

CAWOOD CHURCH OF ENGLAND PRIMARY SCHOOL

POLICY FOR HANDWRITING

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Aim:

To develop a legible, fluent and accurate style of handwriting.
To write with speed and confidence

Guidelines:

1. Handwriting is based on a cursive script from the Handwriting File. Teachers use this style of handwriting to write on the board, in children's books and for display when appropriate.
2. During the Foundation Stage the children are:
 - Given a variety of activities to develop gross motor skills including 'Dough Disco' and 'Write Dance'
 - Take part in pre-writing activities to encourage and develop fine motor skills.
 - Use multi-sensory methods and materials, (including tracing on different textures, children's wipe boards and sand for example).
 - Taught to use a comfortable and effective pencil grip. We use triangular pencils and pencil grips when appropriate.
 - Taught letter formations as shown in the handwriting scheme (see Handwriting File)
3. From Year One Pupils are 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.
4. Pupils in Year Two are 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 unjoined
 - Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
 - Use spacing between words that reflects the size of the letters.

5. Pupils in Year Three and Four are 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 unjoined
 - Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].
6. Pupils in Year Five and Six are 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.
- 7 Pens are introduced from Year Four when the child demonstrates an appropriate legible style of handwriting. Children are encouraged to use pens more frequently in Years Five and Six. We do not use biro or ink erasers. Children are taught to cross out mistakes neatly so that the appearance of their work is not spoilt.
- 8 Legible flowing handwriting is encouraged and celebrated in the classroom and during whole school Together Time. Children who reach this standard are presented with a certificate and can use a pen freely in the classroom during suitable activities.
- 9 Every year group has handwriting practice each week when effort is put exclusively into handwriting skills.
- 10 Children are encouraged to have correct posture when writing (please refer to guidance in Handwriting File). We recognise that left-handers may have difficulty with handwriting, because the movements required have been developed by right-handers.

As a result of this, we help the left-handed children in our classes by paying attention to the following points:

Position

Left-handed children should be away from another child's writing hand. The left hander needs to be distanced from the paper by sitting in the right hand half of his or hers writing space.

Movements

The left-hander pushes, as opposed to 'drawing,' the pencil across, therefore it is helpful for the child if the paper is positioned at an angle.

Pencil

We use triangular soft leaded pencils to help the writing flow for all children. Due to the nature of the writing movement hard, sharp pencils impede the flow and are particularly counter-productive for left-handed children. Due to this, we endeavour to ensure that all left-handers use pencils without sharp points.

We teach the correct pencil grip, by ensuring the pencil is held between the thumb and index finger, with the pencil resting on the middle finger. With left handed children we encourage a grip, which is higher up the shaft and with the pencil pointing higher up.

11. Observation of children is an integral part of assessment. Observation is also used diagnostically to establish whether a child needs help with particular letters, families of letters or kinds of joins etc.
12. As children get older we help them to realise that there are different types of handwriting which may be used according to the task and the audience for e.g.
 - A fast hand for personal use e.g. note taking.
 - A hand for normal use in school and daily life which is easily legible for others.
 - A calligraphic hand for special occasions e.g. displays.
 - An unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.