



**embrace
challenge:
expect
excellence**

Springfield Primary School



Handwriting Policy

Version: 27th November 2019 – **Awaiting Board approval**

Introduction

We believe handwriting has a very strong place in the curriculum and requires frequent and discrete, direct teaching. All year groups will have daily handwriting lessons and further practice as required. This will form a discrete part of the curriculum and will be taught for a minimum of 10 minutes a day in our key skills sessions and according to the children's needs. Handwriting will also be taught through and linked with other subjects. This policy should be read in conjunction with the Presentation Policy.

Aims

- To raise and achieve high standards in writing across the school.
- To have consistency in handwriting across both Key Stage One and Two that supports pupil progression.
- To adopt a common approach towards handwriting by all adults when writing in children's books, on the whiteboard, on displays and resources.
- To help pupils achieve a neat, legible style with correctly formed letters in the adopted cursive handwriting style.
- To help pupils understand that good handwriting is linked to patterns and the learning of phonics and spelling.

Teaching and learning strategies

- Whole class or group teaching and modelling is used. Children will be taught the skills, posture and methods of handwriting.
- In Reception lead in lines will be taught ensuring a smooth transition to Year 1.
- Displays throughout the school will include block letters, cursive and computer generated writing.
- When writing on the board, marking or writing any comments, members of staff will use cursive handwriting.
- Photocopiable masters and lined paper will be used throughout the school as appropriate. Guidelines to be used when writing on plain paper.
- Handwriting will be done in the back of the Writing books and indicated by a label saying Handwriting with the date.
- Left-handed pupils will receive specific teaching to meet their needs, for example they will sit on the left side of right-handed children, so their elbows don't bump. They will be encouraged to find a comfortable orientation for their paper, usually slightly to the left of centre of their body, and to have their fingers about 1.5 cm from the point of their pencil.

Resources

- For style of letters see appendix 1, x and z will have lead in lines only, f and k will be looped and lead in and out.
- All blue, green and purple pens and pencils are stored in the stationery cupboard.
- Certificates will be presented to pupils once they receive their 'Pen License'. This is when a teacher believes the pupil is ready to work in pen. This can happen in any year group – all pupils should write in pen by Year 3.

The MSL Handwriting Rescue Scheme

- Teachers will decide where pupils start and pupils will work on sheets from the scheme until they are ready to practise in their books.
- This includes over 300 structured exercises designed to establish the correct cursive letter formation.
- It offers a structured and cumulative approach to developing handwriting skills.
- Activities also encourage an automatic response to frequently used spelling choices.
- Ideal for introducing cursive handwriting and correcting poor handwriting habits.

Year group expectations

Foundation Stage pupils will be taught to;

- develop gross and fine motor skills and recognition of patterns
- recognise letters with lead in lines
- sit correctly at a table, holding a pencil comfortably and correctly
- know letter formations through the phonics
- form digits 0-9

Year 1 pupils will be taught to:

- 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 with lead in lines
- 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

Year 2 pupils will be taught to:

- form lower-case letters of the correct size relative to one another
- use diagonal and horizontal strokes needed to join letters.
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters with lead in lines
- use spacing between words that reflects the size of the letters

Year 3 and 4 pupils will be taught to:

- use the diagonal and horizontal strokes that are needed to join letters.
- 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].
- join handwriting to support fluency and their composition and spelling

Year 5 and 6 pupils will be taught to:

- write legibly, fluently and with increasing speed
- choose the writing implement that is best suited for a task.
- be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version
- understand and use unjoined styles, 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.

Assessment

Handwriting will be assessed continually in all year groups as part of book and work scrutiny.

Appendix 1;

Handwriting lead in phrases

a start on the line, lead up and round the apple

b start on the line, go high and down the laces, over the toe and touch the heel

c start on the line, lead up and curl around the caterpillar

d start on the line, go high and round his back, up his neck and down his feet

Speed sounds

(this is the order the sounds are taught in)

Speed sounds set 1

m a s d t i n p q o c
k u b f e l h sh r j v
y w th e ch g x ng nk

Speed sounds set 2

ay ee igh ow oo oo ar
or air ir ou oy

Speed sounds set 3

a-e ea i-e o-e u-e aw
are ur er ow ai oa ew
ire ear ure tious tion

e start on the line and slice into the egg, go over the top, then under the egg

f start on the line, go high and down the stem and draw the leaves

g round her face, down her hair and give her a curl

h start on the line, lead up and down the head to hooves and over his back

i start on the line, go up and down the body, dot for the head

j start on the line, go up down his body, curl and dot

- k** start on the line, go high and down the kangaroo's body, tail and leg
- l** start on the line, go high and down the long leg
- m** start on the line, lead up and down Maisie and then over the two mountains
- n** start on the line, lead up and down Nobby and over his net
- o** start on the line, lead up and back all around the orange
- p** start on the line, lead up and back down the plait, up and over the pirates face
- q** start on the line, lead up and round the queen's head, up to her crown and down her hair and curl
- r** start on the line, lead up and down his back, then up and curl
- s** start on the line, lead up and slide around the snake