



Handwriting Policy



October 2016

We are living in an era of greatly increased interest in improving handwriting instruction in schools. The skill of handwriting needs to be taught, it is not a natural skill that will grow and develop like walking or talking.

Effective teaching of handwriting can only be achieved through modelling. Teachers must demonstrate letter formation and joins regularly for children to practice by copying and repeating. At Tooting Primary School we follow the Cambridge Pen Pals scheme to support our teaching of handwriting. We have 2 identified members of staff who support the progression of handwriting across the school alongside the Literacy leader.

Key principles:

- Handwriting should be taught explicitly in short frequent sessions. It should be modelled by staff then supervised.
- Staff should be modelling correct handwriting at all times eg: when writing on the board and marking children's books.
- Where possible especially in EYFS/YEAR 1 it should be linked to phonics and spelling patterns. This will help with handwriting and with the 'muscle memory' of spelling patterns.
- When ready children should practise their handwriting on lines the same as those in their writing books.
- High expectations of writing are needed, children should repeat handwriting if incorrect.
- From summer term year 3 children can gain a pen license for correct formation, fluidity and correct joins.
- Review of pen license at the start of year 4, 5 and 6.

Using the CPP scheme:

At TPS teachers are advised to refer to the teaching book specific to the year group they are teaching. This supports the teaching of handwriting progressively and at the appropriate stage for the pupils in their class. Supporting materials are also available to teachers including CPP teacher's handbooks, practice books and CD - Roms.

The cursive stage:

At Tooting Primary School we introduce joined up writing at an early stage of a child's development: in the summer term of year 1.

Supporting individual children:

Left-handed children should sit to the left of right handed children to avoid their arms bumping each other. Left-handed children should sit with their body and paper at a slant to the right. This enables them to see their pencil tip, prevents children smudging their work with their writing hand and allows the pencil to move more freely. Some children may also need to use different tools to support their handwriting development, for example; pencil grips, a sloping surface or a thick triangular pencil.

If children require intervention KS1 children will receive a Fine Motor Skills intervention and KS2 will receive an intervention known as 'Speed up'.

SEN children will move through each stage at the time that is right for them but should still be exposed to their age appropriate phase.

Handwriting in the EYFS:

Good handwriting relies on secure motor control and hand-eye coordination. Children in EYFS should learn handwriting through movement, play and opportunities to use their fingers and hands.

Children will:

- Draw lines and shapes.
- Manipulate objects with control eg: play-dough.
- Retracelines with control.
- Engage in activities requiring hand-eye coordination eg: threading.
- Use one handed tools and equipment eg: tweezers.
- Develop their fine motor skills through activities such as cutting.
- Develop their gross motor skills through large scale movements.

Pupils should be taught:

EYFS:

- Pre-writing stage; mark making.
- Using a range of writing tools such as chalk, pencils, paint, crayons.
- Sit correctly at a table.
- To form lower case letters in the correct direction, starting and finishing in the right place.
- Word formation based on word groups.
- Holding a pencil comfortably and correctly.

YEAR 1:

- Form lower case letters to the correct size relative to one another.
- Continue to form lower case letters and capital letters in the correct direction, starting and finishing in the right place.
- Continue to develop the right posture in order to write correctly.
- Understand which letters belong to which handwriting groups eg: the letter 'a' belongs to the curly caterpillar group.
- Make links with spelling and phonics.
- Start using horizontal and diagonal strokes to join letters.
- Understand the vocabulary related to handwriting eg: entry, exit points, horizontal and diagonal strokes, ascenders, descenders.
- Children to regularly practise their handwriting in a tracked book.

YEAR 2:

- Children to continue to regularly practise their handwriting in a tracked book until ready to use a non-tracked book.
- Use horizontal and diagonal strokes to join letters and understand which letters are best left un-joined.
- Understand which letters have an ascender and which letters have a descender.
- Write capital letters of the correct size, orientation and relationship to one another and to lower case.
- Use spacing between words that reflect the size of the letters.
- Continue to develop the right posture in order to write correctly.

YEAR 3/4:

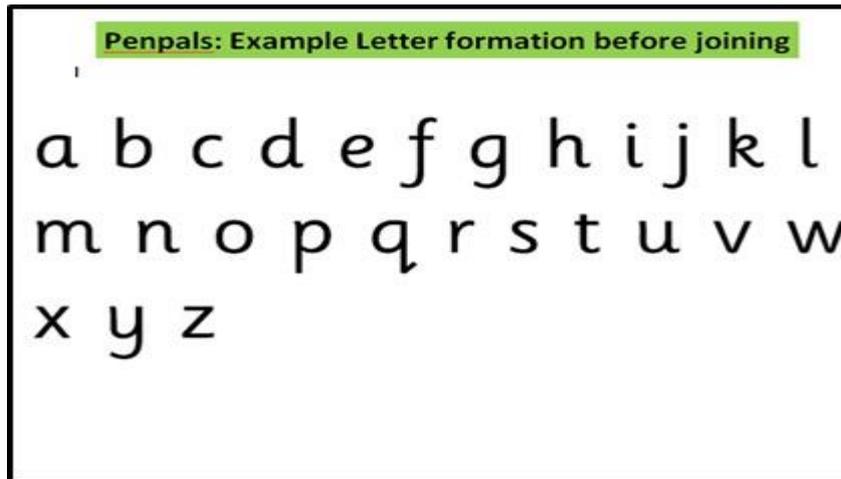
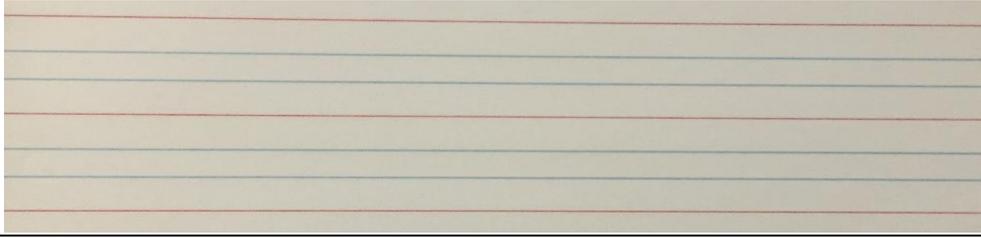
- Use horizontal and diagonal strokes to join letters and understand which letters are best left un-joined.
- Increase the legibility, consistency and quality of their handwriting.
- Lines of writing are spaced sufficiently.
- Continue to develop the right posture in order to write correctly.
- Children to practise their handwriting in a book with lines that are in their writing books.
- Summer term of year 3 children can start to get their pen license for correct formation, fluidity and correct joins.
- Gain a pen license for correct formation, fluidity and correct joins.
- License review at the beginning of each year.

YEAR 5/6:

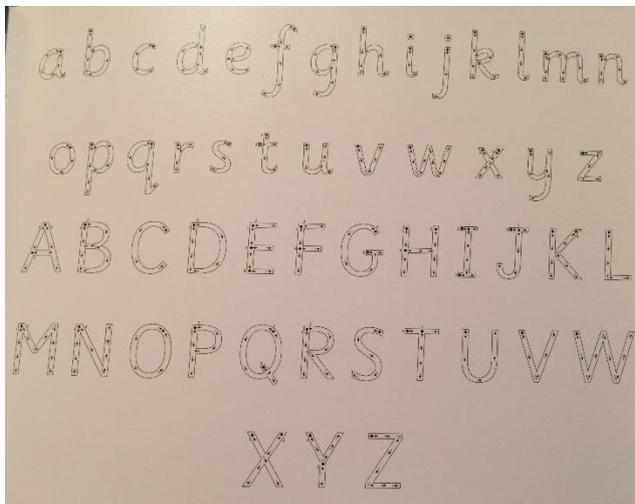
- Write legibly and fluently with increasing speed and personal style.
- Choosing which shape of letter to use when given choices and deciding, as part of their personal style, whether or not to join letters.
- License review at the beginning of each year.

APPENDIX

Tracked lines used in Year 1 and 2.



The skeleton handwriting alphabet (lower case and capital letters) are developed first and foremost in EYFS and year 1. The bold dots indicate the starting position.



The cursive handwriting alphabet is developed at the end of year 1 and is mastered in year 2.

The quick brown fox jumped over the lazy dog!