

Lostock Hall Community Primary School

Handwriting Policy

The main aim of handwriting in our school is for children to develop a fluent handwriting style that allows them to concentrate more on the composition of their written word; on the ideas, vocabulary, grammar, punctuation and spelling, as they move up through school. Children should eventually develop the ability to produce letters in the correct way without thinking, allowing the brain to focus on aspects of writing that will bring it alive and make it more interesting to read.

Initially, handwriting will be taught through letter stories as part of the Early Years Reception curriculum. This will be taught alongside phonics when introducing a new phoneme and children will be supported in this learning during Literacy lessons as they are forming letters, words and short sentences. Children in Reception will be taught the 'pre-cursive' style from the beginning, starting all their letters on the line, with emphasis not only on letter formation, but good pencil grip and sitting position. This will allow greater development of the 'cursive' flow of movement from an earlier age rather than learning a printed style first and then having to learn pre-cursive 'lead-in' strokes later on. This will in turn allow greater focus on writing composition as children move up through school, and an easier transition to joined up, fluent handwriting. Cursive handwriting teaches children to join letters in words as a series of continuous flowing movements or patterns. Words can be written without taking the pencil off the page. Continuous style provides a directional left, right movement. This flowing, rhythmical movement aids speed and fluency particularly when practised from Early Years with the final product, for most children, being neat and efficient.

This cursive style also lessens the chance of reversing letters by eliminating the need to lift the pencil between letters. The spaces between words become distinct and distinction between upper and lower case is clearer. Children with specific learning disabilities find continuous cursive useful because the pencil stays on the page throughout every word, thus simplifying the movement. Children with motor difficulties learn a series of easy, rhythmical movements, which help to improve fine motor co-ordination.

In addition, the motor memory of the child's hand and fingers helps him to spell, as each word becomes one movement rather than many. Ideas, images and descriptions can flow more swiftly if fewer decisions need to be made about where each letter starts and how letters are formed.

AIMS:

- Children to achieve neat, legible style of cursive handwriting with legible, correctly formed letters.
- Develop flow and speed.
- To be consistent throughout school.
- To adopt a consistent approach towards handwriting by ALL adults when writing in children's books, on the whiteboard or on displays/resources, following the handwriting style.

Teaching and Learning involves:

- Teaching the cursive style from the earliest age, starting with the pre-cursive 'lead-in' strokes from Reception;
- Taking part in discrete handwriting lessons where appropriate;
- School staff modelling the agreed cursive style of writing in class, on displays and when marking;
- Encouraging pupils to take pride in handwriting and presentation of handwriting using school reward systems;
- Using our agreed cursive style across the whole school.

Learning in Key Stage 1:

- Continue development of fine and gross motor skills;
- Continue to develop the pre-cursive style in Year 1, building upon skills from Reception, focusing on correct letter formation, clearer ascenders and descenders and smaller, more consistent letter size (including larger capital letters);
- Discreet handwriting sessions according to the needs of the class;
- Those **who are ready** may begin being taught to make easier joins between some of their letters (e.g. bottom joins) in Year 1, with the majority of their letters joined up by the end of Year 2;
- Develop letters k, f, g, y & j to a more 'cursive style' in Year 2, ready for joining, following the handwriting style from Year 2 onwards (see Appendix 3);
- Spellings presented in cursive font;
- Further support given for those children who are identified as needing intervention through discreet handwriting sessions in smaller groups.


Learning in Key Stage 2:

- Regular practice of handwriting through discreet sessions where appropriate or through English unit writing tasks;
- Spellings presented in cursive font;
- Continue to build upon the skills acquired in Key Stage 1 with appropriate letter size in relation to one another (including clear capital letters that are left unjoined), clear ascenders and descenders and correct letter formation;
- The majority of children should have developed a fluent, joined up handwriting style by the end of Year 3 which is further refined in Years 4-6;
- Pen Licences may be given out to those who have a neat, developed handwriting style;
- Continuation of focused intervention for certain children if this is needed.


Appendix 1 – Letter families

Rockin' Round Letters	<i>c a g q d o s</i>
Climb and Slide Letters	<i>i l t u y j</i>
Tunnel Letters	<i>r n h b p k m</i>
Loop and Hook Letters	<i>e f</i>
Square Letters	<i>x z</i>
Zig Zag Letters	<i>N W</i>

Appendix 2 – Reception & Year 1 handwriting style

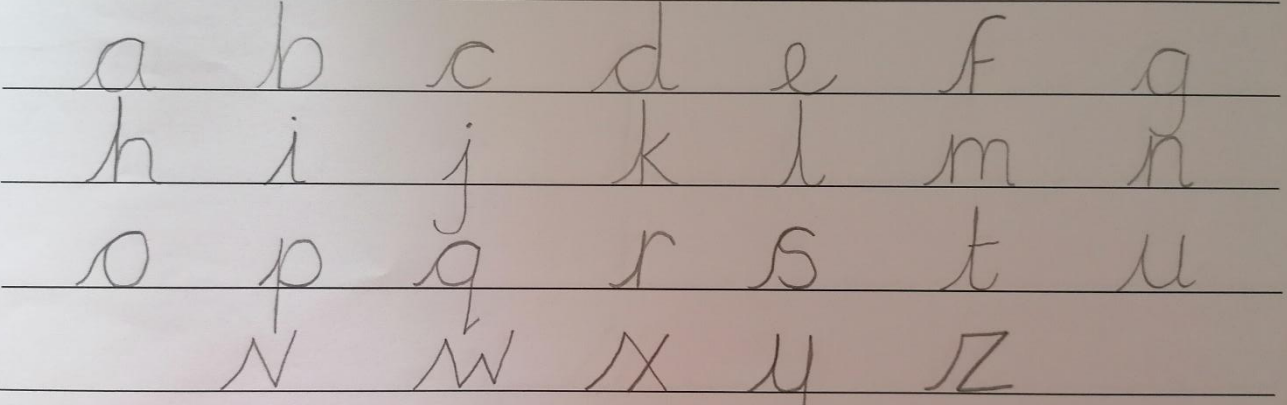


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Handwriting Style – Foundation Stage & Year 1

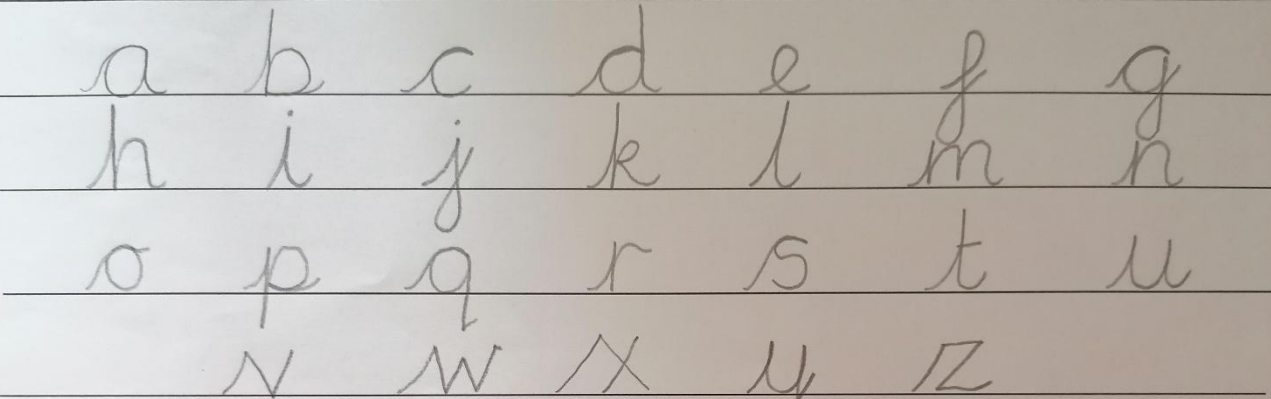
The following handwriting style will be taught from entering school in Reception:



Notes:

- From the beginning of Reception, children will be taught letters with the diagonal 'lead-in';
- This will continue into Year 1, with the focus on accurate tripod grip and correct letter formation;

































Appendix 3 – Year 2 onwards handwriting style























Notes:

- Years 3-6 will continue to teach the previous style s and f (*s* & *f*) and gradually phase these out as the 2023 cohort moves through school when the style of the s and f will be taught as above (Year 3 – from Sept 2019, Year 4 – from Sept 2020, Year 5 - from Sept 2021 & Year 6 – from 2022).

Appendix 4 – Reception letter stories to aid formation

 <p>Up we go...around the apple and down the leaf</p> 	 <p>Up we go... down the laces to the heel then around the toe</p> 	 <p>Up we go... curl around the caterpillar</p> 	 <p>Up we go... around the dinosaur's bottom, up his tall neck and down to his toes</p> 
 <p>Up we go... lift off the top and scoop out the egg</p> 	 <p>Up we go... down the stem and draw the leaf</p> 	 <p>Up we go... around the girl's face, down her hair and give her a curl</p> 	 <p>Up we go...down the horse's neck to his hooves then over his back...</p> 
 <p>Up we go...down the insect's body and a dot for the head</p> 	 <p>Up we go... down his body, curl and dot for his head</p> 	 <p>Up we go... down the kangaroo's body, tail and leg</p> 	 <p>Up we go... down the long leg</p> 
 <p>Up we go... Maisie, mountain, mountain</p> 	 <p>Up we go... down Nobby and over his net</p> 	 <p>Up we go... all around the orange</p> 	 <p>Up we go... down the pirate's plait and around his face</p> 

 <p>Up we go...around her head, up past her earring, down her hair and flick</p> 	 <p>Up we go... down the robot's back and curl over his arm...</p> 	 <p>Up we go... slither down the snake</p> 	 <p>Up we go... down the tower ... across the tower</p> 
 <p>Up we go... down and under, up to the top and draw the puddle</p> 	 <p>Up we go... down a wing, up a wing</p> 	 <p>Up we go... down, up, down, up</p> 	 <p>Up we go... down the arm and leg, repeat the other side</p> 

 <p>Up we go...down a horn, up a horn and under the head</p> 	 <p>Up we go... zig, zag, zig</p> 
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