

Holbrook Primary



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Handwriting Policy



Handwriting Policy

At Holbrook, we are very proud of our pupil's handwriting and take particular care in our handwriting style. After securing letter formation, through shape families alongside the RWI program in EYFS and KS 1, children progress to using Letter-join's on-line handwriting resource, as the basis of our handwriting policy as it covers all the requirements of the National Curriculum.

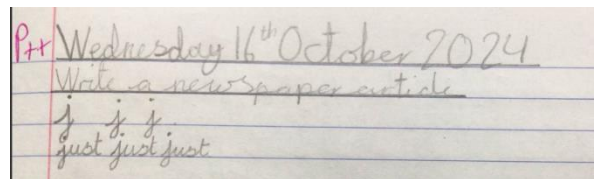
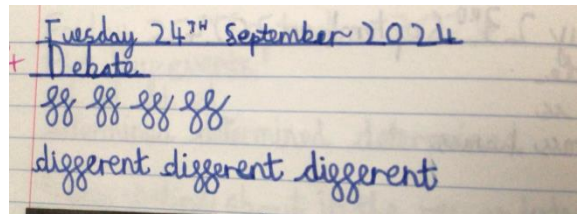
Objective

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.

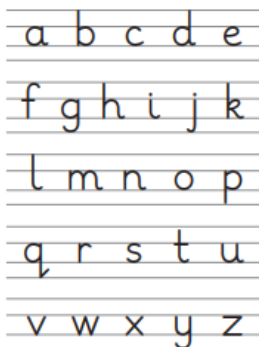
Aims:

- 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.



Printed EYFS and KS1 model



Cursive KS2 model (Year 2 summer term onwards)

Handwriting and Presentation

Presentation codes and expectations

P++ This presentation shows a big improvement. (Best point- target achieved)

P+ This presentation is neat.

P- This presentation is not neat enough and you must repeat an aspect of your learning during breaktime or lunchtime.

- I know not to graffiti (draw, doodle or write extra words) in my book.
- I know to write the date and title on the top left of every piece of writing and underline them with a ruler.
- I know that mistakes are part of learning, and I draw a line through my mistakes with a ruler.
- I know to stick in worksheets neatly.

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 taught daily at the start of the English lesson, throughout Year 2 and Key Stage 2. Letter formation is an integral part of RWI across EYFS and KS1. As we prepare our Year 2 children for the transition to KS2, they move to stand alone handwriting lessons, to ensure that all learners are included, including those that are still part of the RWI program. This introduces the cursive model.

Pens and pencils

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

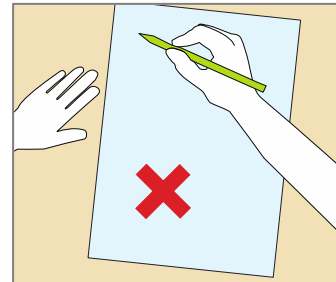
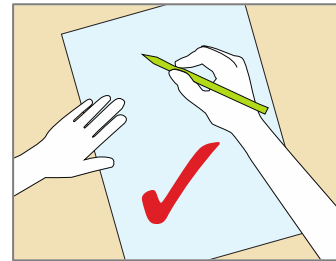
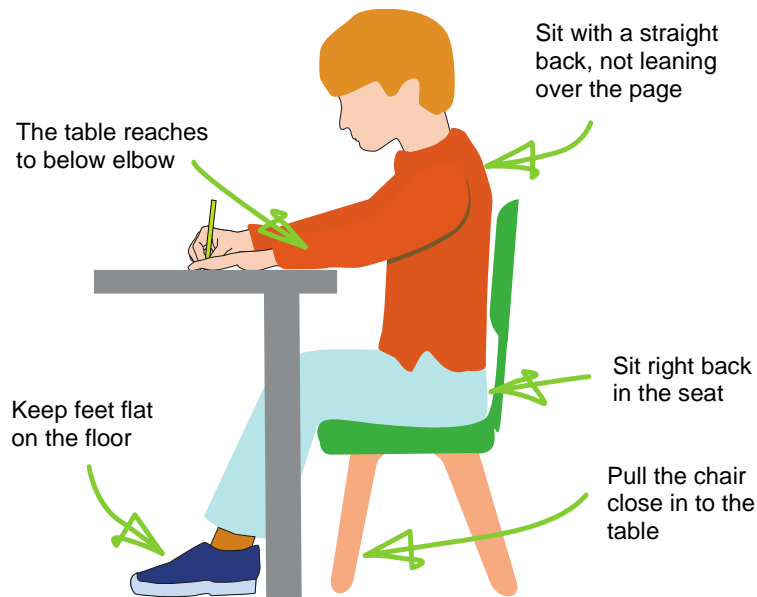
Inclusion

For children who experience handwriting difficulties due to finemotor 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 and resources to support these learners.

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

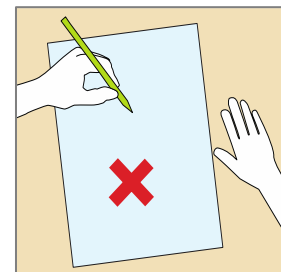
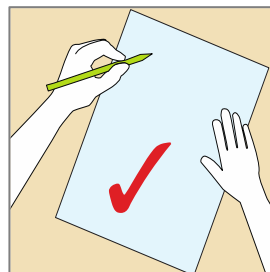
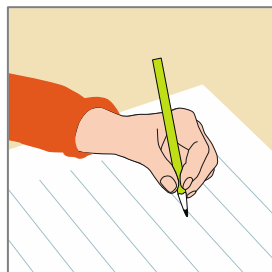
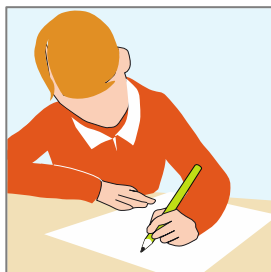


Paper position for right-handed children.

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

Right-handed pencil grip



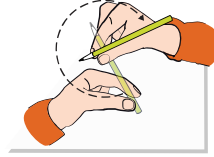
Point away the pencil,



Pinch it near the tip,



Lift it off the table,



Spin it round...

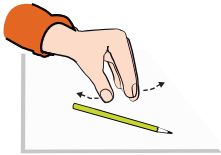


and grip.

Both right and left handed children should be encouraged to use the tripod grip

which allows the pen/pencil to

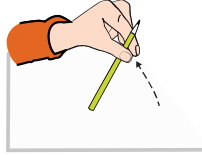
Left-handed pencil grip



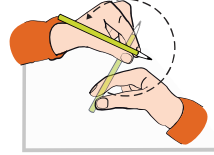
Point away the pencil,



Pinch it near the tip,



Lift it off the table,



Spin it round...



and grip.

be held securely whilst allowing controlled movements of the pen/pencil nib. We use the Tripod Grip Rhyme: