

Handwriting Policy

Graham James Primary Academy



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Handwriting Policy

Intent

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. Print handwriting teaches pupils to achieve this and cursive writing allows children to join letters and words as a series of flowing movements and patterns. The development of mastering handwriting allows children to apply their energy into the content of their writing as opposed to the formation of the letters themselves. Handwriting skills are taught regularly and systematically throughout the school.

At Graham James Primary Academy, our aims in teaching handwriting are:

- To enable children to write in a consistent, well presented and legible format.
- To master letter formation - correct size and orientation.
- To provide time and opportunity to practise, helping children to progress from accuracy to fluency.
- To make sure all children know the difference between lower and upper case letters.
- To ensure the skills taught at Key Stage 1 continue to develop throughout Key Stage 2.
- To adopt a consistent approach towards handwriting by all adults when writing in children's books, on the whiteboard or on displays / resources.
- To delay the requirement for joined-up handwriting.
- To develop fine motor skills and grip as this is fundamental in future development.

Implementation

Children will be taught to:

- hold a pencil correctly

Children should be encouraged to use a tripod pencil grip, where the pencil is gripped between the index finger and the thumb. The middle finger is then used to support the underside of the pencil as shown.



- and adopt the correct posture when writing

Children should be encouraged to adopt the correct writing position as shown.

SITTING POSITION



(children who are left handed should reposition the paper the other way and sit to the left hand side if seated next to a right handed child)

- write from left to right and from top to bottom of the page
- start and finish letters correctly
- form regularly sized and shaped letters
- use regular spacing between letters and words
- take a pride in their written work and the overall presentation.

In **Early Years Foundation Stage** children will be encouraged to develop gross motor control through the use of large equipment for mark making such as big chinks, paint brushes, finger paints, shaving foam etc. They will develop their fine motor skills and use a range of mark making tools such as pencils, pens and crayons. They will be encouraged to talk about shapes and movement. They will practise the main handwriting movements for the basic letter formation. As the children progress they will be taught to form letters correctly starting using *Jolly Phonics* guidance on letter formation using the resources provided to aid the correct letter formation.

In **Key Stage 1** children will be taught to form letters correctly starting using *Jolly Phonics* guidance on letter formation using the *Jolly Phonics* resources to aid the correct letter formation. Letter formation is taught alongside phonic development. Our aim is that by the end of foundation stage all children hold a pencil correctly and form all letters and numbers correctly. Errors in pencil grip and letter formation will be immediately addressed, modelled and corrected.

In **Key Stage 1** all children should receive a daily handwriting session for 10-15mins (this may be as part of a *Jolly Phonics* session).

In **Key Stage 2** all children should receive a daily handwriting sessions, if needed, for a minimum of 10mins. Children will be encouraged to begin to join letters that lend themselves to joining e.g. phonemes and letters that lead into one another.

In **Year 3** children will continue to develop their use of print handwriting building upon the skills they have developed in Key stage 1.

In **Years 4,5 and 6** children will be expected to use print handwriting in all areas of the curriculum. Those children whose writing is neat and legible may be encouraged to use handwriting pens.

If any child is not on track to reach these expectations, they will receive additional support through small group intervention groups.

Handwriting Equipment

Children will use line sizes appropriate to their stage in writing. During handwriting sessions specific handwriting paper with 3 lines may be used. Children will also practise using the same sized lines as their other curricula books so that children skills are transferable and that the same expectation of handwriting is set across all writing.

Children should use a sharp HB pencil for all handwriting initially. When in KS2 teachers assess that children are competent at handwriting, they should be allowed to use a blue handwriting pen. (No biro type pens will be used.)

In some cases, depending on the specific needs of individual, children may use pencil grips or pens with a specific grip.

Assessment

A uniformed handwriting style should be consistent throughout the school; this will be evident on display boards and monitored through lesson observations and book scrutiny.

Marking and Feedback

We emphasise constructive feedback. In our feedback policy we have clear systems for feedback of children's work which is adhered to throughout our handwriting sessions. In handwriting sessions and during independent work, it is important that incorrect pencil grip and incorrect letter formation are identified and corrected at the point it occurs.

Impact

Handwriting is a skill which affects written communication across the curriculum. Our aim is that children are able to write with ease, speed and legibility.

By year 6, children will have legible handwriting using flowing movements and patterns. This handwriting should be demonstrated in all writing across the curriculum. Writing should be fluid in style to allow children to apply their energy into the content of their writing as opposed to the formation of the letters themselves.