

Parkfield Primary School Handwriting Policy

Handwriting Policy Parkfield Primary School

Aims:

At Parkfield Primary School we aim to teach children to write in a fluent, joined and legible style. A good standard of neat handwriting enhances the presentation of work across the whole curriculum and aids with the development of spelling the 'whole word'. We encourage pupils to take pride in their work. Our responsibility as teachers is to ensure that high standards are introduced from an early age and maintained throughout the whole school to allow children to write quickly, effectively and legibly in a style recognised by the whole school.

Using a Cursive Script

Rationale:

Using a cursive script helps 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.

Statutory Requirements

Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement should not be too large for a young pupil's hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided.

The new National Curriculum (September 2013) highlights the importance of handwriting from Year 1 and, is therefore, a statutory requirement. The document states that children should be taught to sit correctly at a table and hold a pencil correctly, starting and finishing letters in the correct place. 'Families' of letters should be taught together, with the aim to develop fluency and quickness when handwriting by Year 2. By year 6, the emphasis is on children developing and choosing a style in

Parkfield Primary School Handwriting Policy

which they feel is the most appropriate for the task and comfortable for them to aid fluency.

Impact on the children at Parkfield Primary School:

- To promote legible, cursive handwriting across the whole school.
- To give practical support to children who find handwriting difficult.
- To encourage children to develop speed when writing, enabling their writing to keep pace with their thinking.
- To encourage children to produce clear and attractive work.
- Form spacing between words as the child develops whole word awareness.
- To develop a child's visual memory.
- To develop a clear link between handwriting and spelling.

Teaching Sequence:

- develop gross motor skills
- develop fine motor skills including hand and finger strength
- early pencil skills including straight lines, circular movements (clockwise and anti-clockwise)
- letter formation (lead in and out)
- children in Reception should be taught single letters with a lead in and lead out
- By the end of Year 2, children should be taught to consistently join the letters using the lead in and lead out as the join between letters

Letter Groups (Families)

group 1 - c a d e g o q f s

group 2 - b h k m n p r

group 3 - i j l t u

group 4 - v w x y z

Capital Letters

Capital letters should not be joined and should not be given a lead in or lead out. The Joinit software shows how each capital letter should be formed.

Parkfield Primary School Handwriting Policy

Teaching and Modelling Letter formation

- model good handwriting at all times in class, including when marking
- demonstrate and teach specific handwriting skills (linked into your teaching context)
- verbalise the handwriting process and encourage children to do the same
- ensure children have a comfortable place to write, allowing for good posture

Teaching Time

Neat handwriting and presentation should be encouraged in daily writing activities as well as teaching discrete handwriting sessions, linked to the spelling or phonics work being carried out in class. Each child has a 'skills' handwriting book for practise, but should continue this style in all books as appropriate.

Marking Handwriting

When marking handwriting in handwriting books, highlight a letter or word in green that the child has formed correctly and highlight in yellow any joins or letters that they need to improve upon. This could also be used as a self or peer assessment method.

Supporting Children with Special Educational Needs and Disabilities

The support needed for a particular child should be identified and intervention should take place in order to develop the necessary skills in the teaching sequence.

Children's pencil grip may be supported by offering a pencil grip or the most efficient writing implement for the child should be used to support their development.

Children who write with their left hand should be considered and appropriately differentiated for, with the use of appropriate pens that don't smudge. Pencil grips should be those that support children who

Parkfield Primary School Handwriting Policy

write with their left hand. Children's seating should be considered so that the children have space for their elbows when writing. Allow children to turn the paper to an angle that aids the physicality of writing.

Pen licence

When children are able to correctly form their letters and they are consistent in size and style, children should be allowed to write in pen. The choice of pen should be the most appropriate for the continuing development, and support of the handwriting style.

Homework and Working with Parents

Where possible homework should be sent home using the agreed cursive script, whether written or typed, to support the development of the handwriting skills.

The handwriting policy should be made available for the parents to access.

The Use of ICT

The Joinit programme is available on the network and should be used to create teaching materials and resources, displays and as a model of the writing style on the interactive whiteboard.

Date: September 2022

Parkfield Primary School Handwriting Policy

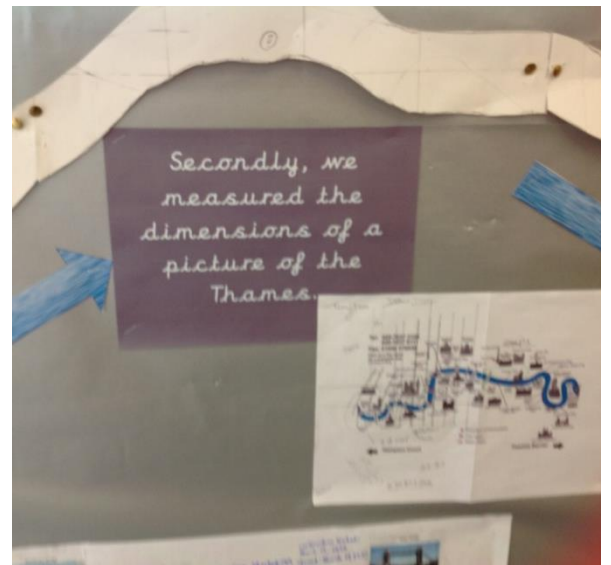
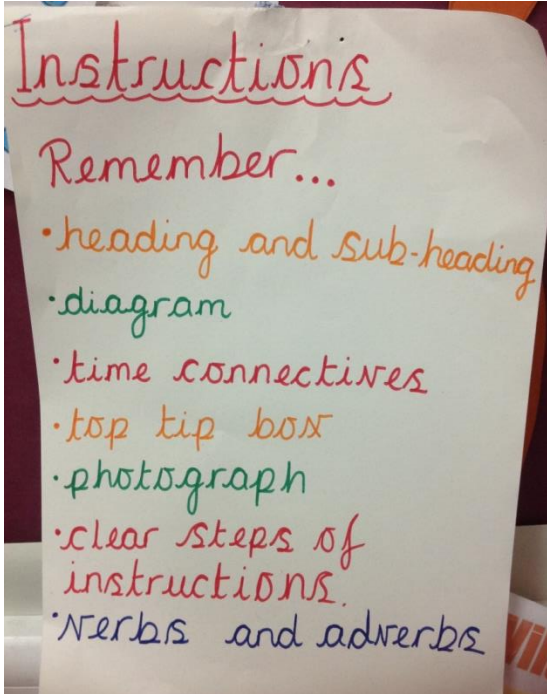
Appendices

Appendix 1 - Examples of the cursive script being used for display purposes.

Appendix 2 - Examples of marking and homework

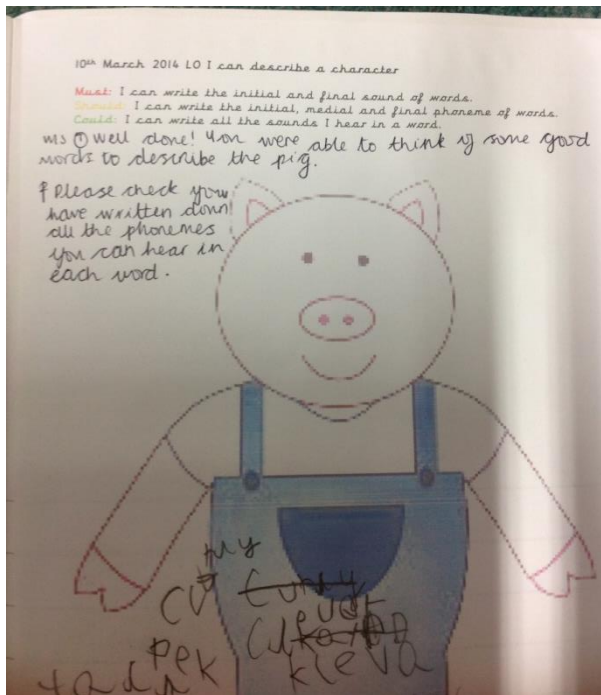
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Appendix 1



Parkfield Primary School Handwriting Policy

Appendix 2



Y3 Literacy Homework

Wednesday 18th June

Please return by Monday 23rd June

spelling
grammar
punctuation

In our grammar sessions this week, we have been learning about apostrophes. These are used to show:

omission - letters that are missing in order to contract (shorten) two words into one e.g. it's

possession - an object belonging to someone e.g. Jessica's hat

