

Swaffham C of E Primary Academy

Handwriting Policy

November 2022



Handwriting Policy

At Swaffham Primary Academy, we are very proud of our pupil's handwriting and take particular care in our handwriting style. We use Letter-join's on-line 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.

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 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.

Handwriting pens

All children in the school will have a handwriting pen which they will use to practise their handwriting and use across a range of lessons when they are writing in their lessons. We believe that children should learn to write with the tools that they are going to use throughout their life

and build a positive relationship with using a 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 handwriting and letter formation when completing our phonics as well as any additional session to support the correct letter formation. These sessions include:

- 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

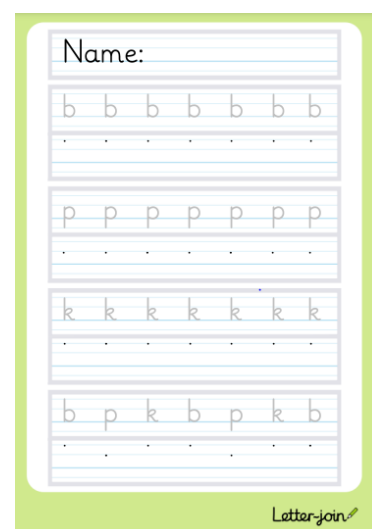
Module 1 Print: Early Years

Teaches handwriting using the printed method. It starts with fine and gross motor skills warm-up exercises, correct sitting position and tripod pencil grip.

It is divided into three sections covering:

- pre-writing patterns
- easy letters and words
- harder letters and words

At the end of this module, At the end of this module, children should be able to recognise and form all the printed, lowercase letters of the alphabet.



Printed Plus lower case letters

a b c d e

f g h i j k

l m n o p

q r s t u

v w x y z

- a Start on the dot, curve down and around, up, down and hook.
- b Start on the dot, go down, up and over, join up.
- c Start on the dot, curve down and around and hook.
- d Start on the dot, curve down and around, up to the top, back down and hook.
- e Start on the dot, curve up and around and hook.
- f1 Start on the dot, hook around to the bottom, a line across the middle.
- f2 Start on the dot, hook around, go down underneath and hook back, a line across the middle.
- g Start at the dot, curve down and around, up, down and curve under.
- h Start on the dot, go down, back up, over and hook.
- i Start on the dot, go down, hook and dot.
- j Start on the dot, go down, curve under, then dot.
- kl Start on the dot, go down, back up loop, kick and hook.
- k2 Start on the dot, go down, lift your pencil, slope down to the middle, kick down and hook.
- l Start on the dot, go all the way down and hook.
- m Start on the dot, go down, up and over, up and over and hook.
- n Start on the dot, go down, up and over and hook.
- o Start on the dot, go back in a curve and all the way round to join up.
- p Start on the dot, go down under, back up and curve all the way round to join up.
- q Start on the dot, curve down and around, back up, down under and kick up.
- r Start on the dot, go down, back up and curve.
- s Start on the dot, go round in a curve, back round and curve back.
- t Start on the dot, go down, hook and then cross the t.
- u Start on the dot, go down and round, up again, down and hook.
- v Start on the dot, slope down, then slope up.
- w Start on the dot, slope down, slope up, slope down and a slope up.
- x Start on the dot, a short slope down, lift your pencil then a short slope down the other way.
- y Start on the dot, curve down and around, up, down and curve under.
- z Start on the dot, a short line across, slope down then back along the bottom.

Key Stage 1: Years 1 and 2

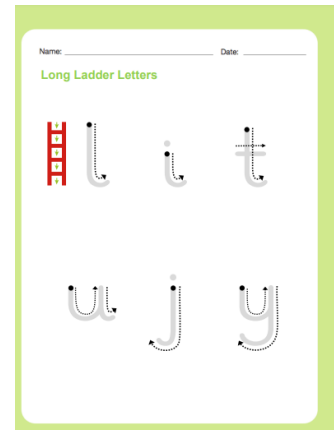
- continuing with gross and fine motor skills exercises
- strengthening handwriting, learning and practice
- numerals, capitals and printed letters; where and when to use, learning and practice

Module 2 Print to Cursive teaches how to correctly write capital letters, uses of printed letters, numbers, punctuation, maths symbols and other symbols. Pre-cursive patterns and cursive letters are then introduced in preparation for Module 3 when children are required to start joining their handwriting.

It is divided into three sections covering:

- warm-ups, letter families and capital letters
- uses of printed letters
- numbers and symbols
- introducing pre-cursive patterns and cursive letters

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 the orientation of cursive letters.



Module 3 – Starting Cursive introduces children to cursive letters and how to join them. They will have regular practice in letter formation and joining their handwriting.

The sections in this module cover:

- cursive letters and words
- letter families
- high frequency words
- joining techniques
- sequencing sentences
- dictation exercises



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

Lower Key Stage 2: Years 3 and 4

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



Module 4 for Year 3 is targeted at children in lower KS2 where pupils should be using a cursive style throughout their independent writing in all subjects, helping to refine their handwriting in line with the requirements of each lesson. This module covers topics such as dictation, double letters, number vocabulary, palindromes, tongue twisters, MFL (French and Spanish), onomatopoeia, simile and statutory spellings.

Completion of Module 4 should ensure improvement in the legibility, consistency and quality of the children's handwriting through a variety of resources which link handwriting to other areas of the curriculum.

Module 5 for Year 4 focuses on using handwriting practice to support other subjects in the curriculum and, at the same time, builds on fluency and consistency. This module aims to promote meaningful links with other subjects such as English, maths, science, geography, French and Spanish. Making such links enables children to apply the skills they are learning in context and also provides depth to the curriculum.

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

On concluding this module, children will have practised applying size-appropriate handwriting to all areas of the curriculum whilst maintaining fluency and legibility.



EXAMPLE
Word of the Week: precarious
 Write this week's word six times:
precarious precarious precarious
precarious precarious precarious
 Use a dictionary to find the definition of this week's word:
If something is precarious, it is not safe and likely to fall off or fall over.
 Write some synonyms of this week's word:
insecure risky hazardous
treacherous unsafe dangerous
 Write some antonyms of this week's word:
safe fixed strong
secure protected stable
 Write a sentence using this week's word:
The cat was in a precarious position in the tree.
Beware: this cliff edge is precarious.
Take care on that precarious, old ladder.
The stranded climber was in a precarious situation.
 Letter-join

Upper Key Stage 2: Years 5 and 6

More advanced handwriting techniques will be taught during two weekly lessons:

- 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

Module 6 for Year 5 continues to build on combining fluent handwriting with other subjects across the curriculum.

In this module, learners will have plenty of opportunity to develop the stamina and skills to write at length, with accurate spelling and punctuation. With Letter-join's wide range of resources they will be able to work towards producing consistently neat and well-presented handwriting in all curriculum subjects.

On completing this module, children should be producing cursive writing automatically, enabling them to focus on the content of

Dictation Exercises

Key Stage 2 More challenging exercises 4 small octopuses 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.
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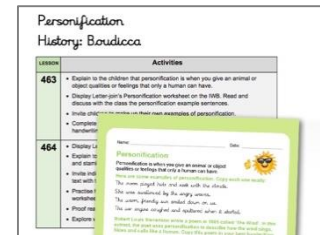


their work rather than the process of writing.

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.

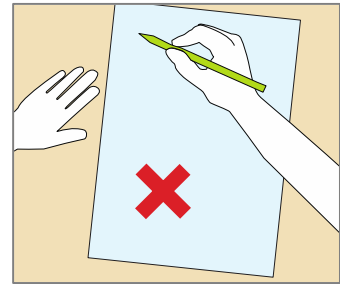
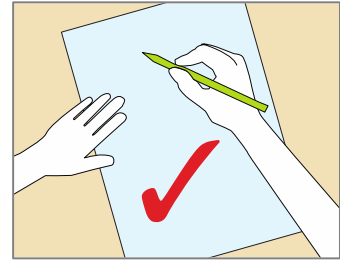
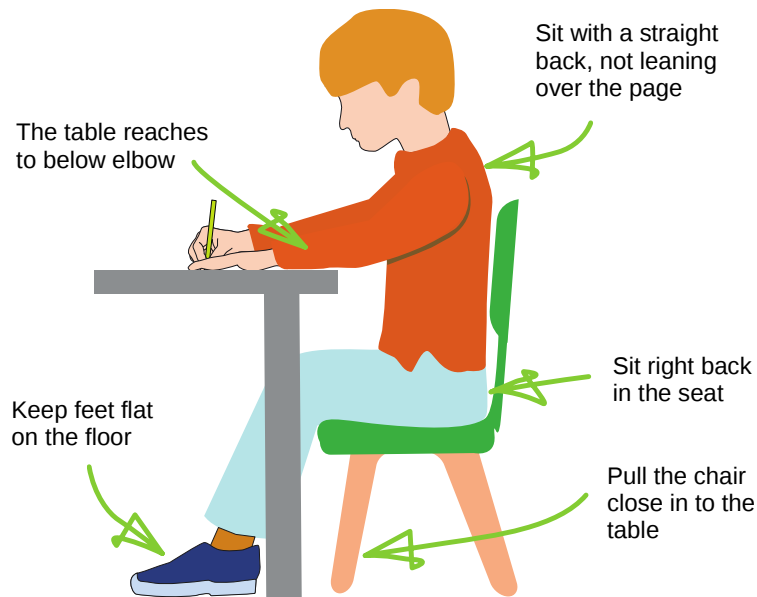
By the end of this module, children should be able to adapt their handwriting for a range of tasks and purposes and to create different effects. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes, a final handwritten version, an un-joined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



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

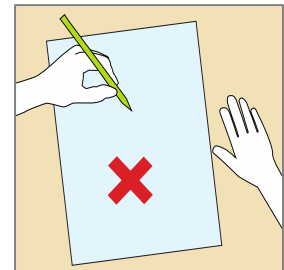
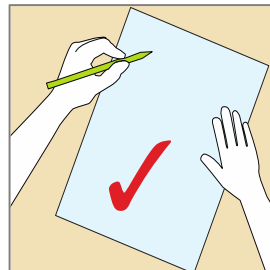
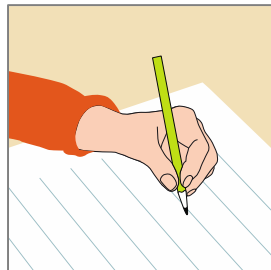
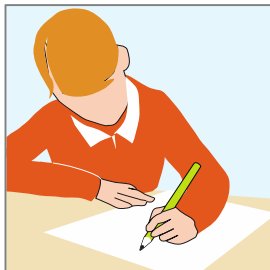


Paper position for right-handed children.

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 pupils' line of vision.
- Extra practice with left-to-right exercises may be necessary before pupils write left-to-right automatically.

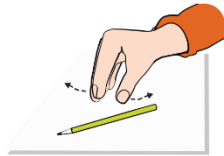


Paper position for left-handed children.

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. We use the Tripod Grip Rhyme:

Right-handed pencil grip



Point away the pencil,



Pinch it near the tip,



Lift it off the table,

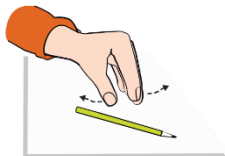


Spin it round...



and grip.

Left-handed pencil grip



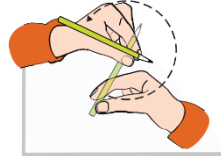
Point away the pencil,



Pinch it near the tip,



Lift it off the table,



Spin it round...



and grip.