



PENPOL SCHOOL

Handwriting Policy

Signed by:

_____ Head Teacher Date: _____

_____ Chair of Governors Date: _____

Designed: February 2024
Review Date: February 2025

Introduction

At Penpol School we recognise the importance of teaching our children to develop a neat, legible, speedy handwriting style and take particular care in our cursive, joined-up handwriting style. We use Letter-join as the basis of our handwriting policy that covers all the requirements of the 2014 National Curriculum.

Despite the increased use of computers for writing, we believe that Handwriting is a basic skill that influences the quality of work throughout the curriculum. At 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.

We aim to make handwriting an automatic process that does not interfere with creative and mental thinking.

Aims

At Penpol School, we aim for our pupils to develop a neat, legible, speedy handwriting style using continuous cursive letters that leads to producing letters and words automatically in independent writing.

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

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

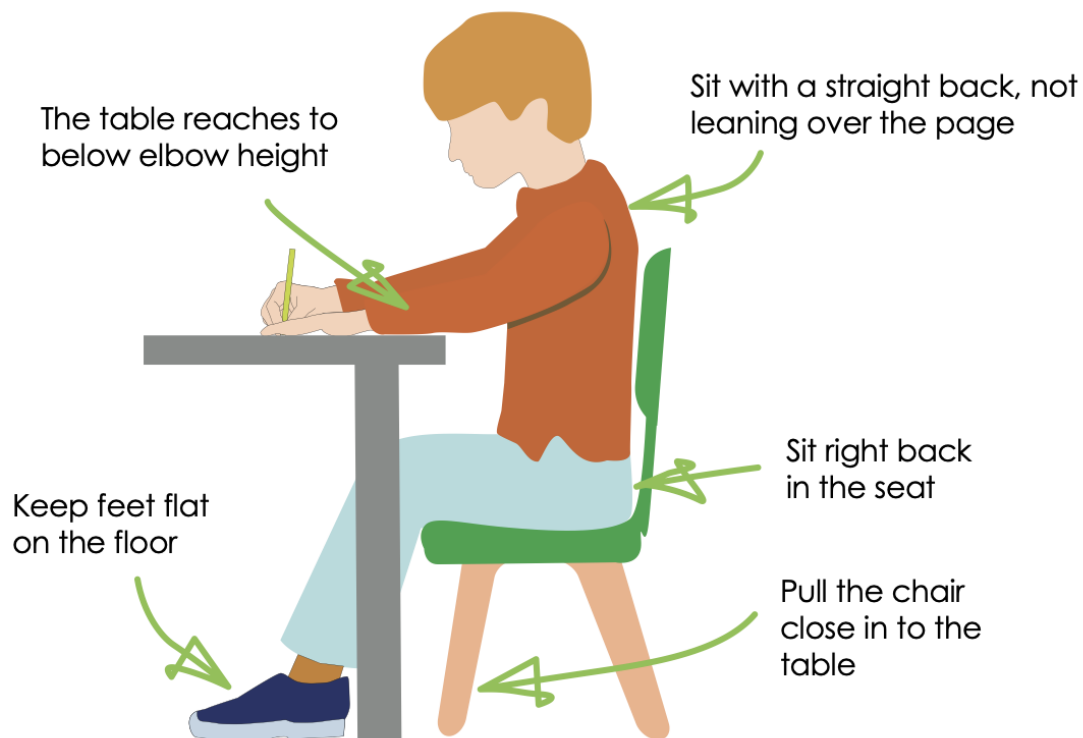
Letter Formation

- Children will be taught using the Read Write Inc rhymes to form lower case letters from foundation stage onwards (see Appendix 3)
- Once children are ready to join letters, children will be taught to join using Letter-join (see Appendix 1)
- Capital letters will not be joined (see Appendix 2)

Correct posture and pencil grip for handwriting

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

SITTING POSITION



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.

- 1) Nip - Nip the pencil with your index finger and thumb with the nib pointing towards you.
- 2) Flip - With your free hand, flip the pencil from underneath.
- 3) Grip - Use your middle finger to support the underside of the pencil.

Teaching Time

Daily practice is necessary until letter formation is accurate. In EYFS and KS1, this will be part of the Read Write Inc daily sessions as well as stand-alone handwriting sessions. Handwriting is a cross-curriculum task and will be taken into consideration during all lessons. Formal teaching of handwriting is to be carried out regularly and systematically through the Letter-join scheme to ensure Key Stage targets are met.

Handwriting Requirements and The National Curriculum

EYFS pupils are taught to:

- Develop their fine motor skills and tripod pencil grip through daily activities.
- Sit correctly at the table, holding a pencil comfortably and correctly.
- Produce a straight controlled line which supports letter formation.
- Write the letters a – z and digits 0-9.
- Write letters using the correct sequence of movements using the rhymes from RWI.

- Have an understanding of writing their own name.
- Understanding different shaped letter families.
- Practise their handwriting skills.

Year 1 pupils should be taught to:

- Sit correctly at a table, feet flat on the floor, holding a pencil comfortably and correctly.
- Begin to form lower-case letters in the correct direction, starting and finishing in the right place linked to the RWI rhymes (see appendix 3)
- Leave the correct space between words.
- Form capital letters (see appendix 2)
- 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 (see Appendix 5).
- Begin to join letters using Letter-join (see appendix 1)

Year 2 pupils should be taught to:

- Write legibly using upper and lower case letters with correct joins.
- Ensure that letters sit on the base line and are consistent in size with ascenders and descenders that are the correct length and formation.
- Leave the correct space between words.
- Form capital letters and use where appropriate.
- Form numerals that are consistent in size and sit on the base line.
- Begin to form printed letters and understand when they are to be used.
- Improve the speed of writing and begin to write automatically so promoting creativity in independent writing.

Key Stage 2

Throughout Key Stage 2, children are taught to improve quality, speed and stamina of handwriting.

- **Quality:** Ensure letters are consistently sized with equal word spacing and that ascenders and descenders are parallel and do not touch words on the lines above and below.
- **Speed:** Improve speed of handwriting to allow creative writing to take precedence over the task of handwriting and be able to take 'quick notes' at a faster pace.
- **Stamina:** Have the strength and mobility to be able to write for longer periods of time without fatigue.

Children in Key Stage 2 will have full knowledge and ability of the different forms of handwriting for different purposes:

- Neat, joined, cursive letters for writing passages and large amounts of text, lists and letters.
- Printed or capital letters for posters, notices, headings, labelling, and form filling.
- Speedy handwriting for note-taking and dictation where neatness is not as important and shortcuts, such as + instead of 'and', can be used.

In Year 3 and Year 4

- Pupils should be using joined, cursive handwriting throughout their independent writing
- Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.

In Year 5 and Year 6

- Pupils should write legibly, fluently and with increasing speed.
- Pupils should choose which shape of a letter to use when given choices and decide, as part of their personal style, whether or not to join specific letters.
- Pupils should choose the writing implement that is best suited for a task (e.g. a pencil for quick notes, a pen for letters).

Assessment and Intervention

Handwriting is crucial to a child's academic development, self-esteem and confidence. Because of this, handwriting is regularly assessed during handwriting sessions. Adults will intervene during sessions and model any correction required. Feedback will mainly be verbal, with written models where required.

Using Sonar assessment tracker, adults are able to track stages of attainment in handwriting.

If a child requires further support, additional sessions will be delivered using the Read Write Inc rhymes or Letter-join Recovery Programme. Resources to support the development of handwriting skills can also be employed (Letter-join app, pencil grips, thicker pencils, cushions, slanted desk surfaces, coloured lines guides etc).

Inclusion

The vast majority of children will be able to write fluently and legibly. However, some children may need more support. Teachers of children whose handwriting is limited by problems with fine motor skills should liaise with the SENDCO. Support for handwriting may include extra resources as well as posture, lighting, angle of table, etc being considered. Penpol School will endeavour to make handwriting an inclusive experience for all.

For left handed writers, we will ensure:

- Teachers understand the fact that it is difficult for left-handed children to follow handwriting movements when a right-handed teacher models them. Provision may be needed to demonstrate to left-handed pupils on a group or individual basis.
- Paper is always positioned to the far right for left-handed children and slanted to suit their individual needs.
- Left-handed children are always seated to the left of a right-handed pupil in order to avoid competition for space.
- Left-handed children are given additional supervision and practise time to ensure they are making the same progress as other children.

- Left-handed children will be encouraged to keep their hand below the line which they are writing on

For children with physical disabilities, we will ensure

- Additional support for development of gross and fine motor skills will be implemented
- Additional resources, such as pencil grips, slanted cushions, coloured line guides, etc will be used to support handwriting development
- Advice from the Occupational Therapist will be sought if necessary

Consistency and Standards

Teachers must ensure that high standards are maintained by modelling the correct formation and size of letters when doing any writing on the board, wall or when writing in children's books. The quality of handwriting in all books must be of a high standard and teachers should not accept anything less than the best of each child's ability. 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 aim is to help pupils enjoy learning and developing their handwriting with a sense of achievement and pride.

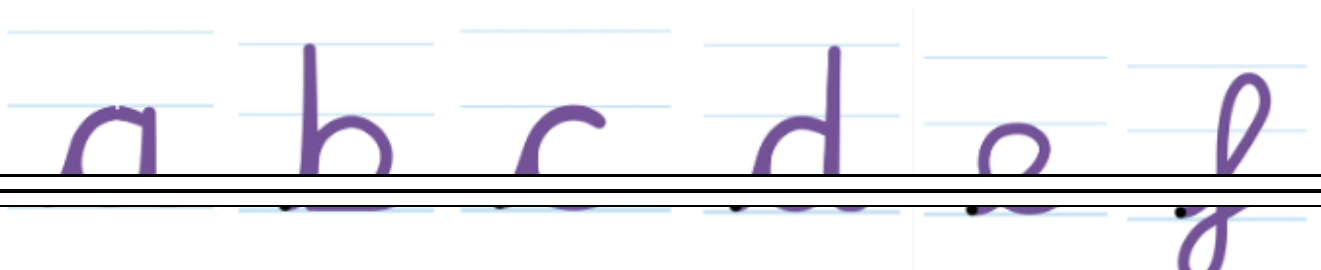
Celebrating Handwriting

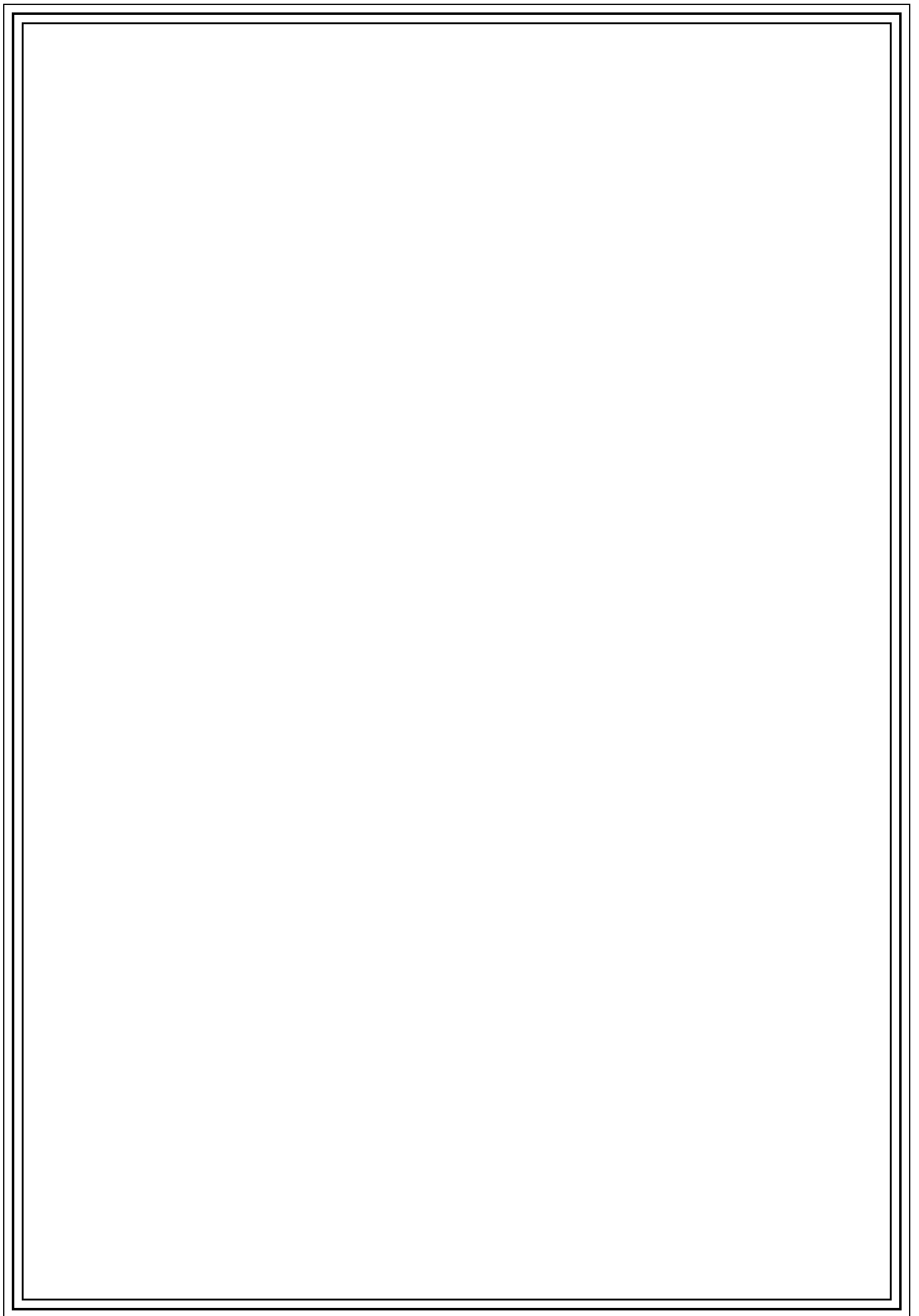
A high emphasis is placed upon high standards of presentation at Penpol School. Because of this, achievement and progress in handwriting is celebrated. Excellent examples of handwriting will be displayed within classrooms in a way that each teacher feels appropriate. Children will be praised and given rewards (eg. Class Dojo points, stickers, stamps etc) to celebrate handwriting and teachers will use a visualiser to share and celebrate neat handwriting within the classroom.

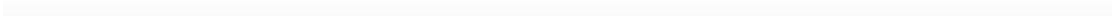
Handwriting at Home

As a catalyst to speedy handwriting, we encourage parents and carers to use the RWI handwriting rhymes and/ or the Letter-join resources at home. Children have access to the Home Edition of Letter-join.

Appendix 1 – Cursive alphabet letter formation (lower case)





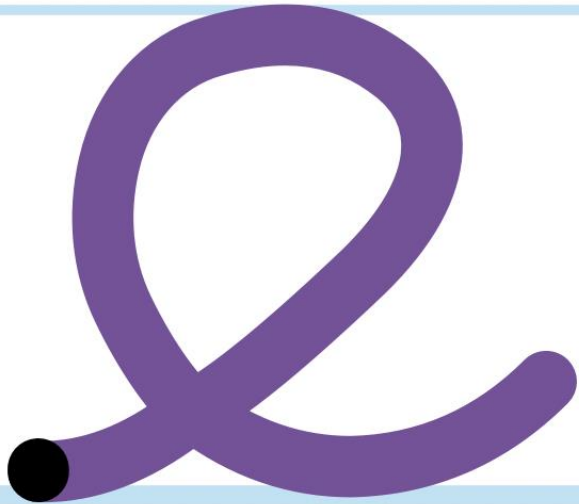
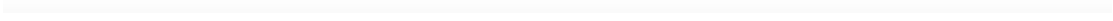


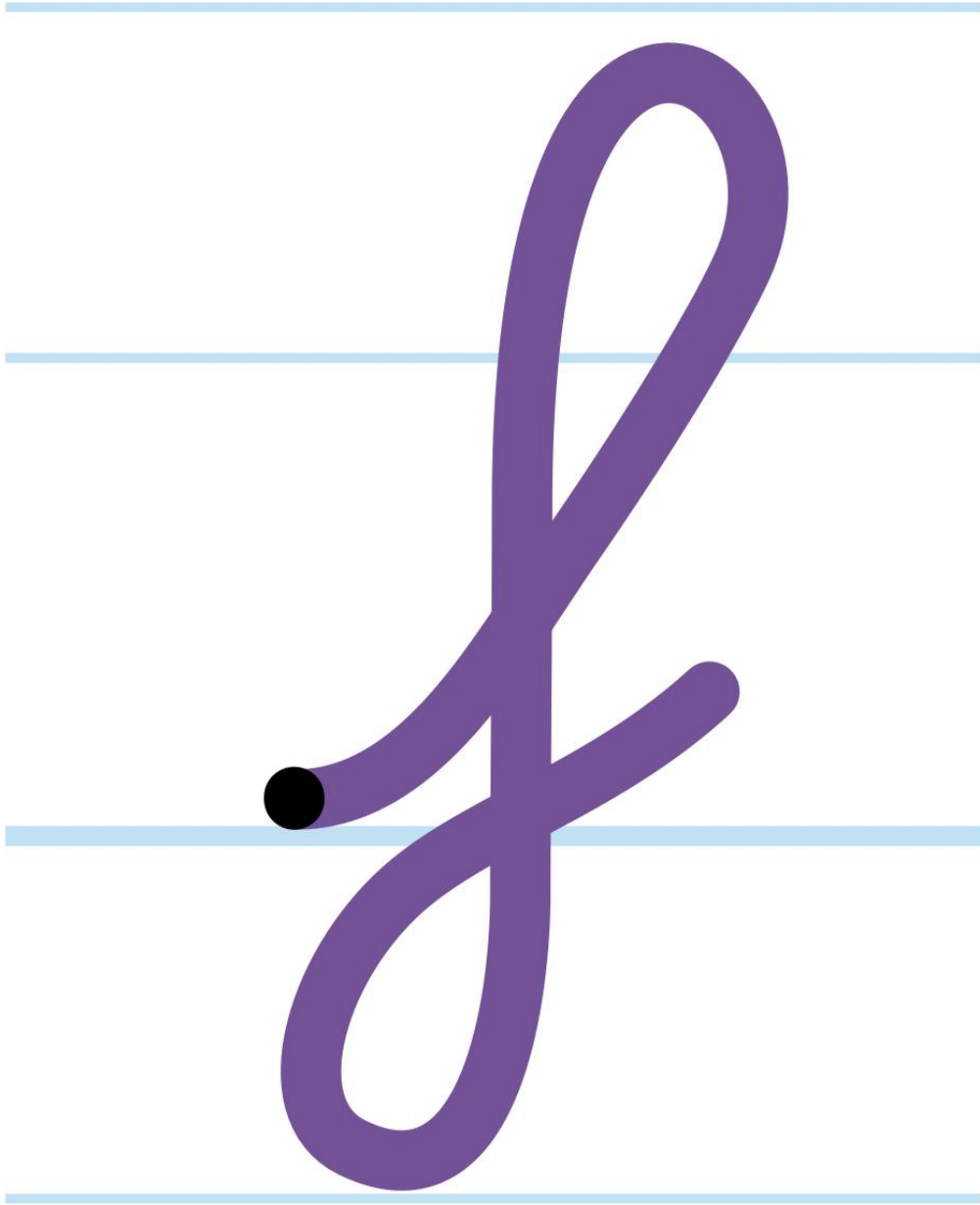
a

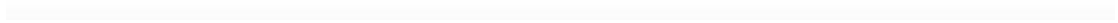
b



A large purple cursive letter 'd' is shown on a four-line handwriting guide. A black dot indicates the starting point on the bottom line. The letter's bowl sits between the bottom and middle lines, and its stem reaches the top line.

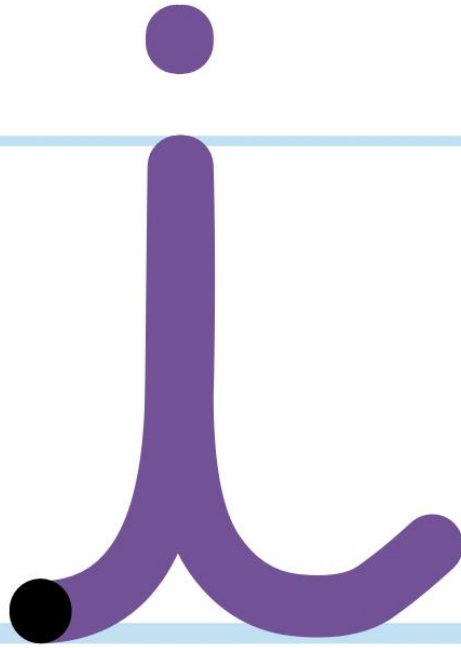


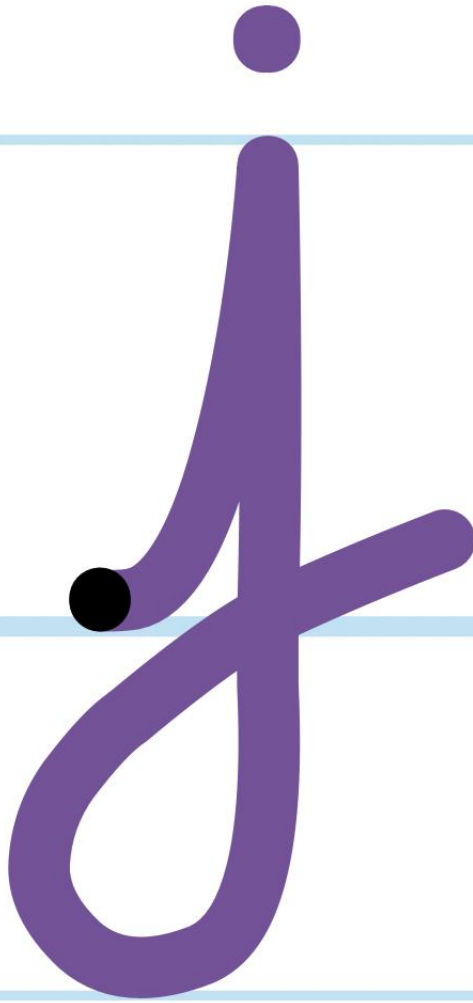




g

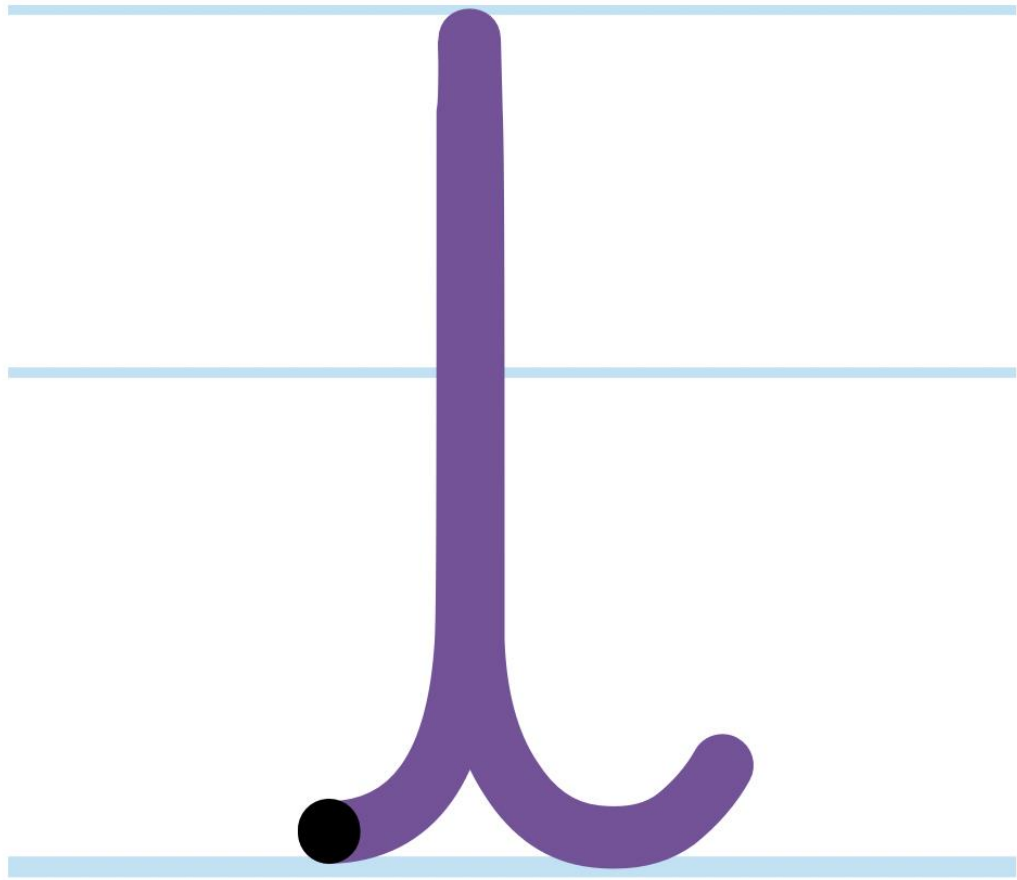
h





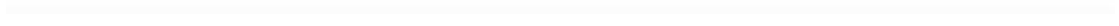
A large, purple cursive lowercase letter 'j' is centered on a set of four horizontal blue handwriting lines. The letter starts with a black dot on the middle line, descends to the bottom line, loops back up to the middle line, and then descends again to the bottom line. A second black dot is positioned above the top line, serving as a starting point for the letter's stem. The entire scene is enclosed within a double-line black border.

k

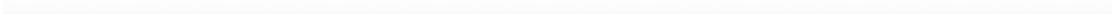




m



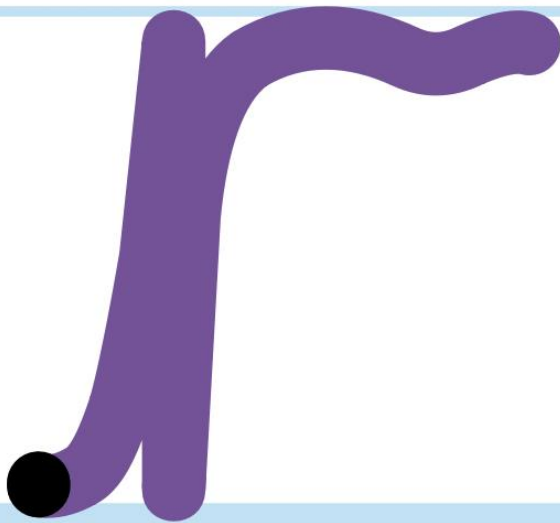
n



σ

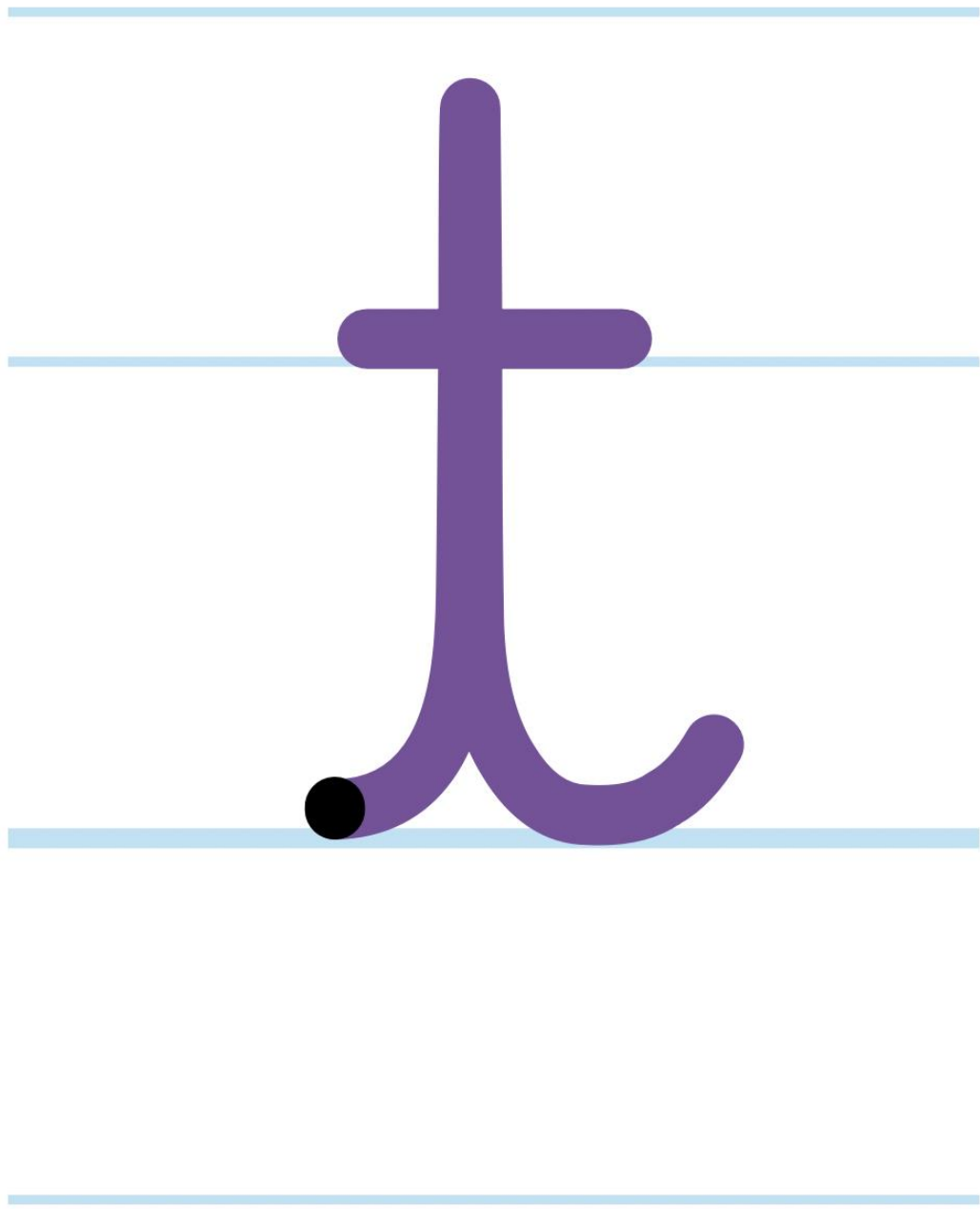
p

q



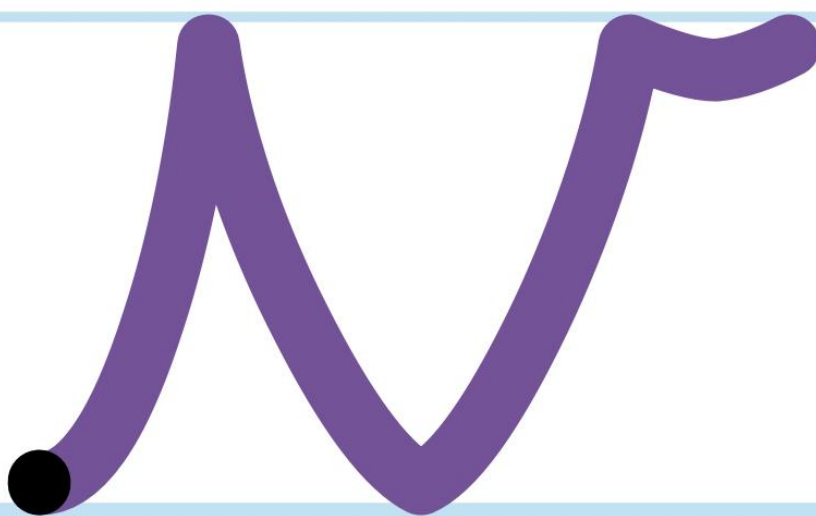


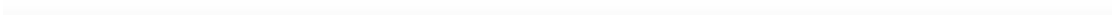
S





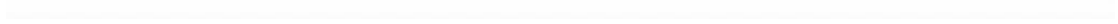
W







x



Handwritten purple cursive letter 'y' with a black starting dot on the third blue line.



Appendix 2 – Cursive alphabet letter formation (upper case)

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

Appendix 3 - Read Write Inc rhymes to form lower case letters



Maisie, mountain, mountain



Around the apple and down the leaf



Slither down the snake



Around the dinosaurs bottom and up to his neck



Down the tower, across the tower



Down the insects body and a dot for his head.



Down Nobby and over his net



Down the pirates plait and around the pirates face



Round the girls face, down her hair and give her a curl



All around the orange



Curl around the caterpillar



Down the kangaroo's body curl his tail and leg



Down and under the umbrella, up to the top and down to the puddle



Down the laces, over the toe and to the heel



Down the stem and draw the leaves



Slice into the egg, go over the top, then under the egg.



Down the long leg



Down the horses head to his hooves and over his back



sh says the horse to the hissing snake



Down his back then curl over his arm



Down his body curl and dot



Down the wing up the wing



Down a horn, up a horn and under the yak's head



Down up, down up



The princess in the tower is saved by the horse, thank you!



Zig, zag, zig



The horse sneezes when the caterpillars hairs get up his nose ch-ch-choo



The queen never goes out without her umbrella



Down the arm and leg, repeat the other side



Thing on a string

Appendix 4 – Read Write Inc. groups of letters (special friends from RWI)



nk

I think I stink



ay

May I play?



ee

What can you see?



igh

Fly high



ow

Blow the snow



oo

Poo at the zoo



oo

Look at a book



ar

Start the car



or

Shut the door



air

That's not fair



ir

Whirl and twirl



ou

Shout it out



oy

Toy from a boy



ea

Cup of tea



oi

Spoil the boy

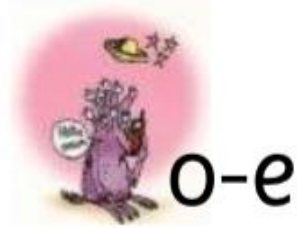
Appendix 4 – Letter family



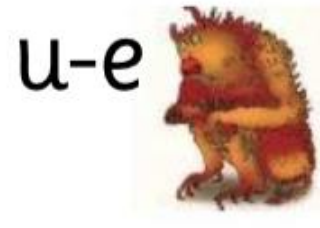
Make a cake



Nice smile



Phone home



Huge brute



Yawn at dawn



Nurse with a purse



A better letter



Brown cow



Snail in the rain



Goat in a boat



Chew and stew



Fire fire



Hear with your ear

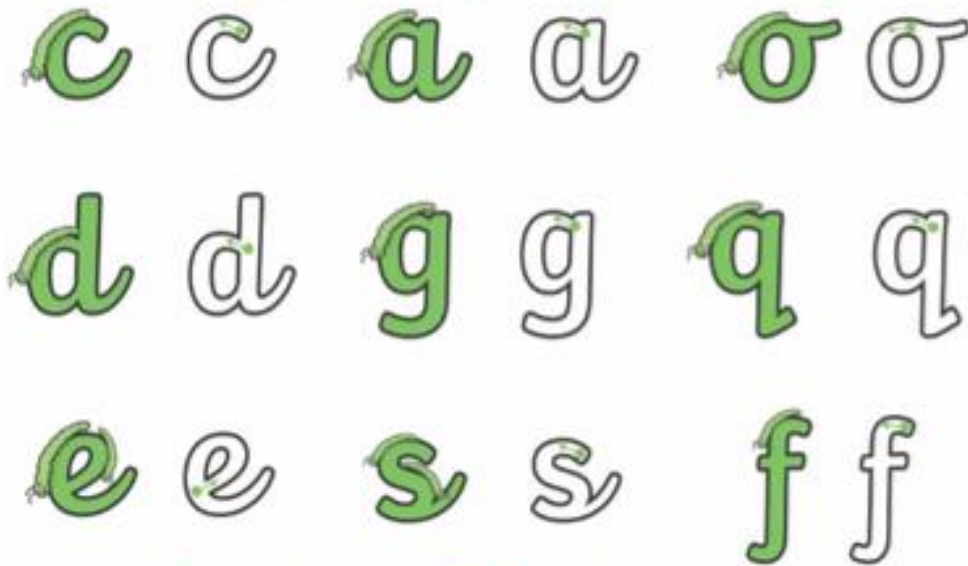


Sure it's pure

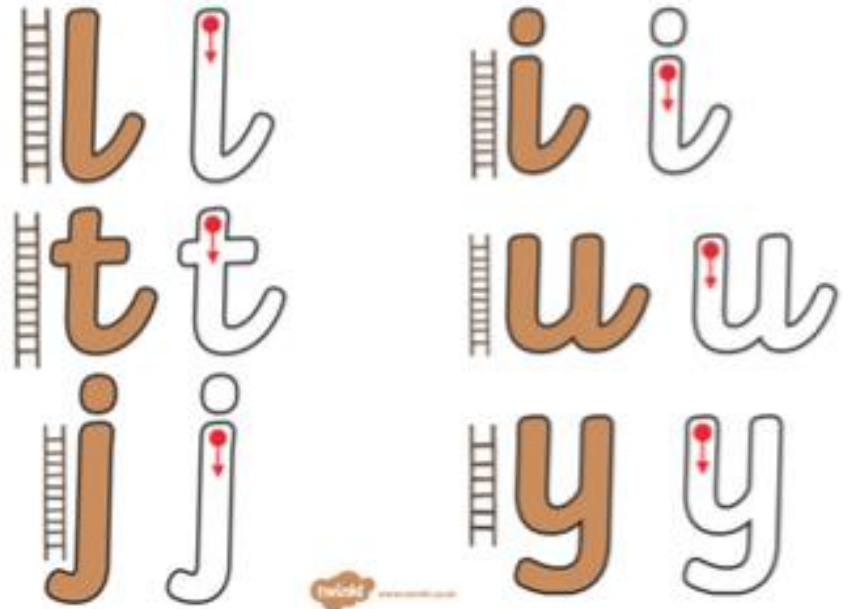


Care and share

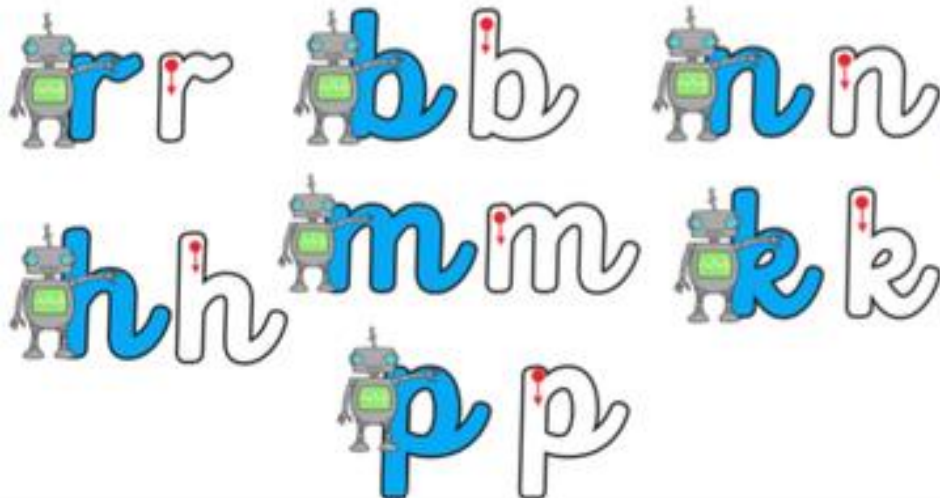
Curly Caterpillar Letters



Ladder Letters



One-Armed Robot Letters



Zigzag Monster Letters

