

Lemington Riverside Primary School

Handwriting Policy

September 2020 (To be reviewed September 2021)

Introduction

This handwriting policy is for staff, parents, carers, students and visitors. It is intended to provide a clear framework for a shared understanding of teaching handwriting and ensuring continuity across the school. At Lemington Riverside Primary School we believe that neat, well-formed handwriting and presentation of written work helps to raise standards, as the pupils take pride in - and have a sense of ownership of - their work. Handwriting is the skill of fluid movement where memory holds the shapes because it has made them so often. This is why children need to be taught through demonstration, explanation and practise. The correct formation of letters needs to be automatic before children can move to learn a fluent, joined handwriting style. As a school, we have adopted the Teach Handwriting Scheme. This scheme takes a holistic view of teaching handwriting, developing both a child's Key Strengths (Gross & Fine Motor Skills) and Key Abilities (Knowledge) from Foundation Stage through to the end of Key Stage 2. It's systematic, differentiated and progressive approach supports children of all ability levels

Intent

- To raise standards in writing across the school.
- To have a consistent approach across Early Years Foundation Stage, Key Stage One and Two when teaching handwriting and presentation of work throughout the school.
- To adopt a common approach towards handwriting by all adults.
- To model this handwriting, when giving written feedback in children's books.

We will teach our pupils to:

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

Implementation

Handwriting will be taught regularly and systematically through the use of the Teach Handwriting scheme. As a school, we have chosen to following programme:

Route B - To first teach the print (manuscript) font style; then the single letter continuous cursive font style; finally joining the letters.

Version 3 – Continuous cursive

In EYFS, the handwriting scheme concentrates on getting children ready for handwriting by:

- Building the gross and fine motor skills needed for handwriting through structured games and activities
- Building the spatial awareness, visual and motor memory skills needed through non-pencil and pencil activities
- Supporting the children through the developmental pencil grip stages; including hand dominance identification
- Developing the children's ability to correctly push and pull the pencil to be able to form letters correctly, firstly through pre-handwriting patterns and then single letter formation

In KS1, the handwriting scheme concentrates on learning to handwriting by:

- Continuing to build the gross and refine the fine motor skills through handwriting warm up exercises and PE warm up and cool down activities;
- Supporting the children through the developmental pencil grip stages so that they can comfortably hold the pencil in a tripod pencil grip;
- Reinforcing the correct sitting position and teaching the correct position, tilt and movement of the writing paper;
- Refining the handwriting letter size and teaching the joining of letters to form words.

In KS2, the handwriting scheme concentrates on refining handwriting skills by:

- Continuing to build the gross and refine the fine motor skills through handwriting warm up exercises and PE warm up and cool down activities;
- Revisiting sitting correctly, pencil grip and paper position and tilt if necessary;
- Refining the handwriting letter size and teaching the joining of letters to form words;
- Building speed and fluidity using dictation activities and sentences.

Left Handed Children

At least 10 per cent of the population is left-handed – a slightly higher proportion of males. There is no need for left-handed children to be disadvantaged when writing, if a few simple strategies are employed:

- Model letter formation, 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.
- Put a mark at the left side of the page to indicate where writing begins as some left-handed children mirror-write from the right.
- Left-handed children usually need to have the paper slightly 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 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 1.5 cm 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 incorrect habits of position, posture and pen hold which will deter a fast, fluent and legible hand.

Handwriting Feedback

Marking should be timely and relevant. Teaching staff should give immediate feedback during handwriting lessons, modelling correct formation and joins in pupils' books before giving an opportunity for the pupil to practise.

Impact

Monitoring will be undertaken by the class teacher and will also be assessed half termly as part of the English assessment. Subject Leaders will monitor and evaluate handwriting in school as part of the development plan through book scrutinies, observations, pupils' discussions and learning walks.

Materials and Resources

Pencils are provided by the school and are to be used in all books. Each child will practise handwriting discretely in the back on their English books.

Special Educational Needs:

Pupils who have particular difficulties are supported in their handwriting and presentation through individual education plans, monitored by the class teacher and Special Needs Coordinator. Thicker triangular pencils,



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pencil grips and wider lines will be used by children experiencing problems writing alongside other activities to develop their gross and fine motor skills.