

# Sunning Hill Primary School



## Handwriting Policy

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***Reviewed by: Governing Body***

### Our school values – Building a Bright Future Together

At Sunning Hill Primary, we instil **self-belief** and promote **independence** that allows children to become **aspirational** and committed, **life-long learners**. Our journey together provides our children with opportunities to learn and grow and encourages them to be **curious** about the world. Our children are encouraged to take **responsibility** for themselves, show **resilience** and be **proud** of who they are so they flourish within society. All achievements are celebrated to reward success, inspire ambition and nurture self-esteem.

Our Sunning Hill family work together to ensure our children are **happy, kind, charitable** and **respectful**. All children are given equal opportunities to reach their full potential. We provide a supportive, secure environment where children feel safe to take **risks and learn from their mistakes**.

These foundations provide a strong base for building a bright future together ensuring **equality** for all.

### Curriculum Intent for Handwriting

At Sunning Hill, we believe that it is important that children take pride in their work. We understand that handwriting, as with many other skills, develops at different rates for different children. It is therefore important that there is a consistent style of handwriting throughout the school so that all staff are teachers of handwriting, with a clear understanding of the progression of skills, and of how to support progress. Handwriting needs to be taught and practised with early intervention essential at every stage, to prevent the acquisition of bad habits which are difficult to correct.

We will aim for all children to learn a cursive style of handwriting that will be easy to join when ready. Cursive writing ensures that letters are produced in a flowing movement, which encourages the development of physical memories for how each letter is written. Cursive letters all start in the same place and flow from left to right, which reduces the likelihood of reversal mix-ups such as b/d and p/q. The smooth flow of cursive writing soon becomes quicker and easier. Having a whole school approach will ensure that there is no difficult transition stage from printing to joining.

### **We aim to ensure that all pupils:**

- Have a consistent handwriting approach starting with an entry flick from Reception;
- Achieve a neat, legible style with correctly formed letters;
- Are introduced to using a cursive handwriting style from year 2;
- Have a common cursive handwriting approach by all adults when writing in children's books, on whiteboards, displays or resources; and
- Develop fluency, speed and confidence whilst writing.

### Curriculum Implementation for Handwriting

Cursive Lower Case Letters



Staff will teach children the skills required for forming/joining letters using an entry flick:

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- Encourage children to take pride in their handwriting and remind children regularly of expected standards;
- Ensure that children treat their materials with respect;
- Use the guidance sensitively for children with SEN;
- Acknowledge and reward children's effort;
- Model high standards of cursive handwriting when writing in children's books, on whiteboards, displays or resources;
- Use the agreed century gothic font when displaying writing for children using ICT; and
- Provide a broad range of purposeful writing opportunities.

### **Posture**

Children will be taught and consistently reminded of an appropriate sitting posture for good handwriting. Chairs and desks within classrooms will be matched to children's age and height. Children will be encouraged to sit upright with the bottom of the back in the back of the chair. Feet should be resting on the floor and the body positioned at a sensible distance from the table. Children should steady the paper with their free hand.

### **Equipment/Pencil grip**

Children will use a well sharpened standard HB pencil. Children should use a tripod grip, and be given constant reminders until this is established. Triangular section pencils and shaped pencil holders will be made available for children who find them helpful.

### **Paper/ Position of paper**

Early writers will write on unlined paper so that they are able to write at a size appropriate to their needs. As children begin to control the size of their writing, lined paper and exercise books will be introduced to encourage the correct placing of letters on the line. As a general rule, lines in books are 15mm for Reception, 12mm or 8mm for KS1, and 8mm for KS2. Where work is redrafted and presented for display, children may use plain paper and guidelines, with the same line spacing.

Left handed children should be encouraged to tilt their paper slightly to the right to improve their view of what they are writing, and to reduce smudging later on when writing in pen. Right handed children should be encouraged to tilt paper slightly to the left. Children need to be taught to steady the paper with their free hand.

### **Correct letter formation**

In EYFS, teaching will be multi-sensory and appropriate to the needs of the children with activities to develop gross and fine motor skills being essential to the development of early handwriting. Children will be taught to form letters correctly starting each letter from the line with an entry flick. Particular attention should be made to the correct direction of pencil movement, the shape and orientation of the letter, and the relative height of each letter including any ascender or descender.

### **Early Years Foundation Stage**

- Within Reception, accurate letter formation is promoted daily through phonics with children encouraged to use entry flicks; and
- Implements such as chunky triangular pencils, large chalks and chunky pens etc. are available for pupils to rehearse their writing skills.

### **Key Stage 1 & Key Stage 2**

- Within KS1, children will have handwriting sessions to allow teachers to teach letter formation;
- Cursive script will be introduced with teaching flicks in Year 1 and joining from Year 2;

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- Within KS2, neat, cursive handwriting is promoted throughout all lessons; and
- Individual handwriting sessions will be provided for children who experience difficulties.

### **SEND**

All children will have the opportunity and encouragement to reach their full potential regardless of race, creed or sex. Children with Special Educational needs, where necessary, will be provided with specialist equipment such as pencil grips or wider ruled lined paper. Handwriting intervention will be made available for children who experience significant difficulties.

### **Provision for left-handed children**

All teachers are aware of the specific needs of left-handed children and will make appropriate provision.

- Paper should be positioned to the right for left handed pupils and slanted to suit the individual;
- Pencils should not be held too close to the point as this can interrupt pupils' line of vision;
- Left-handed pupils should sit to the left of a right-handed child so that there is sufficient arm space; and
- Extra practice with left-to-right exercises may be necessary before pupils write left-to-right automatically.

### **Curriculum Impact for Handwriting**

#### **The impact of this is measured in the following ways:**

- Monitoring through learning walks, lesson observations, book scrutiny and pupil discussions to measure outcomes. Strengths will be celebrated and areas for development will be acted upon.
- The quality of adult handwriting in books and on display.

Our school aims to support all families and the wider community. Any queries or concerns regarding individual policies will be considered on an individual basis.