



## Handwriting Policy

This policy is available to parents and prospective parents on the school's website and by request from the School Office. If you require a copy of this document in large print or audio format, please contact the School Office.

### Intent

At Wantage Primary Academy, we recognise the importance of handwriting. Handwriting is a skill which, like reading and spelling, affects written communication across the curriculum. Children must be able to write with ease, speed and legibility. Cursive handwriting teaches pupils to join letters and words as a series of flowing movements and patterns. Handwriting skills will be taught regularly and systematically.

### Key Aims:

At Wantage Primary Academy our aims in teaching handwriting are that the pupils will:

- Achieve a neat, legible style with correctly formed letters in accordance with the cursive font
- Develop flow and speed
- Produce the letters automatically and in their independent writing

### Implementation

In order to achieve these aims, the following principles are followed:

#### Teaching and Learning

- Children should experience coherence and continuity in learning and teaching across the school.
- Develop a recognition and appreciation of pattern and line and be given support in finding a comfortable grip.
- Understand the importance of clear and neat presentation in order to communicate meaning clearly.
- Encouraged to take pride in the presentation of their work and therefore study handwriting with a sense of enjoyment and achievement.
- Be supported in developing correct spelling quickly through a multi-sensory approach to handwriting.
- Shown how to be able to write quickly to aid expressing themselves creatively and imaginatively across the curriculum and for a range of purposes.
- Encouraged use their skills with confidence and pride in real life situations.

We follow the 'Letter Join' programme from the end of Nursery to Year 6 to ensure consistency across the school. Discrete handwriting lessons will be taught daily and handwriting is also embedded across the wider curriculum.



### ***Knowledge, Skills and Understanding***

#### ***Early Years***

Children take part in activities to develop their fine and gross motor-skills and recognition of patterns, for example, to form letters using their index finger in sand or using paint. Children should begin to learn how to correctly hold a pencil. Then how to use a pencil, and hold it effectively to form recognisable letters most of which are correctly formed. They should be given the opportunities to develop their handwriting, using the pre cursive style, to their full potential at that age.

#### ***Key Stage 1***

Children will continue to develop fine and gross motor-skills with a range of multi-sensory activities. Handwriting is linked to phonics and English sessions. Teachers and support staff continue to guide children on how to write letters correctly, using a comfortable and efficient pencil grip. Children should now be leaving spaces between words accurately. By the end of Key Stage 1 children will be able to write legibly, using upper and lower-case letters appropriately and correct spacing between words using a cursive style.

#### ***Key Stage 2***

During this stage the children continue to have direct teaching and regular practice of handwriting. We aim for them to develop a clear, fluent style and by the end of Year 6 be able to adapt their handwriting for the for different purposes, such as: a neat, legible hand for finished, presented work, a faster script for note making and the ability to print for labelling diagrams etc.

#### **Provision for left-handed children**

At least 10% of the population are left-handed, the majority of whom are boys. All teachers are aware of the specific needs of left-handed pupils and make appropriate provision:

- paper should be positioned to the left for right-handed pupils and to the right for left-handed pupils and slanted to suit the individual in either case;
- pencils should not be held too close to the point as this can interrupt pupils' line of vision;
- pupils should be positioned so that they can place their paper to their left side;
- left-handed pupils should sit to the left of a right-handed child so that they are not competing for space;
- extra practice with left-to-right exercises may well be necessary before pupils write left-to-right automatically.

Teachers are aware of the fact that it is very difficult for left-handed pupils to follow handwriting movements when a right-handed teacher models them. Teachers demonstrate to left-handers on an individual or group basis.

#### **Capital letters**

Capital letters stand alone and are not joined to the next letter. Children must practise starting sentences and writing names using a capital letter and not joining the subsequent letter. This should be modelled by the teacher during Literacy and Phonics sessions.

#### **The Learning Environment**

In all classes, pencil pots with suitable materials are available for pupils to work at their own tables. Classrooms are equipped with a range of writing implements, line guides, word lists and dictionaries.

### **The Role of Parents/Carers**

Parents/Carers are made aware of our agreed handwriting style and encouraged to practise this with their children at home. Parents will also be given a log on to our 'Letter join' programme.

Examples below:

#### The Rockin' Round Letters

- a lead up, rock back, lead on
- c lead up, rock back
- d lead up, rock back, three quarter up, three quarter back, lead on
- o lead up, rock back, loop round, lead on
- g lead up, rock back, drop down, loop round

#### The Up-downs

- y lead up, drop down, smiley, drop down, loop
- u lead up, smile, lead on
- i lead up, drop down, lead on. Dot
- m lead up, drop down, over the hill, over the hill, lead on
- n lead up, drop down, over the hill, lead on
- r lead up, drop down, back up, lead on with a hat
- v lead up, zig zag, lead on
- w lead up, down, up, down, up, lead on