

Riversdale Primary School

"A nurturing, ambitious and values led school."

Handwriting Policy

Date: 15th October 2024

Review Date: 14th October 2027



*"Writing is the painting of the voice."
Voltaire*

*Article 28:
You have the right to education.*

*Article 29:
You have the right to education which develops your personality, respect for other's rights and the environment.*

At Riversdale Primary School we are very proud of our pupil's handwriting and take particular care in our handwriting style. We use Letter-join's handwriting resource and Lesson Planners as the basis of our handwriting policy as it covers all the requirements of the National Curriculum.

OBJECTIVE

Handwriting is a basic skill that influences the quality of work throughout the curriculum. By 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.

Our intention is to make handwriting an automatic process that does not interfere with creative and mental thinking.

AIMS

To develop a neat, legible, speedy handwriting style using continuous cursive letters, which leads to producing letters and words automatically in independent writing.

To establish and maintain high expectations for the presentation of written work.

For pupils to understand, by the end of Year 6, the importance of neat presentation and the need for different letterforms (cursive, printed or capital letters) to help communicate meaning clearly.



EXPECTATIONS

All teaching staff are encouraged to model the printed or cursive style of handwriting chosen for each year group in our school in all their handwriting, whether on whiteboards, displays or in pupils' books.

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 objective is to help pupils enjoy learning and developing their handwriting with a sense of achievement and pride.

HANDWRITING FREQUENCY

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

PENS & PENCILS

Children will start handwriting using a soft pencil. When fine motor skills have been established a handwriting pen can be used. More competent pupils can use a ballpoint pen.

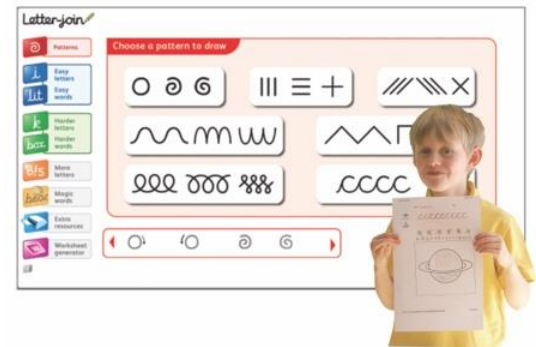
INCLUSION

For children who experience handwriting difficulties due to fine motor development, including those who are left-handed and those with special educational needs, the appropriate additional support will be put into place. Letter-join's Lesson Planners all include differentiation activities for extra practice/challenge.

KEY STAGE TEACHING - EARLY YEARS

For our youngest pupils we teach short handwriting lessons on a daily basis, which will include the following:

- enhancing gross motor skills such as air-writing, pattern-making and physical activities,
- exercises to develop fine motor skills such as mark-making on paper, whiteboards, sensory trays, iPads, tablets, etc.
- becoming familiar with letter shapes, their sounds, formation and vocabulary,
- correct sitting position and pencil grip for handwriting.



Module 1 Cursive: Early Years teaches pre-cursive patterns and cursive, lower case letters. It starts with fine and gross motor skills warm-up exercises, correct sitting position and tripod pencil grip.

The first module is divided into three sections covering:

- pre-cursive patterns,
- easy letters and words,
- harder letters and words.

At the end of this module, children should be able to recognise and form all the cursive, lowercase letters of the alphabet and write words using the correct joining techniques.

KEY STAGE 1: YEARS 1 AND 2

Teaching progresses from five short, to three longer lessons per week:

- continuing with gross and fine motor skills exercises,
- strengthening handwriting, learning and practice,
- numerals, capitals and printed letters; where and when to use, learning and practice,
- KS1 SATs SPaG exercises.

Module 2 Cursive: Year 1 contains lessons for teaching how to write capital letters, printed letters, numbers and symbols, whilst reinforcing cursive handwriting using Letter-join's on-line and printed resources.

It is divided into three sections covering:

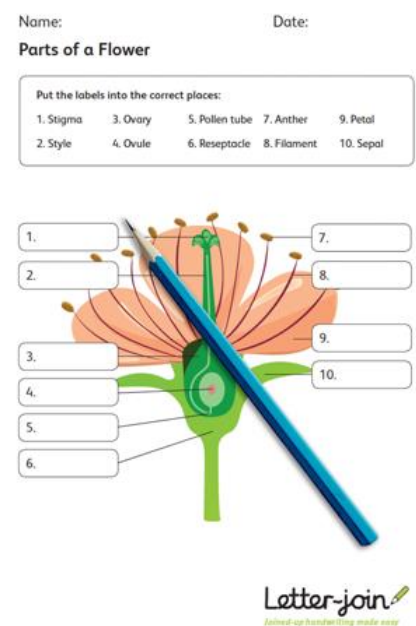
- warm-ups, letter families and capital letters,
- printed letters,
- numbers and symbols.

On finishing this module, children should be confident in writing all the capital and printed letters, numbers and symbols and start to become familiar with their use.

Module 3 Cursive: Year 2 includes lessons to improve letter formation and orientation of letters through regular practice and to support spelling, grammar and punctuation in readiness for KS1 SATs.

The sections in this module cover:

- letter families,
- high frequency words,
- joining techniques,
- sequencing sentences,
- dictation exercises,
- times table facts,



- With the regular handwriting practice throughout this module, children should now be developing the fluency and speed of their writing.

Handwriting lessons will continue at least twice a week in Lower Key Stage 2.

[illegible]

EXAMPLE

Word of the Week: precocious

Write the word's word class below:

<u>precocious</u>	<u>precocious</u>	<u>precocious</u>
<u>precocious</u>	<u>precocious</u>	<u>precocious</u>

Use a dictionary to find the definition of this word's word class:

If something is precocious, it is not safe and likely to fall off or fall over.

Write some synonyms of this word's word class:

<u>insecure</u>	<u>risky</u>	<u>hazardous</u>
<u>treacherous</u>	<u>unsafe</u>	<u>dangerous</u>

Write some antonyms of this word's word class:

<u>safe</u>	<u>fixed</u>	<u>strong</u>
<u>secure</u>	<u>protected</u>	<u>stable</u>

Write a sentence using this word's word class:

The cat was in a precarious position in the tree.
Be aware: this cliff edge is precarious.
I take care on that precarious old ladder.
The stranded climber was in a precarious situation.

Letter-join 

Learners will continue to build on producing fluent, consistent and legible handwriting through the regular practice offered in this module's lessons.

UPPER KEY STAGE 2: YEARS 5 AND 6

- reinforcing cursive handwriting across the curriculum,
- form-filling/labelling using printed and capital letters,
- dictation exercises promoting quick note-taking and speedy handwriting writing skills,
- KS2 SATs SPaG practice.

Dictation Exercises

Key Stage 2
More challenging exercises

4 small subsumas

24-10-2003

My birthplace is
Scotland but at
seven I moved...

A shopping list, complex numbers and a longer written passage.

Key Stage 2
Traditional stories and poems.

Hansel and Gretel



Suddenly the door
opened, and an old
woman came out.

Dictation exercises using extracts from traditional stories and poems.

[illegible]

On completing this module, children should be producing cursive writing automatically, enabling them to focus on the content of their work rather than the process of writing.

Lesson Planner Module 7 Year 6 presents learners with a range of tasks where they have to decide on an appropriate style of handwriting. Promoting speedy, fluent writing continues to be a strong feature. Challenging dictation exercises will refine pupils' revising and checking skills as well as boosting their handwriting speed, stamina and fluency. A range of curriculum-based worksheets will give pupils the opportunity to practise writing at length.

Module 7 also contains a series of worksheets to aid KS2 SATs SPaG revision. They are designed to support year 6 pupils in meeting expected standards for spelling, punctuation and grammar, with lots of SPaG preparation and plenty of handwriting practice.

By the end of this module, children should be able to adapt their handwriting for a range of tasks and purposes and to create different effects. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes, a final handwritten version, an un-joined style or capital letters. All of these writing styles are covered in this module.

Name: _____ Date: _____

Spelling 1

Words ending in ...ious and ...tious

Look	Trace	Copy	Cover and write
delicious	delicious	delicious	delicious
precious	precious	precious	precious
conscious	conscious	conscious	conscious
spacious	spacious	spacious	spacious
vicious	vicious	vicious	vicious
suspicious	suspicious	suspicious	suspicious
infectious	infectious	infectious	infectious
cautious	cautious	cautious	cautious
ambitious	ambitious	ambitious	ambitious
scrumptious	scrumptious	scrumptious	scrumptious
superstitious	superstitious	superstitious	superstitious
nutritious	nutritious	nutritious	nutritious

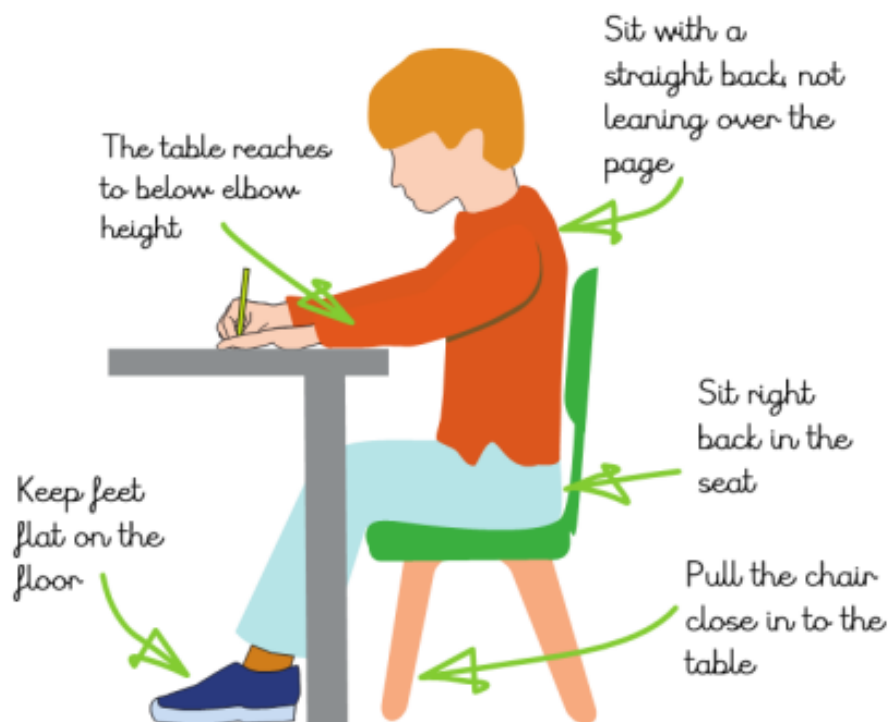
Challenge: Write a paragraph using as many of these words as possible.

I was suspicious about the nutritious meal being healthy because it was really scrumptious. I was cautious because it was so delicious! The chef was very precious about the recipe and got quite vicious when I ask for the ingredients. The kitchen was really spacious & I was conscious of the ambitious staff who were so superstitious about their menu. They would burst into infectious laughter all the time.

CORRECT POSTURE AND PENCIL GRIP FOR HANDWRITING

Sitting Position

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

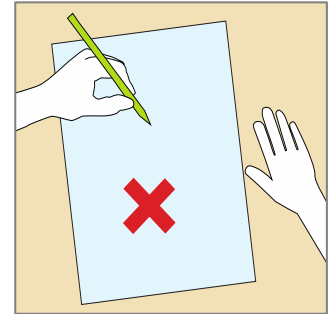
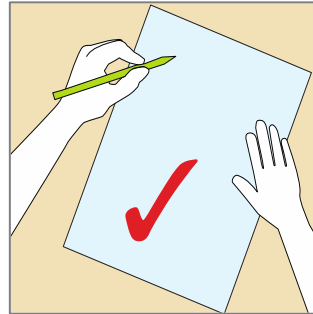
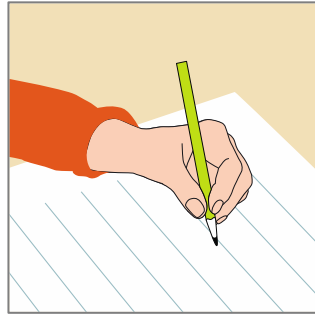


Remember: Left handed pupils, sit on the left

Left-handed children

Left-handed children may find it difficult to follow the movements of right-handed teachers as they model letter formation (and vice versa). Teachers should demonstrate to left-handers on an individual or group basis.

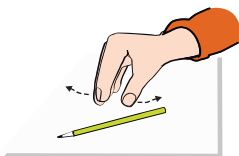
- Left-handed pupils should sit to the left of a right-handed child so that they are not competing for space.
- Pupils should position the paper/book to their left side and slanted, as shown.
- Pencils should not be held too close to the point as this can interrupt a pupils' line of vision.
- Extra practice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



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. We use the Tripod Grip Rhyme:

Right-handed pencil grip:



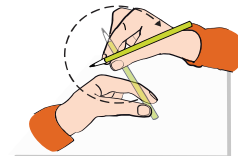
Point away the
pencil,



pinch it near the tip,



lift it off the table,

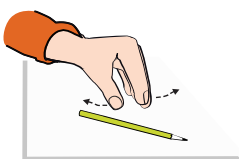


spin it round...



and grip.

Left-handed pencil grip:



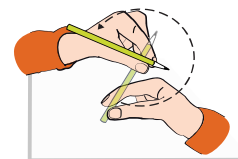
Point away the
pencil,



pinch it near the tip,



lift it off the table,



spin it round...



and grip.

ROLES AND RESPONSIBILITIES

Governors

- Ensuring a broad and balanced Handwriting curriculum is implemented in the school.
- Ensuring the school's Handwriting curriculum is accessible to all pupils.

Headteacher/Deputy Headteacher (Quality of Education)

- The overall implementation of this policy.
- Ensuring the school's Handwriting curriculum is implemented consistently.
- Ensuring appropriate resources are allocated to the Handwriting curriculum.
- Ensuring all pupils are appropriately supported.

- Appointing a member of staff to lead on the school's approach to teaching Handwriting.

Subject Leader

- Preparing policy documents, curriculum plans and schemes of work for Handwriting.
- Reviewing changes to the national curriculum and advising on their implementation.
- Monitoring the learning and teaching of Handwriting, providing support for staff where necessary.
- Organising the sourcing of and deployment of resources and carrying out an annual audit of all Handwriting resources.
- Advising on the contribution of Handwriting to other curriculum areas.
- Keeping up to date with developments in Handwriting education, passing this on to other members of staff. This could include leading staff meetings and providing staff members with the appropriate training, working alongside colleagues etc...
- Monitoring and evaluating progress in Handwriting and liaising with senior leadership on any action necessary.
- Liaising with appropriate bodies e.g. other primary schools and secondary schools, governors, the LA etc. concerning matters relating to Handwriting.

Teacher

- Acting in accordance with this policy.
- Liaising with the Handwriting leads about key topics, resources and supporting individual pupils.
- Ensuring that all relevant statutory content is covered within the school year.
- Monitoring the progress of pupils in their class and reporting this on an annual basis to parents.
- Reporting any concerns regarding the teaching of the subject to the Handwriting lead or a member of the SLT.
- Undertaking any training that is necessary to teach the subject effectively.

MONITORING & REVIEW

This policy is monitored and reviewed by the Handwriting subject leader.

This policy will be reviewed at least every three years.