



## **Burton End Primary Academy Handwriting Policy** **January 2021**

At Burton End Primary Academy, we are very proud of our pupil's handwriting and take particular care in our cursive handwriting style. We use Letter-join's on-line handwriting resources. This curriculum meets all the requirements of the National Curriculum but adaptations will be made in order to meet the needs of all of our pupils.

### **Objective**

Handwriting is a basic skill that influences the quality of work throughout the curriculum. By the end of Key Stage 2 a majority of 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.

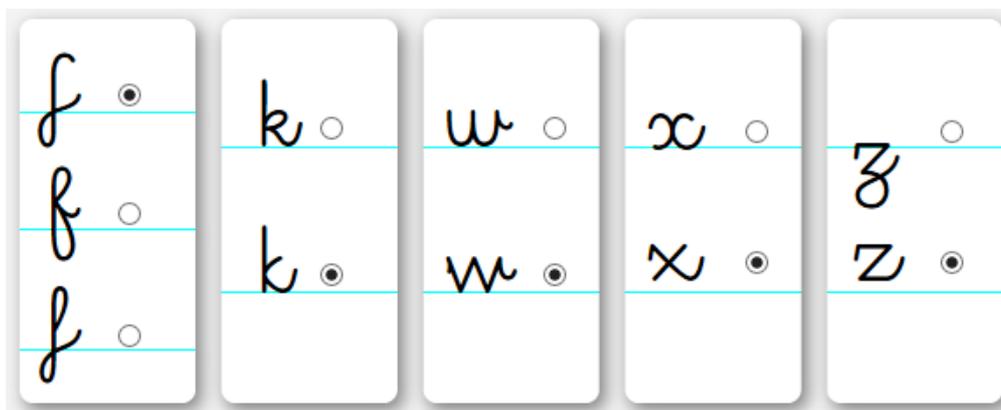
Our intention is to make handwriting an automatic process that does not interfere with creative and mental thinking.

### **Aims:**

- To develop a neat, legible, speedy handwriting style using continuous cursive letters, which leads to producing letters and words automatically in independent writing.
- To establish and maintain high expectations for the presentation of written work.
- For pupils to understand, by the end of Year 6, the importance of neat presentation and the need for different letterforms (cursive, printed or capital letters) to help communicate meaning clearly.
- To create a culture for excellent presentation in all subjects across all year groups.

### **Expectations**

All teaching staff are encouraged to model the cursive style in all their handwriting, whether on whiteboards, displays or in pupils' books. It has been agreed that the letter joins below will be used.



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

### **Handwriting frequency**

Handwriting is a cross-curricular task and will be taken into consideration during all lessons. Formal teaching of handwriting will be carried out daily in Reception and Key Stage 1 and at least 3 times a week in Key Stage 2. Sessions should last for approximately for 10-15 minutes to ensure Key Stage targets are met.

### **Pens and pencils**

Children will start handwriting using a pencil. When fine motor skills have been established a handwriting pen can be used. Pen licenses will be given to pupils who are able to show neat, joined up handwriting.

### **Inclusion**

For children who experience handwriting difficulties due to fine motor development, including those who are left-handed and those with special educational needs, the appropriate additional support will be put into place through differentiation.

### **Handwriting at Home**

Pupils are encouraged to practise their handwriting at home by using the pupil log-in for Letter-join. Teachers will set specific tasks such as:

- Magic Patterns
- Magic Words
- PhonicsMatch
- Word Search
- Word Bank
- Write it Right!

Children can also watch the word and letter animations and practice and explore other handwriting resources on Letter-join.

### **Progression**

**Nursery and the SEND unit** focus on the development of handwriting skills. This includes the introduction of how to hold a pencil correctly, how to sit correctly, how to write from left to write. Handwriting focuses around the development of gross and fine motor in order to build the muscles and skills needs to write. As pupils progress from mark making to letter formation, the focus is on the correct formation of letters by starting and ending at the correct points. When appropriate, lead outs on letters are included in preparation for Reception.

**Reception** pupils will be taught short handwriting lessons on a daily basis. It starts in Reception with Getting Ready for Handwriting including fine and gross motor skills warm-up exercises, correct sitting position and tripod pencil grip. When writing, pupils will use cursive lettering with no lead ins until they are confident. This will follow the font of Letter-join – no lead in.

- enhancing gross motor skills such as air-writing, pattern-making and physical activities
- exercises to develop fine motor skills such as mark-making on paper, whiteboards, sensory trays, iPads, tablets, etc.
- becoming familiar with letter shapes, their sounds, formation and vocabulary
- correct sitting position and pencil grip for handwriting
- pre-cursive patterns
- easy letters and words
- harder letters and words

By the end of Reception, children should be able to recognise and form all the lowercase letters of the alphabet and write words using the correct joining techniques.

In Early Years Foundation Stage and Year 1 pupils use the Success For All rhymes which teaches pupils correct letter formation. Success For All is part of the reading and writing curriculum implemented at Burton End Primary Academy. Displays are in Early Years and Key Stage 1 classes to support pupils with this.

### **Key Stage 1: Years 1 and 2**

Key Stage 1 builds on the firm foundations acquired in Reception. It continues with

- gross and fine motor skills exercises
- strengthening cursive handwriting, learning and practice
- numerals, capitals and printed letters; where and when to use, learning and practice
- KS1 SATs SPaG exercises

In **Year 1** pupils also look at print as well as cursive letter formation. They will build on the progress made in Reception by being taught lead ins to form their letters. This is the font Letter-join air – lead in.

By the end of Year 1, children should be confident in writing all the capital and printed letters, numbers and symbols and start to become familiar with their use.

**Year 2** includes lessons to improve letter formation and orientation of letters through regular practice and to support spelling, grammar and punctuation in readiness for KS1 SATs. The sections in this module cover:

- letter families
- high frequency words
- joining techniques
- sequencing sentences
- dictation exercises
- times table facts
- SPaG practice for KS1 SATs

With the regular handwriting practice, children should be developing the fluency and speed of their writing. With children developing their handwriting skills, pupil's will form letters with lead in and out. This will progress to joined up handwriting. This is known as Letter-join air. The refinement of joined up handwriting will be developed within the Key Stage 2 curriculum.

### **Lower Key Stage 2: Years 3 and 4**

Learning at lower KS2 focuses on pupils using a cursive style throughout their independent writing in all subjects, helping to refine their handwriting in line with the requirements of each lesson. Handwriting skills will cover topics such as dictation, double letters, number vocabulary, palindromes, tongue twisters, MFL, onomatopoeia, simile and statutory spellings.

**Year 4** focuses on using handwriting practice to support other subjects in the curriculum and, at the same time, builds on fluency and consistency. This module aims to promote meaningful links with other subjects such as English, maths, science, geography and French. Making such links enables children to apply the skills they are learning in context and also provides depth to the curriculum.

Learners will continue to build on producing fluent, consistent and legible handwriting through the regular practice offered in this module's lessons.

By the end of lower Key stage 2, children will have practised applying size-appropriate handwriting to all areas of the curriculum whilst maintaining fluency and legibility.

### **Upper Key Stage 2: Years 5 and 6**

More advanced handwriting techniques will be taught during two weekly lessons:

- reinforcing cursive handwriting across the curriculum
- form-filling/labelling using printed and capital letters
- dictation exercises promoting quick note-taking and speedy handwriting writing skills
- KS2 SATs spelling, punctuation and grammar practice

Learners have plenty of opportunity to develop the stamina and skills to write at length, with accurate spelling and punctuation. With Letter-join's wide range of resources they will be able to work towards producing consistently neat and well-presented handwriting in all curriculum subjects.

On completing this module, children should be producing cursive writing automatically, enabling them to focus on the content of their work rather than the process of writing.

**Year 6** presents learners with a range of tasks where they have to decide on an appropriate style of handwriting. Promoting speedy, fluent writing continues to be a strong feature. Challenging dictation exercises will refine pupils' revising and checking skills as well as boosting their handwriting speed, stamina and fluency. A range of curriculum-based worksheets will give pupils the opportunity to practise writing at length.

Opportunities for GPS are also incorporated into Year 6 handwriting lessons. Lessons are designed to support year 6 pupils in meeting expected standards for spelling, punctuation and grammar, with lots of SPaG preparation and plenty of handwriting practice.

By the end of this module, children should be able to adapt their handwriting for a range of tasks and purposes and to create different effects. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes, a final handwritten version, an un-joined style or capital letters. All of these writing styles are covered in this module.

### **Equality and SEND**

All of our pupils have equal access to handwriting lessons and to the resources available. Handwriting will be tailored to meet pupil's individual learning needs. We recognise that some children take longer to develop the necessary skills and we cater for those children by providing additional opportunities for skills development. This includes the use of pencil grips and different types of pencils. In addition to this, Letter-join have a catch-up programme for pupils who need additional support to join their handwriting in Years 5 and 6. As a result some pupils in Key stage 2 may require daily handwriting lessons in order to support their development. This can be used with small groups of pupils or on a one to one basis.

### **Home and Remote Learning**

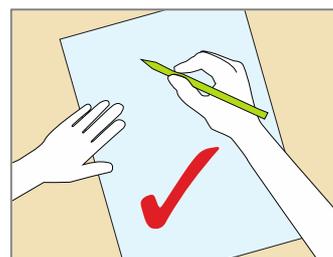
Handwriting is part of our home learning and remote learning offer. All pupils have access to the Letter-join at home. Teachers can set activities for pupils to complete. These are whole class activities. As part of remote learning, it is expected that handwriting skills will be taught weekly.

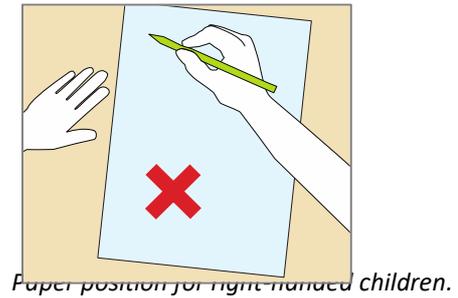
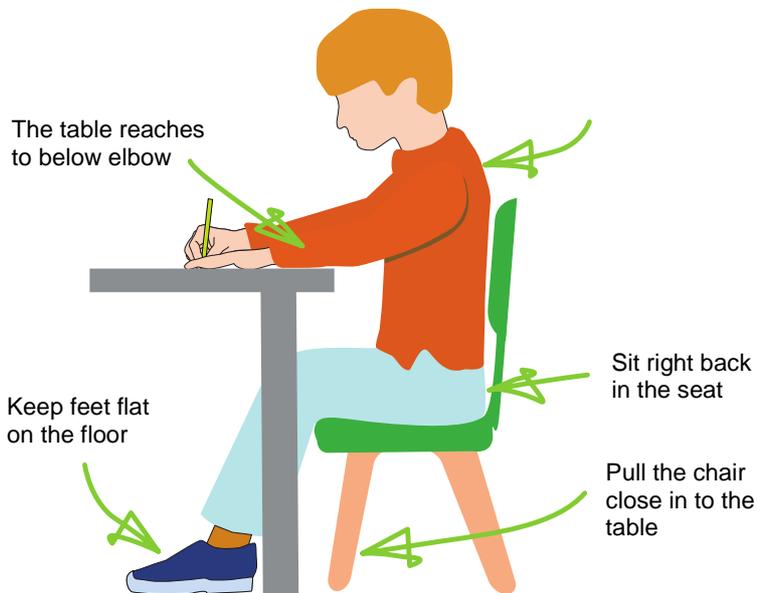
### **Correct posture and pencil grip for handwriting**

Pupils should be taught to sit correctly at a table, holding a pencil comfortably and correctly.

#### **SITTING POSITION**

Sit with a straight back, not leaning over the page

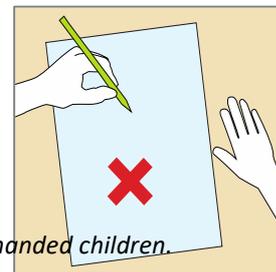
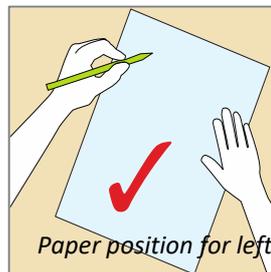




### Left-handed children

Left-handed children may find it difficult to follow the movements of right-handed teachers as they model letter formation (and vice versa). Teachers should demonstrate to left-handers 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.*

### 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. We use the Tripod Grip Rhyme:

### Right-handed pencil grip



Point away the pencil,



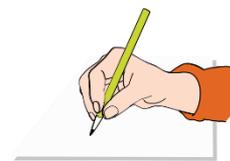
Pinch it near the tip,



Lift it off the table,



Spin it round...



and grip.

### Left-handed pencil grip



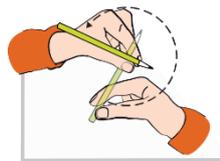
Point away the pencil,



Pinch it near the tip,



Lift it off the table,



Spin it round...



and grip.