



Skegness Infant and Junior Academies Handwriting Policy

Aims:

- To have a consistent cursive approach across the whole school to ensure high levels of presentation.
- To adopt a common approach towards handwriting by all adults when writing in children's books, on the whiteboard or on displays / resources.
- Children to achieve a neat, legible style with correctly formed letters in cursive handwriting.
- Children to develop fluency and speed whilst writing, so that eventually the children are able to write the letters with confidence and correct orientation.

Teaching and Learning:

- As recommended by the British Dyslexia Association, we adopt a continuous cursive style of writing.
- Teachers and Learning Support Assistants model the agreed cursive style when modeling writing both in class, on displays and in feedback in books.
- Our agreed cursive style is as below:

abcdefghijklmnopqrstuvwxyz

- The letters will be taught in the following order/groups:

1. c, o, a, g, d, q - 1 o'clock letters
2. i, u, l, t, y - straight line letters

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3. *r, m, h, b, p*, - curves
4. *x, v, w, z* - change of direction
5. *f, j, k, s* - loopy letters

Capital letters:

Teachers will need to teach the difference between lower and upper case letters. Ensure that children do not join a capital letter.

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

After teaching of individual letters has been completed, the teaching of joining should commence. The teaching of joining should begin as soon as children are confident with the pre cursive letters.

Children should begin the joining process beginning with the following combinations:

1. *c, o, a, g, d, q* - 1 o'clock letters
2. *i, u, l, t, y* - straight line letters
3. *r, m, h, b, p*, - curves
4. *x, v, w, z* - change of direction
5. *f, j, k, s* - loopy letters

e.g. *cod, dog,*
lit, lot

Early Years Foundation Stage (EYFS): Communication, language and literacy:

- Children will not be taught cursive script initially.
- Children are to be introduced to pre-cursive and cursive script at the earliest stages of writing.
- The expectation is that children in the Foundation Stage will start to use cursive script depending on their skill and ability.
- Displays in both Nursery and Reception should include models of cursive script.

- Implements such as chunky triangular pencils, large chalks and chunky pens etc are used by pupils to rehearse skills on paper, chalk boards, pavement etc.

Key stage 1/2:

- Within KS1 and KS2, every class will have at least four 15 minute discreet handwriting sessions per week.
- In handwriting sessions, single letters, spellings, relevant key vocabulary or sentences/paragraphs related to core texts will be modeled by an adult then practiced by children.
- Children are given a handwriting book from Year 1 which continues throughout the school.
- Children will use four-lined handwriting paper.
- Children with special educational needs or those not forming letters correctly in pre cursive will continue to be taught using pre-cursive script.

Posture:

- Chairs and desks within classrooms are matched to children's age and height.
 - Children's backs should be straight and feet resting on the floor. A right-handed child should have their book slanted to the left. For a left-handed child the book should be slanted to the right.
 - Always make sure that the hand which is not holding the pencil or pen holds the paper.

Implements:

- Children use a standard HB pencil, well sharpened.
- A pencil is always used within Maths and English.

Planning:

During handwriting sessions, children will apply taught formations to letters, words or parts of text relevant to their current learning. For example, they may practice the letters from their current phonics focus, the letter strings used in their weekly spellings, key vocabulary related to core texts or use parts of text from guided reading or English texts. There is not the expectation that formal written plans are available on the staff drive. Books will be used as evidence for the progression of handwriting.

Intervention groups:

Handwriting intervention groups will be established for each class to aid fine motor skills. These will include a:

- baseline of children.
- Identify TA that will run interventions during the afternoon session.

Learning environment:

Learning environments need to reflect current handwriting teaching. This could be:

- Individual letters
- Focused joining
- Links to spelling patterns

- Celebration of handwriting

All classes will have a cursive alphabet for all children to refer to in lessons.

Agreed:

Signed: A. Shephard

Appendix I:

EYFS Physical Development 40-60 months

- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.
- Uses simple tools to effect changes to materials. • Handles tools, objects, construction and malleable materials safely and with increasing control.
- Shows a preference for a dominant hand.
- Begins to use anticlockwise movement and retrace vertical lines.
- Begins to form recognisable letters.
- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.

Physical Development Early Learning Goal

Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Year 1 Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • 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.

Year 2 Pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined e.g. x?

- write capital letters of the correct size and orientation in relationship to one another, and to lower case letters
- Write digits of the correct size and orientation in relationship to one another
- use spacing between words that reflects the size of the letters.

Year 3 & 4 Pupils should be taught to:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined
- increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch).

Year 5 & 6 Pupils should be taught to:

- write legibly, fluently and with increasing speed by:
- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task.