

Queen's Hill Primary  
and Nursery School  
Handwriting Policy  
September 2017



## Handwriting Policy

Here at Queen's Hill Primary and Nursery School we are very proud of our pupils' handwriting and take particular care in our cursive/joined-up handwriting style. We use Letter-join as the basis of our handwriting teaching that covers all the requirements of the 2014 National Curriculum.

Handwriting is a basic skill that influences the quality of work throughout the curriculum. At 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.

We aim to make handwriting an automatic process that does not interfere with creative and mental thinking.

As a catalyst to fluent handwriting we encourage parents and carers to use the Letter-join resources at home through the use of the Home Edition of Letter-join.

### School aims

We aim for our pupils to develop a neat, legible, quick handwriting style using continuous cursive letters that leads to producing letters and words automatically in independent writing.

Pupils will develop an understanding of the importance of neat presentation and the need for different letterforms (cursive, printed or capital letters) to help communicate meaning clearly.

### Method

Our teachers will model neat, joined-up cursive writing for all handwriting tasks including in marking.

*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 aim is to help pupils enjoy learning and developing their handwriting with a sense of achievement and pride.

## Handwriting frequency

Handwriting is a cross-curriculum task and will be taken into consideration during all lessons. Formal teaching of handwriting is to be carried out regularly and systematically to ensure Key Stage targets are met.

### Early Years Foundation Stage:

- In EYFS, handwriting is practised every day, as part of daily Read, Write, Inc. sessions.
- Activities included in weekly continuous provision will promote the development of handwriting and may include:
- Movements to enhance gross motor skills such as air-writing, pattern making, dancing.
- Exercises to develop fine motor skills such as making marks on paper, whiteboards, chalkboards, sand trays, iPads and tablets, playdough and dough gym activities.
- Letter learning to familiarise letter shapes, formation and vocabulary.
- By the end of the Reception year it is our aim that children will be familiar with pre-cursive letter formation.

### Key Stage One:

- Tuition will continue with daily sessions of 15 minutes covering:
- Gross and fine motor skills exercises.
- Cursive handwriting reinforcement, learning and practice.
- Numerals, capitals and printed letters: where and when to use, learning and practice.

### Key Stage Two:

- More advanced handwriting techniques will be taught during two or three weekly sessions totalling 30 to 45 minutes teaching:
- Cursive handwriting re-enforcement.
- Form-filling/labelling using printed and capital letters.
- Dictation exercises to teach the need for quick notes and speedy handwriting.

## Correct posture and pencil grip for handwriting

Pupils will be taught to sit correctly at a table, holding a pencil comfortably and correctly. Staff and children across the school will use the rhyme '1,2,3,4 are my feet on the floor? 5,6,7,8 is my back nice and straight?' to support the correct posture for writing.

### Sitting Position

Table reaches to below elbow.  
Pencil pointing over your shoulder.



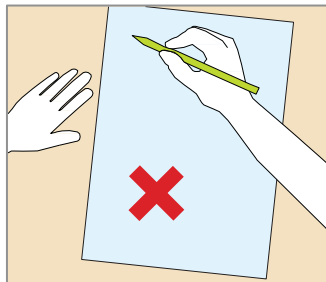
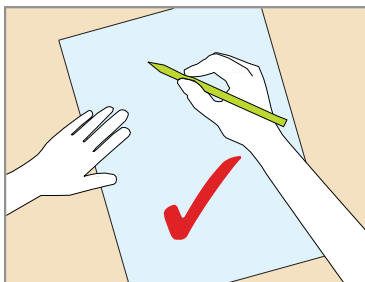
5, 6, 7, 8  
is my  
back nice  
and  
straight?

1, 2, 3, 4 are my  
feet on the floor?

Sit right back  
in the seat.

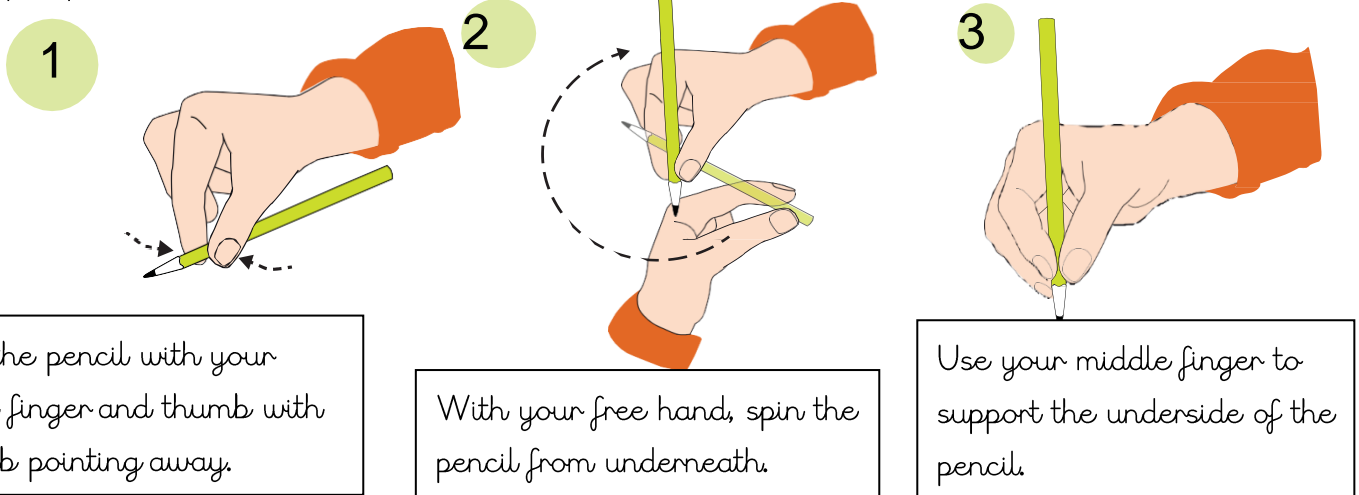
Chair legs  
on the floor.

### Paper position for right handed children



## The tripod pencil grip

Both right and left handed children should be encouraged to use the tripod grip which allows the pen/pencil to be held securely whilst allowing controlled movements of the pen/pencil nib.

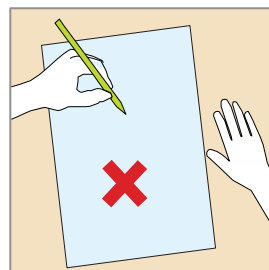
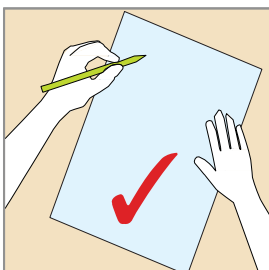


## Left handed children

Left handed children may find it difficult to follow right handed teachers as they demonstrate letter formation (and vice versa). Teachers should demonstrate to left handed children 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



## Inclusion

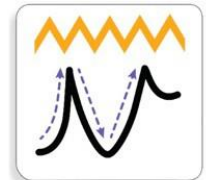
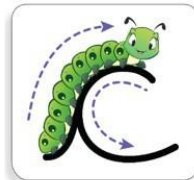
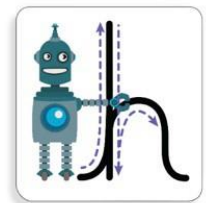
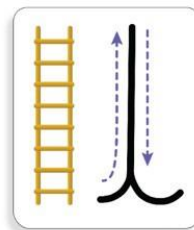
All children will be part of handwriting sessions. Children that have identifiable gaps will be supported on a small group basis to help achieve their optimum handwriting level.

## Pens and pencils

Children are encouraged to start handwriting using a soft pencil. We believe children should have access to different media, including pens, pencils and chalk etc. when learning to write.

## Foundation Stage Expectations

- Children will have continuous access to resources and activities that will improve and support the development of fine and gross motor skills.
- At the end of EYFS, we aim for children to be able to:
- Write from left to right, top to bottom.
- Consistently start and finish letters in the correct place.
- Sit in the correct position and develop an effective pencil grip.
- Hold a pencil in an effective manner for writing and be encouraged to correct any errors in grip or stature.
- Understand that letters are written on a base line and that all cursive letters 'start on the line' and 'end with a hook'.
- Begin to form some recognisable joined-up cursive letters, capital letters and numerals.
- Have an understanding of writing their own name.
- Have an understanding of different shaped letter families.



## Key Stage 1 Expectations

- Write legibly using upper and lower case letters with correct joins.
- Ensure that letters sit on the base line and are consistent in size with ascenders and descenders that are the correct length and formation.
- Leave the correct space between words.
- Form capital letters and use where appropriate.
- Form numerals that are consistent in size and sit on the base line.
- Improve the speed of writing and begin to write automatically so promoting creativity in independent writing.

## Key Stage 2 Expectations

- Improve quality, speed and stamina of handwriting.
- *Quality:* Ensure letters are consistently sized with equal word spacing and that ascenders and descenders are parallel and do not touch words on the lines above and below.
- *Speed:* Improve speed of handwriting to allow creative writing to take precedence over the task of handwriting and be able to take 'quick notes' at a faster pace.
- *Stamina:* Have the strength and mobility to be able to write for longer periods of time without fatigue.
- Have full knowledge and ability of the different forms of handwriting for different purposes:
- Neat, joined, cursive letters for writing passages and large amounts of text, lists and letters.
- Printed or capital letters for posters, notices, headings, labelling, and form filling.
- Speedy handwriting for note-taking and dictation where neatness is not as important and shortcuts, such as + instead of 'and', can be used.