



COLD HARBOUR
C of E Primary School

Growing, Learning, Achieving Together

Handwriting Policy 2016

	Date	Signature
Discussed at Staff meeting	21 st September 2016	
Discussed at Curriculum	4 th October 2016	
FGB:	Nov. 2016	

Responsibility of Curriculum Committee

Next Review Date: Summer 2019

Cold Harbour CE Primary School

Policy Ethos Statement

Ensuring that our children have every opportunity to develop the confidence and capacity to become successful, lifelong learners is a key task for us.

Cold Harbour CE Primary School is a school committed to 'Growing, Learning, Achieving Together' with strong Christian values underpinning this.

- ✓ **Growing** in confidence, faith, personal awareness and ability.
- ✓ **Learning** in creative, fun, technologically assisted and investigative ways.
- ✓ **Achieving** as individuals, teams and as a whole school community across a diverse range of opportunities.
- ✓ **Together** through our shared Christian values of tolerance, faith, guidance, respect and nurture.

This policy will clearly define how the procedures and opportunities in school will enable all children to achieve our key aims.

'Do all the good you can,
By all the means you can,
In all the ways you can,
In all the places you can,
At all the times you can,
To all the people you can,
As long as ever you can.'

(John Wesley)



Cold Harbour C of E Primary School Handwriting Policy

Rationale

At Cold Harbour C of E Primary School, all children begin the process of learning cursive handwriting from Foundation Stage. This starts with developing motor skills and learning basic letter formations, before progressing to pre-cursive writing in Year 1 and developing full, joined cursive thereafter. We believe this raises standards in handwriting throughout the whole school, developing confidence, accuracy, fluency, writing stamina and presentation.

The rules of the cursive style help:

- to minimise confusion for the child as every letter starts on the line with an entry stroke and leads out with an exit stroke.
- with the flow of cursive writing as letters naturally flow into each other; it is impossible to write separate letters without joining.
- to form spacing between words as the child develops whole word awareness
- to develop a child's visual memory
- all children's writing skills regardless of academic ability
- to develop skills of punctuation and grammar

All children begin by writing with a pencil, although older pupils able to use ink pens once they have earned a pen licence.

Policy outline

Teaching and learning: Handwriting will be taught in every year, beginning in the Foundation stage with gross and fine motor activities and basic letter formations (taught using the Read, Write, Inc. scheme). The style, nature and frequency of handwriting lessons will be dependent on the needs of children in individual classes, but should comprise discrete handwriting lessons and those embedded within Literacy and Phonics.

Gross and fine motor skills: Activities to develop gross and fine motor skills are essential to the development of good handwriting. This is of particular importance in EYFS and early KS1, but may be required as an appropriate intervention in KS2.

Posture: Children should be taught the importance of sitting upright and correctly on their chair, with their feet on the floor and their chair tucked in.

Pencil grip: Children should use a tripod grip and be given constant reminders until this is established. Shaped pencil grips are available in school for children who find them helpful.

Position of paper: Left handed children should be encouraged to tilt their paper slightly to the right to improve their view of what they are writing, and to reduce smudging later on when they write in ink. Right handed children may find it helpful to tilt paper slightly to the left. Paper should be steadied with the free hand.

Paper: Early writers will make marks on and eventually write on unlined paper, whiteboards or other surfaces so that they are able to write at a size appropriate to their needs. As soon as children are beginning to control the size of their writing, they will be given lined paper or exercise books, to encourage the correct placing of letters on the line. Lines at an interval of 12mm-15mm will be standard in Year 1 and 2 and 8mm or 10mm in KS2, although some children may have different individual needs. Where work is redrafted and presented for display, children may use plain paper and line guides, with the same line spacing. For the teaching and practice of handwriting, it may be necessary to use handwriting books with special lines and practice activities in KS1. In KS2 the aim should be for all handwriting work to be carried out on standard lined paper so that children can build their visualisation of letter heights.

Correct letter formation: Children are taught to form letters correctly, paying attention to the starting point for each letter, the direction of pencil movement, the shape and orientation of the letter, and the relative heights of the body of each letter, and any ascender and descender. Teaching will be multi-sensory and appropriate to the needs of the child. Our policy is to teach unjoined letter shapes that resemble cursive lettering to early writers using the Read Write Inc. scheme. Letter formation for cursive writing is available to staff and pupils on the handwriting mats in appendices 1-5. The teaching of this should be grouped so that children learn or revise similar letter shapes together.

Group 1 letters (diagonal leads):

c, a, d, g, q,

Group 2 letters (vertical leads):

*l, i, j, t, b, h,
k, p, m, n, u, y*

Group 3 letters (horizontal joins):

o, n, w

Group 4 letters (other):

e, f, r, s, x, z

Correcting mistakes: Use of rubbers is to be discouraged except in the case of work in pencil for display. Otherwise, mistakes in pencil or ink should be crossed out using a single horizontal line, and the whole word rewritten. Using double line spacing for work in draft allows the children space to improve their own work.

Appendix 1 – Whole Alphabet

Aa Bb Cc Dd Ee Ff

Gg Hh Ii Jj Kk Ll

Mm Nn Oo Pp Qq

Rr Ss Tt Uu Vv Ww

Xx Yy Zz

Appendix 2 – Diagonal joins to x-height letters

ai ae aj am ar ci ce cu

cy di dr dy de ee ei em

er he hu hi hy ie ir ip

iw iy ke ki kn ky le lm

lu ly me mi mm mu ne

ni nu ny te ti tu ty tt

tw ui ue up

Appendix 3 – Horizontal joins to x-height letters

ni nu

wi wt wy we

ri rt ry re

oi or ow ou oy

Appendix 4 – Diagonal joins to ascenders

ab ah ak al at eb eh ek
el et ib ik il it ch mb th

Appendix 5 – Diagonal joins from descenders to x-height letters

na no wa wo
ra ro rd rg
oa oo od og