

Handwriting Policy

VISION

At Holy Trinity we welcome you to an exciting world of learning, discovery and friendship. We are passionate about nurturing every child, helping them to find and develop their own talents and be the best that they possibly can. Children will learn within a Christian community, surrounded by support, kindness, respect and fun; and will leave with fantastic memories to cherish forever.

Pupils' Voice

"We like having neat writing so that people can read what we write and it looks good."

Policy drafted by: Curriculum Committee

Date: Summer 2014

Review: Summer 2016

At Holy Trinity CE Primary School cursive, joined up handwriting is taught. Children are introduced to this style from their earliest schooling as it is considered to be the most natural development of children's earliest attempts at writing. Teachers and TA are expected to model the handwriting style whenever they write in school. See the example below:

*Aa, Bb, Cc, Dd, Ee Ff, Gg, Hh, Ii, Jj, Kk, Ll, Mm, Nn, Oo, Pp, Qq, Rr, Ss,
Tt, Uu, Vv, Ww, Xx, Yy, Zz*

12345678910

Holy Trinity CE Primary School

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This cursive style is beneficial to the children as it ensures that no changeover of writing style has to occur as the children move through the different stages of the school.

It is recognised that some children naturally develop a cursive style earlier than others and that some children may experience difficulties. (It is worth noting here that some children would experience difficulties when learning **any** handwriting style). All staff are aware of the need for plenty of practice including the use of pencil grips when and where appropriate.

AIMS

Each aim is considered equally important:

- To teach children to write with a flowing hand which is legible, swift and pleasant to look at
- To enable children to develop their own style of handwriting as they progress through Key Stage 2
- To support the development of correct spelling and to aid in the elimination of letter reversals by the learning of word patterns and the correct joining of letters
- To ensure that children of differing abilities are provided with appropriate and achievable goals
- To assist children in taking pride with the presentation of their work
- To teach correct letter formation
- To appreciate handwriting as an art form
- To display excellent examples of handwriting in every classroom and around the school

Provision

Nursery/Foundation Stage

During their Nursery and Reception years the children are given a wide range of opportunities to develop an understanding that writing conveys meaning, e.g. books, story telling, signs, labels etc.

Provision such as well-resourced graphic areas, role-play areas, construction and creative activities help the children to develop fine motor control. This helps them to gain confidence to make and develop emergent writing skills in a meaningful way.

A wide range of apparatus and equipment is used, e.g. sand trays, shaving foam, etc, leading onto and developing the correct use of conventional writing tools, pencils and brushes.

Reception/Foundation Stage

Children experience a wide range of handwriting-related skills, e.g. letter and number formation in sand trays, shaving foam, through tracing, use of ribbons, with chalk, felt tips, pencils, crayons, writing over and under teacher models in various forms, word building with magnetic letters and pattern making in various media. For formal handwriting practice large pencils can be used in conjunction with lined/unlined paper. Pencil grips for correction of pencil hold are also used where appropriate. As an introduction to the cursive style of handwriting, patterns such as

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are practised with wide-lined paper and thinner pencils being introduced where appropriate. Teachers model correct letter formation and children practise this alongside their Jolly Phonics programme. Correction of letter formation takes place on an individual basis. Children practise name writing in non-joined cursive style, e.g.

George

Cursive script is modelled.

a b c d e f g h I j k l m n o p k r s t u v w x y z

Year 1/Key Stage 1

Children work on handwriting skills daily and in a variety of activities, e.g. copying from the board, through phonic work and writing in their learning journals and duplicated practice worksheets. Wide-lined exercise books, handwriting paper and standard-size pencils are used.

Handwriting practise takes place twice a week during the carousel reading time from 9-9.30am.

During the year joins are practise in conjunction with the NLS requirements.

Year 2/Key Stage 1

Children are encouraged to use joined-up handwriting in their daily work. Handwriting practise takes place twice a week during the carousel reading time from 9-9.30am and the correction of mistakes is dealt with on an individual basis. Children are encouraged to take pride in the presentation of their work. In addition, handwriting is often practised through the teaching and learning of phonics and the Jolly Phonics programme.

Year 3/Key Stage2

Children in Year 5 and 6 can begin to apply for their "Pen License". This license is awarded to children once they have developed a clear, well formed, cursive, joined handwriting style that is generally consistent in size. Providing their handwriting and presentation remains at this standard or better, the child will keep their pen license for the rest of their time at Holy Trinity. Staff are able to withhold a pen license if a child's handwriting and presentation deteriorates and can then reissue it once standards have sufficiently improved. Blue Berol Handwriting pens are used; biros and gel pens are not permitted.

Handwriting practise takes place twice a week during the carousel reading time from 9-9.30am and the correction of mistakes is dealt with on an individual basis. Children are encouraged to take pride in the presentation of their work.

Year 4/Key Stage 2

Handwriting practise takes place twice a week during the carousel reading time from 9-9.30am and the correction of mistakes is dealt with on an individual basis. Children are encouraged to take pride in the presentation of their work.

Year 5/Key Stage 2

Children may use the school handwriting pens if they have been granted a pen license. Only blue ink used.

Handwriting practise takes place twice a week during the carousel reading time from 9-9.30am and the correction of mistakes is dealt with on an individual basis. Children are encouraged to take pride in the presentation of their work. Children are issued with their pen license when appropriate.

Year 6/Key Stage 2

Children may use the school handwriting pens if they have been granted a pen license. Only blue ink used.

Handwriting practise takes place twice a week during the carousel reading time from 9-9.30am and the correction of mistakes is dealt with on an individual basis. Children are encouraged to take pride in the presentation of their work. Children are issued with their pen license when appropriate.

Resources

Nursery

Thick, stubby paintbrushes, fine paintbrushes, thick and fine felt pens, jumbo pencils, stubby crayons, chalk, sand trays, templates, shaving foam, pencils.

KS1

Variety of paintbrushes, thick and fine felt pens, jumbo pencils, stubby crayons, chalk, sand trays, letter and number templates, shaving foam, pencils, coloured pencils, pencil grips, tracing cards, sewing cards, sandpaper letters, oil pastels, ribbons, magnetic letters, Nelson Handwriting books.

KS2

Pencil grips, HB pencils, Berol handwriting pens, handwriting paper, Nelson Handwriting books.

HANDWRITING PROGRESSION

This list of year by year progression has been drawn together from the NLS Framework for Teaching and Early Learning Goals.

Across the Foundation Stage

Opportunities to watch adults writing and for children to write for themselves.

Attempt writing for various purposes using features of different forms such as lists, stories and instructions.

Write their own names and other writing forms such as labels and captions and begin to form simple sentences, sometimes using punctuation.

Use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words.

Use a pencil and hold it effectively to form recognisable letters and numbers, most of which are correctly formed.

By the end of Foundation Stage/Reception

Write letters using the correct sequence of movements

By the end of Reception year children will have been introduced to:

- a comfortable and efficient pencil grip
- producing a controlled line which supports letter formation
- writing letters using the correct sequence of movements
- the Holy Trinity cursive script (nursery children will not learn the lead in or out of letters; reception children will learn the lead out of the letters)
- pattern-making and letter/number formation in various media

YEAR 1

Form lower case letters correctly in a cursive script that will be easy to join later.

Term 1: Develop a comfortable and efficient pencil grip.

To form lower case letters correctly; using the lead in and out.

Term 2: To practise handwriting in conjunction with spelling and independent writing, ensuring correct letter orientation, formation and proportion.

Term 3: To practise handwriting in conjunction with spelling and independent writing, ensuring correct letter orientation, formation and proportion.

YEAR 2

Use the four basic handwriting joins with confidence in independent writing.

Term 1: To practise handwriting patterns from Year 1.

To begin using and practising the four basic handwriting joins used in the Holy Trinity script:

- diagonal joins to letters without ascenders, e.g. ai, ar, un
- horizontal joins to letters without ascenders, e.g. ou, vi, wi
- diagonal joins to letters with ascenders, e.g. ab, ul, it
- horizontal joins to letters with ascenders, e.g. ol, wh, ot

Term 2: To practise handwriting patterns from Year 1.

To practise handwriting in conjunction with the phonic and spelling patterns.

To use and practise the four basic handwriting joins:

- diagonal joins to letters without ascenders, e.g. ai, ar, un
- horizontal joins to letters without ascenders, e.g. ou, vi, wi
- diagonal joins to letters with ascenders, e.g. ab, ul, it
- horizontal joins to letters with ascenders, e.g. ol, wh, ot

Term 3: To use the four basic handwriting joins with confidence and use these in independent writing:

- diagonal joins to letters without ascenders, e.g. ai, ar, un
- horizontal joins to letters without ascenders, e.g. ou, vi, wi
- diagonal joins to letters with ascenders, e.g. ab, ul, it
- horizontal joins to letters with ascenders, e.g. ol, wh, ot

YEAR 3

Write legibly with a joined hand, maintaining consistency in size and spacing.

Term 1: To practise correct formation of basic joins from Year 2:

- diagonal joins to letters without ascenders, e.g. ai, ar, un
- horizontal joins to letters without ascenders, e.g. ou, vi, wi
- diagonal joins to letters with ascenders, e.g. ab, ul, it
- horizontal joins to letters with ascenders, e.g. ol, wh, ot

To ensure consistency in size and proportions of letters and the spacing between letters and words.

Term 2: To practise correct formation of basic joins from the use of the four basic handwriting joins from Year 2:

- diagonal joins to letters without ascenders, e.g. ai, ar, un
- horizontal joins to letters without ascenders, e.g. ou, vi, wi
- diagonal joins to letters with ascenders, e.g. ab, ul, it
- horizontal joins to letters with ascenders, e.g. ol, wh, ot

To ensure consistency in size and proportions of letters and the spacing between letters and words.

To build up handwriting speed, fluency and legibility through practice.

Term 3: To practise correct formation of basic joins from the use of the four basic handwriting joins from Year 2 and use these in independent writing:

- diagonal joins to letters without ascenders, e.g. ai, ar, un
- horizontal joins to letters without ascenders, e.g. ou, vi, wi
- diagonal joins to letters with ascenders, e.g. ab, ul, it
- horizontal joins to letters with ascenders, e.g. ol, wh, ot

To ensure consistency in size and proportions of letters and the spacing between letters and words.

To build up handwriting speed, fluency and legibility through practice.

YEAR 4

Use fluent joined handwriting for all writing except where other special forms are required.

Term 1: To use joined handwriting for all writing except where other special forms are required.

To know when to use:

- a clear neat hand for finished, presented work
- informal writing for rough drafting etc
- To ensure consistency in size and proportions of letters and spacing between letters and words

Term 2: To use joined handwriting for all writing except where other special forms are required.

To build up speed, particularly for notes, drafts, lists etc.

To know when to use:

- a clear neat hand for finished, presented work

- informal writing for rough drafting etc

To ensure consistency in size and proportions of letters and spacing between letters and words

Term 3: To build up speed and ensure consistency in size and proportions of letters and spacing between letters and words.

To use a range of presentational skills, e.g:

- print script for captions, sub-headings and labels
- capital letters for posters, title plates, headings
- a range of computer-generated fonts and point sizes

YEAR 5

To use fluent joined up handwriting for all handwriting except where other special forms are required.

YEAR 6

To use fluent joined up handwriting for all handwriting except where other special forms are required.