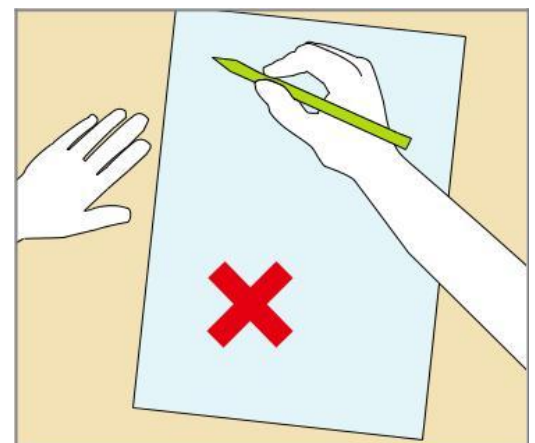
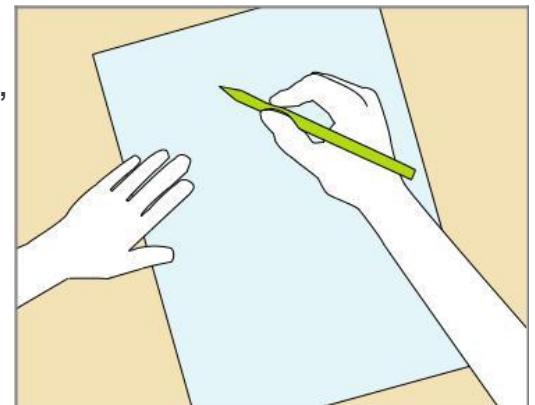
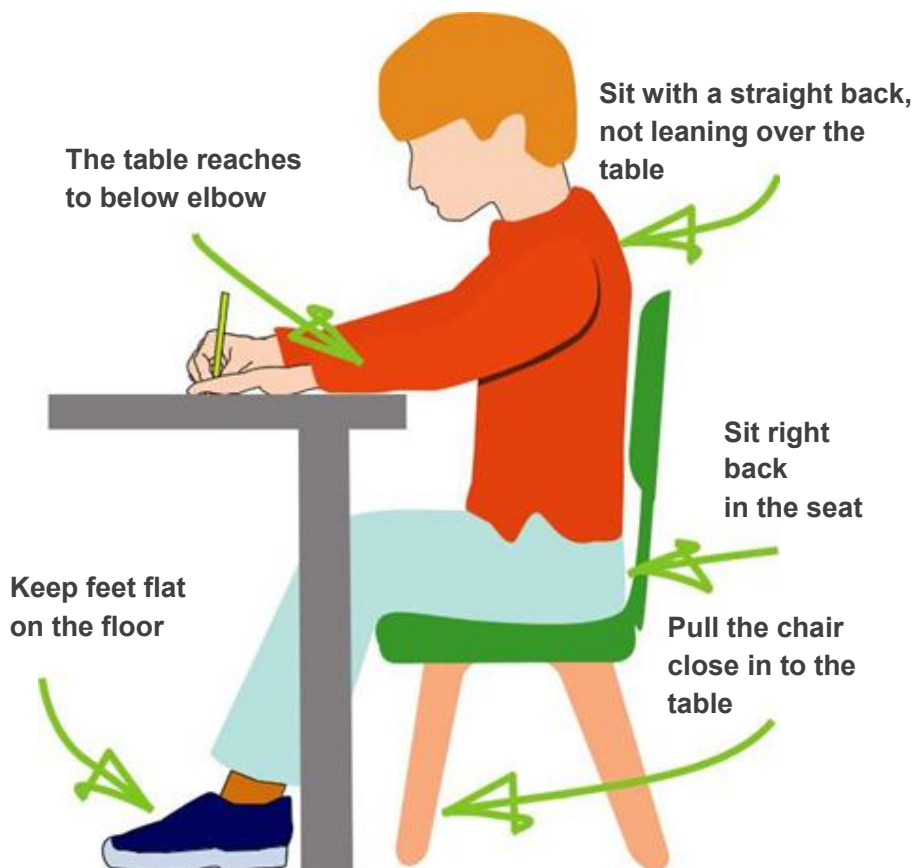
## Year 6

Handwriting will be taught in interventions to target the children who are not yet producing legible cursive handwriting.

### Correct posture and pencil grip for handwriting

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

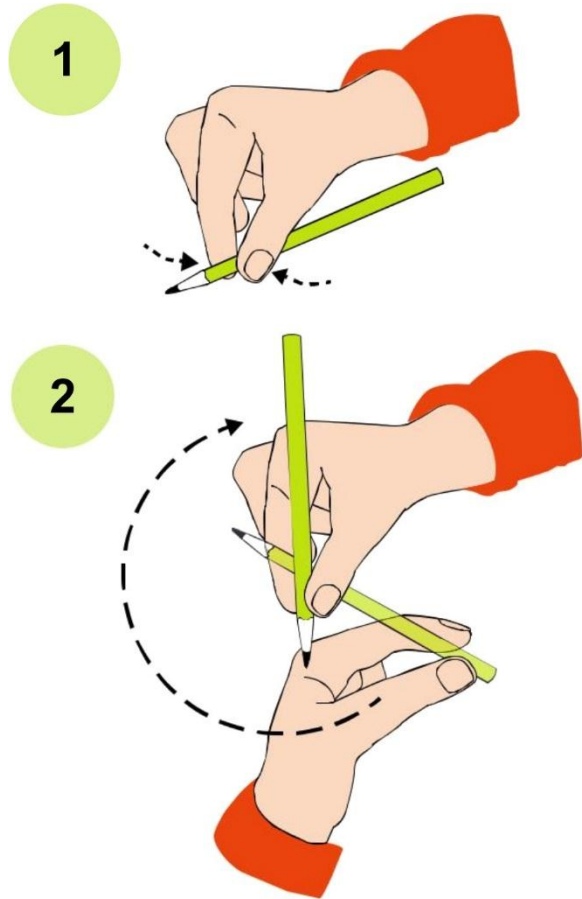
#### SITTING POSITION



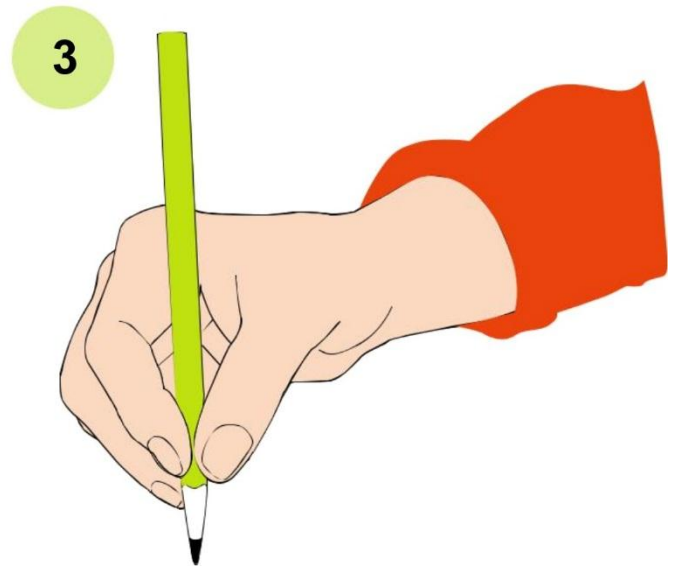
Paper position for right - handed children

## 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 nib.



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.



## 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.



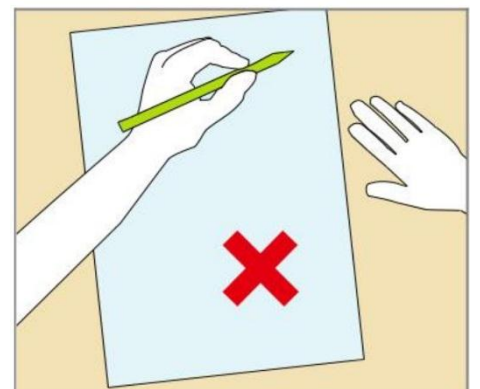
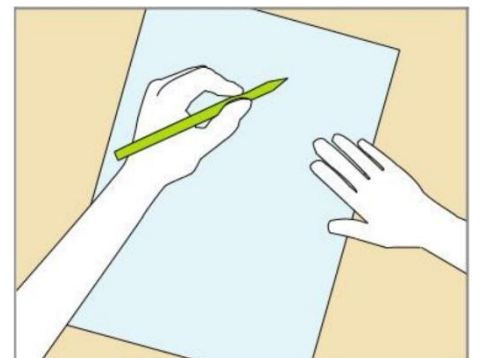
- Left-handed pupils should sit to the left of a right-handed child so that they are not competing for space.
- Pupils should position the paper/book to their left side and slanted, as shown.
- Pencils should not be held too close to the point as this can interrupt pupils' line of vision.
- Extra practice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

## INCLUSION

Children whose handwriting is limited by problems with fine motor skills, including left-handed children, and children with special educational needs, will be given one-to-one tuition to help achieve their optimum handwriting level.

## PENS AND PENCILS

Children are encouraged to start handwriting using a soft pencil. In Year 3, when fine motor skills have been established a handwriting pen can be used. Children will then return to using a pencil at the start of each academic year. More competent pupils can use a ballpoint pen.



Paper position for left-handed children



## KEY STAGE TEACHING

### Foundation

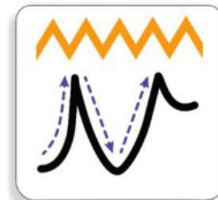
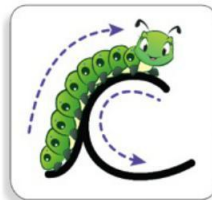
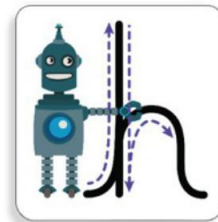
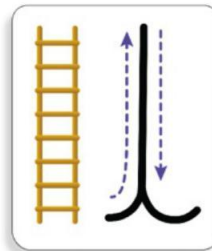


- Sit in the correct position and hold a pencil correctly to allow fluid movement of the nib.
- Improve fine and gross motor skills by enjoying drawing pre-cursive patterns in a variety of writing materials such as modelling clay, air writing, sand trays, felt pens, crayons, pencils, IWB, iPads/tablets.
- Understand the language need to describe pencil movements in preparation of letter formation.



### Reception

- 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 and that all cursive letters 'start on the line' and 'end with a hook'.
- Begin to form some recognisable joined-up cursive letters, capital letters and numerals.
- Have an understanding of writing their own name.
- Understanding different shaped letter families.

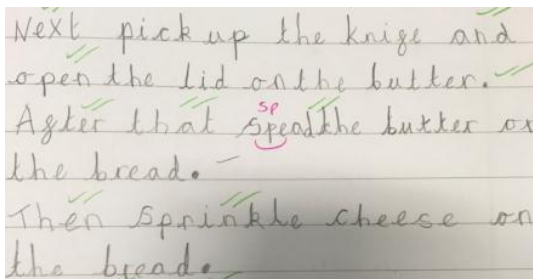


## KEY STAGE TEACHING

### Key Stage 1



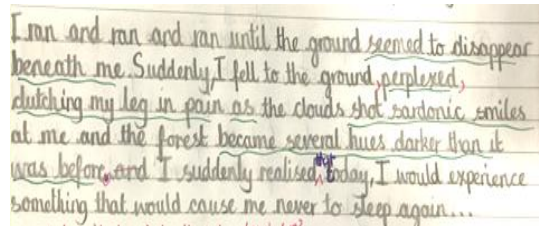
- Write legibly using upper and lower case letters with correct joins.
- Ensure that letters sit on the base line and are consistent in size with ascenders and descenders that are the correct length and formation.
- Leave the correct space between words.
- Form capital letters and use where appropriate.
- Form numerals that are consistent in size and sit on the base line.
- Begin to form printed letters and understand when they are to be used.
- 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 1

### Script

Letter	Script to teach letter
<b>a</b>	Start on the line, go round in a curve, back down, up down and hook.
<b>b</b>	Start on the line, go right to the top, back down, up and over, join up and hook.
<b>c</b>	Start on the line, go round in a curve, back down, around and hook.
<b>d</b>	Start on the line, go round in a curve, back round, up to the top, back down and hook.
<b>e</b>	Start on the line, go up in a hoop, back down and around and hook.
<b>f</b>	Start on the line,
<b>g</b>	Start on the line,
<b>h</b>	Start on the line,
<b>i</b>	Start on the line,
<b>k</b>	Start on the line,

<b>l</b>	Start on the line,
<b>m</b>	Start on the line,
<b>n</b>	Start on the line,
<b>o</b>	Start on the line,
<b>p</b>	Start on the line,
<b>q</b>	Start on the line,
<b>r</b>	Start on the line,
<b>s</b>	Start on the line,
<b>t</b>	Start on the line,
<b>u</b>	Start on the line,
<b>v</b>	Start on the line,
<b>w</b>	Start on the line,
<b>x</b>	Start on the line,
<b>y</b>	Start on the line,
<b>z</b>	Start on the line,

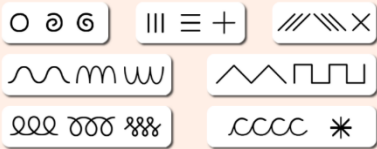
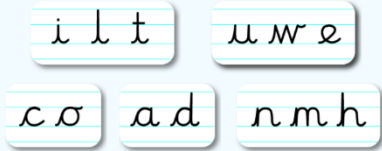
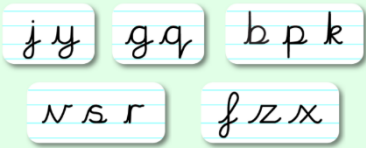
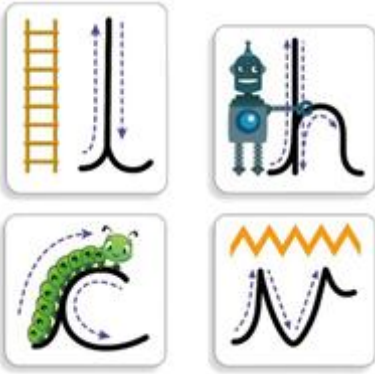


## APPENDIX 2

### SCHEME

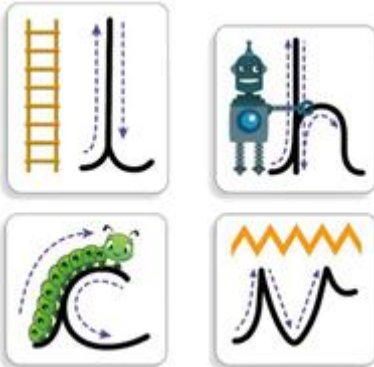
#### Year 1 Handwriting Objectives

- Sit correctly at a table, holding 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.

Term 1	Term 2	Term 3
<p>Introduce handwriting patterns from Letterjoin in Autumn 1.</p>  <p>Teach the formation of easier letters from letter join.</p> 	<p>Teach the formation of harder letters from letter join.</p>  <p>Teach the formation of capital letters from letter join.</p> <p>Teach digits 0-9 using letter join.</p>	<p>Re-teach the easy and hard letters in their handwriting families.</p>  <p>Teach the formation of capital letters in comparison to lower case letters.</p> <p>For example: Aa Bb</p>

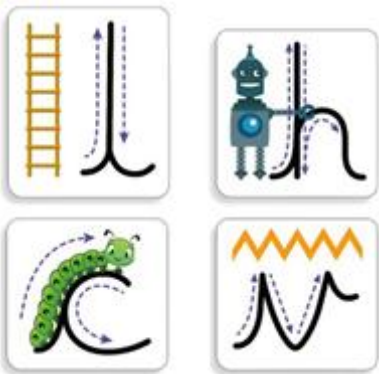
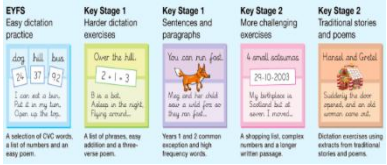
## Year 2 Handwriting Objectives

- 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.

Term 1	Term 2	Term 3																																								
<p>Re-teach the easy and hard letters in their handwriting families.</p>  <p>Teach the formation of capital letters from letter join.</p> <p>Teach digits 0-9 using letter join.</p>	<p>Teach the formation of capital letters in comparison to lower case letters.</p> <p>For example: Aa Bb</p> <p>Begin to teach easy words on letter join.</p> <table border="1" data-bbox="587 1272 1010 1451"> <tr> <td>ill</td> <td>we</td> <td>cow</td> <td>lad</td> <td>ham</td> </tr> <tr> <td>it</td> <td>met</td> <td>owe</td> <td>add</td> <td>mend</td> </tr> <tr> <td>lit</td> <td>wilt</td> <td>ice</td> <td>toad</td> <td>hand</td> </tr> <tr> <td>tilt</td> <td>lute</td> <td>coil</td> <td>data</td> <td>them</td> </tr> </table> <p>Teach easier joins that start with a capital letter.</p>	ill	we	cow	lad	ham	it	met	owe	add	mend	lit	wilt	ice	toad	hand	tilt	lute	coil	data	them	<p>Teach easier joins that start with a capital letter.</p> <p>Begin to teach harder words from letter join.</p> <table border="1" data-bbox="1034 1171 1415 1328"> <tr> <td>yell</td> <td>gag</td> <td>bap</td> <td>vans</td> <td>fox</td> </tr> <tr> <td>eye</td> <td>going</td> <td>kept</td> <td>stars</td> <td>zoo</td> </tr> <tr> <td>jaw</td> <td>quay</td> <td>apple</td> <td>rest</td> <td>oxen</td> </tr> <tr> <td>jay</td> <td>queen</td> <td>back</td> <td>eves</td> <td>fuzzy</td> </tr> </table>	yell	gag	bap	vans	fox	eye	going	kept	stars	zoo	jaw	quay	apple	rest	oxen	jay	queen	back	eves	fuzzy
ill	we	cow	lad	ham																																						
it	met	owe	add	mend																																						
lit	wilt	ice	toad	hand																																						
tilt	lute	coil	data	them																																						
yell	gag	bap	vans	fox																																						
eye	going	kept	stars	zoo																																						
jaw	quay	apple	rest	oxen																																						
jay	queen	back	eves	fuzzy																																						

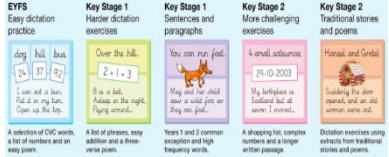
## Year 3 - 4 Handwriting Objectives

- 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 the ascenders and descenders of letters do not touch.

Term 1	Term 2	Term 3																																								
<p>Re-teach the easy and hard letters in their handwriting families.</p>  <p>Begin to teach easy words on letter join.</p> <table border="1" data-bbox="156 1402 582 1581"> <tr> <td>ill</td> <td>me</td> <td>cow</td> <td>lad</td> <td>ham</td> </tr> <tr> <td>it</td> <td>met</td> <td>owe</td> <td>add</td> <td>mend</td> </tr> <tr> <td>lit</td> <td>wilt</td> <td>ice</td> <td>toad</td> <td>hand</td> </tr> <tr> <td>tilt</td> <td>lute</td> <td>coil</td> <td>data</td> <td>them</td> </tr> </table>	ill	me	cow	lad	ham	it	met	owe	add	mend	lit	wilt	ice	toad	hand	tilt	lute	coil	data	them	<p>Teach easier and harder joins that start with a capital letter.</p> <p>Begin to teach harder words from letter join.</p> <table border="1" data-bbox="616 954 1002 1111"> <tr> <td>yell</td> <td>gag</td> <td>bap</td> <td>vans</td> <td>fox</td> </tr> <tr> <td>eye</td> <td>going</td> <td>kept</td> <td>stars</td> <td>zoo</td> </tr> <tr> <td>jaw</td> <td>quay</td> <td>apple</td> <td>rest</td> <td>oxen</td> </tr> <tr> <td>jay</td> <td>queen</td> <td>back</td> <td>eves</td> <td>fuzzy</td> </tr> </table>	yell	gag	bap	vans	fox	eye	going	kept	stars	zoo	jaw	quay	apple	rest	oxen	jay	queen	back	eves	fuzzy	<p>Begin to teach dictation exercises using letter join.</p>  <p>Deliver interventions for children that still require support.</p>
ill	me	cow	lad	ham																																						
it	met	owe	add	mend																																						
lit	wilt	ice	toad	hand																																						
tilt	lute	coil	data	them																																						
yell	gag	bap	vans	fox																																						
eye	going	kept	stars	zoo																																						
jaw	quay	apple	rest	oxen																																						
jay	queen	back	eves	fuzzy																																						

## Year 5 - 6 Handwriting Objectives

- Write legibly, fluently and with increasing speed.
- 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.

Term 1	Term 2	Term 3
<p>Re-visit handwriting dictation exercises.</p>  <p>Deliver interventions for children that still require support.</p>	<p>Continue to teach/practice handwriting techniques as part of weekly spelling lessons.</p> <p>Continue to deliver interventions for children that still require support.</p>	<p>Continue to teach/practice handwriting techniques as part of weekly spelling lessons.</p> <p>Continue to deliver interventions for children that still require support.</p>