

Killingholme Primary School

Handwriting Policy

Revised: May 2014

School Vision

The fundamental purpose of handwriting is to enable all pupils to equip themselves with a basic life skill. In order to prepare children for the adult world and contribute to their personal development, they must learn to write clearly and legibly.

Aims

We will teach our pupils too:

- Correctly hold a pencil or pen.
- Write from left to right and from the top of the page to the bottom of the page.
- Start and finish letters correctly.
- Put regular spaces between words.
- Correctly form both upper and lower case letters.
- Write legibly and fluently in a cursive script.
- To use different handwriting styles for different purposes.
- After learning the basics of handwriting, develop their own personal style.

Key Points

- ***The age specific guidelines below should be carefully followed and children's progress monitored.*** Please refer to the guidance in the Spectrum Handwriting scheme. It is important that where there is slippage interventions take place to put things back on track so that end of year targets are achieved.
- Staff should be aware that left-handed children often have greater difficulty in handwriting than with a right hand preference.
- There will be times when children with additional needs struggle to reach age related standards, and a targeted intervention programme will then need to be delivered (i.e. Speed Up, Write from the Start). Please discuss any cases with the SENCO or the SENCO Assistant.
- If handwriting is used as homework it should be *on an individual basis after talking to the parent* of the children involved and teacher should make sure that the parents understand the script used in school and our approach to teaching.
- Handwriting will be taught **at least weekly** as a discrete subject. Timings will vary depending on the age of the child.
- Children will be taught using the script to be found in Spectrum Handwriting Programme (See Appendix A), and staff should **familiarise themselves with the**

content of the relevant books (there is a considerable amount of helpful background information).

- **Joined handwriting should not take place until the pupil has mastered correct letter formation (or until they reach KS2).**
- All modelled writing should conform with the Spectrum Handwriting Script. All staff have a responsibility to model the correct letter formation to the children. All word processed resources should use the relevant Primary Sassoon font (Children need to be immersed in good examples of the handwriting script).

Age Specific Guidelines (In accordance with the 2014 National Curriculum)

Early Years Foundation Stage

- Handwriting will focus on the accurate formation of both capital and lower case letters using a variety of approaches. Examples might include:
 - Skywriting with and without music
 - Using a variety of mark-making tools and surfaces such as writing in sand/water on whiteboards
 - Using sticks etc to make marks with paint, feathers and so on.
- Staff will also focus on children holding pencils/pens correctly.
- The handwriting script to use is the Precursive Upright (from Unit 2 in the Spectrum Handwriting Programme – See Appendix A)

Resources

- Spectrum Handwriting Programme Unit 1 & 2 (Unit 3 for Extension Work)

Key Stage 1

Year Group	Resources	National Curriculum Requirements
Year 1	<p>By the end of Year 1 it is hoped that most children will be able to use correct letter orientation and proportion in a style which encourages connections of letters as a precursor to cursive writing.</p> <p><i>Spectrum Handwriting Programme Unit 3&4 (Year 1)</i></p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - Sit correctly at the 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. <p><i>Notes and Guidance (non-statutory)</i> <i>Handwriting requires frequent and discrete,</i></p>

		<p><i>direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement 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.</i></p>
Year 2	<p>By the end of Key Stage 1, it is anticipated that most children will have developed a cursive handwriting style.</p> <p><i>Spectrum Handwriting Programme Unit 5 (Year 2)</i></p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - Form lower case letters of the correct size relative to one another. - Start to 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. <p><i>Notes and Guidance (non-statutory)</i> <i>Pupils should revise and practise 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.</i></p>

Key Stage 2

Year Group	Resources	National Curriculum Requirements
Year 3	<p><i>Spectrum Handwriting Programme Unit 6 (Year 3) – Unit 7 for extension work</i></p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - 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 downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch)

		<p><i>Notes and Guidance (non-statutory)</i> Pupils should be using joined 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 down what they want to say. This, in turn, will support their composition and spelling.</p>
Year 4	<p>By the end of Year 4 it is anticipated that all children will use cursive handwriting except where other special forms are required. Children should build up speed and ensure consistency in size and proportions of letters, and spacing between letters and words.</p> <p><i>Spectrum Handwriting Programme Unit 7 (Year 4) – Unit 8 for extension work.</i></p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - 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 downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch) <p><i>Notes and Guidance (non-statutory)</i> Pupils should be using joined 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 down what they want to say. This, in turn, will support their composition and spelling.</p>
Year 5	<p><i>Spectrum Handwriting Programme Unit 8 (Year 5) – Unit 9 for extension work</i></p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - Write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> o Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. o Choosing the writing implement that is best suited to the task. <p><i>Notes and Guidance (non-statutory)</i> Pupils should continue to practise 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</p>

		<i>taught to use an unjoined style, for example, labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, filling in a form.</i>
Year 6	<i>Spectrum Handwriting Programme Unit 9</i>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - Write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> ○ 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 to the task. <p><i>Notes and Guidance (non-statutory)</i> Pupils should continue to practise 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, labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, filling in a form.</p>

Left-Handed Children

At least 10% of the population is left-handed. There is no need for left-handed children to be disadvantaged when writing, these simple strategies are designed to aid left-handed children in their writing:

- Model letter formation i.e. sky writing, etc specifically for left-handed children, with your left hand.
- Make sure that left-handed children sit on the left of right handed children otherwise their writing arms will clash.
- Left-handed children usually need to have the paper slight to the left of centre of their body and should be encouraged to tilt their work clockwise so they can see what they have written.
- Experiment with the seat height – some left-handed children may need a higher seat to view their work clearly and to prevent the elbow locking into their side as they work across the paper.
- To avoid smudging their work left-handed children should be encouraged to position their fingers about 1.5cm away from the end of their writing implement.

- The pencil should sit in the 'V' between thumb and forefinger, sitting parallel to the thumb.
- The wrist should be straight.

Writing from left to right is more difficult for left-handed children. They should, therefore, be given more attention in the classroom to ensure that they do not learn bad habits of position, posture and pen hold which will deter a fast, fluent and legible hand.

APPENDIX A – HANDWRITING SCRIPT