



Guildhall Feoffment

Community Primary School

HANDWRITING POLICY

2024

Approved by	Full Governing Body
Date	
Review by	

1. Purpose

It is intended that this policy will:

- Provide a corporate statement of purpose.
- Ensure that each pupil's entitlement to developing a clear, legible handwriting style is realised.
- Provide a clear basis from which to plan programmes of work linked to the 2014 National Curriculum for Key Stages 1 and 2 (Handwriting strand)

2. Aims and Objectives

Handwriting is a skill which affects communication across the whole curriculum. It is a skill which needs to be taught and requires regular practice.

The aims of teaching handwriting at Guildhall Feoffment are:

- For good handwriting skills to be apparent in all writing activities in school.
- To raise the standard of presentation.
- For all pupils to develop a clear, neat and fluent style of handwriting.
- For a consistent approach to be adopted in the teaching of handwriting across the school.

3. Teaching and learning

Early Years

Handwriting will be practised as part of learning how to form letters correctly and will be closely linked to pupils' phonics. It will be supported through a variety of multisensory, child centred approaches.

Teaching and learning will focus on:

- developing fine motor skills with tweezer work, bead threading and other fine motor activities
- experimenting with mark making in a wide range of contexts
- using a range of different writing materials
- forming letters correctly by starting and finishing at the correct point.

Pupils will develop their handwriting skills through planned multisensory activities appropriate to needs and stages of development of the pupils.

Activities may include:

- tracing and copy writing
- pattern making
- writing in sand/ paint/ different textured materials
- finger painting
- air writing

KS1

Formal handwriting will be taught alongside phonics and spelling work. In addition, focus will be drawn to letter formation during phonics sessions and within English lessons.

A combination of resources will be used based around the LetterJoin scheme.

Pupils will also have a handwriting book in which to practise letter formation during formal sessions.

Teaching and learning will focus on:

- finger grip
- forming letters correctly
- controlling the size, shape and position of letters
- learning diagonal and horizontal joining strokes and understanding which letters, when adjacent to one another, are best left unjoined

KS2

Formal handwriting will be taught alongside spelling and grammar work. Pupils will work in handwriting books or English books depending on their age and level of need.

Teaching and learning will focus on:

- joining letters correctly
- developing a legible, joined handwriting style
- increasing fluency and speed

All children will be given the opportunity to develop neat, legible handwriting. They will be taught how:

- to hold a pen / pencil using the correct, comfortable grip
- to form letters correctly
- to form letters of regular size and shape
- to use the correct terminology associated with handwriting e.g. ascenders and descenders
- to form upper and lower case letters
- to write from left to right, and from top to bottom
- to put regular spaces between letters and words
- to join letters
- to write legibly with increasing fluency and speed

During all writing activities teachers and teaching assistants should constantly observe children to support and intervene as necessary.

Consideration needs to be given to:

- positioning (where possible) of left handed writers to allow adequate space
- ensuring pupils use correct tripod grip
- ensuring good seating position and posture

Position

Children should have feet flat on floor, body upright and leaning forward slightly. The non writing hand should rest on the paper supporting the upper body. Eyes should be approximately 30/40 cm away from paper.

Pupils should not grip pencil too tightly as it will tire the hand and therefore hinder development of free flowing movement.

Tripod grip

Pupils should hold pen/pencil between thumb and forefinger, with the pencil resting on the third finger. The thumb and forefinger should be able to move slightly so that fine movements are possible.

Correct pencil grip is of paramount importance because it is very hard to undo once established. This should be a clear focus in Early Years and KS1.

Pencils grips will be provided for children who have difficulties in using the correct pencil grip or where hypermobility or other medical issues make grip challenging.

Left handed writers

They should be seated to left of right handed child so that arms do not clash.

The paper needs to be placed to left of mid point of the body and tilted approximately 30 degrees clockwise so they can see what they have written.

Pen/pencil should be held slightly higher than a right handed pupil, about 1.5 cm from end to help avoid smudging.

Teaching staff will model both left and right handed formation.

Teaching Strategies

During handwriting lessons teachers will use a variety of methods including:

- direction
- demonstration
- explanation
- scaffolding

Modelling of the correct handwriting script by the teacher is vital.

4. Teaching Children with Special Educational Needs

Children with learning difficulties should be expected to succeed and be provided with appropriate opportunities to succeed. We aim to identify and provide support for these pupils at an early stage, seeking advice where necessary. Some children may need to be given extra adult support to develop their handwriting. This may take the form of 1:1 support or small group support within the lesson. Finger gym groups to support children with poor fine-motor control are to be planned for where appropriate. Pupils who require additional grip supports will be provided with those as required.

5. Equal Opportunities

Equality of opportunity is a fundamental right that must be allowed to all children regardless of race, culture, gender or special educational needs. We adopt a positive attitude to all children learning and developing their handwriting skills, which we hope will counteract any prejudice towards a particular group of children.

6. Resources

Letter join gives interactive examples to use on the interactive screens. A script can be used for demonstrating the script or for printing off work.

Parents have access to the website and are able to use it as a model and access activities and games.

A copy of correct letter formation should be displayed in each classroom from Early Years to Year 4.

Where children have SEN or medical need they will have access to the resources necessary to enable them to be successful.

7. Review

This policy will be reviewed every 3 years

APPENDIX

Script used by children

Cursive 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