

# *Bishop Martin CE Primary School*



# *Handwriting Policy 2022-23*

*Reviewed  
October 2022*

## ***Learning Together, in God's Love***

*At Bishop Martin, we INSPIRE and empower all members of our school community, providing the knowledge to enable everyone to thrive and flourish. Guided by our Christian Values, we are all determined to serve and lead the diverse world we live in treating everyone with compassion, dignity and respect. Hope and aspiration support all to grow and believe that*

***"...with God all things are possible."***

***Matthew 19:26***

### ***Our Christian Values***

<b><i>Christian Values Year 1</i></b>	<b><i>Thankfulness</i></b>	<b><i>Trust</i></b>	<b><i>Perseverance</i></b>	<b><i>Justice</i></b>	<b><i>Service</i></b>	<b><i>Truthfulness</i></b>
<b><i>Christian Values Year 2</i></b>	<b><i>Generosity</i></b>	<b><i>Compassion</i></b>	<b><i>Courage</i></b>	<b><i>Forgiveness</i></b>	<b><i>Friendship</i></b>	<b><i>Respect</i></b>

## **Aim of the Policy**

It is our aim that *all pupils* should be taught to form letters of the correct size and orientation, in order to develop a fluent and legible style of handwriting.

## **The Importance of Handwriting to the Curriculum**

Handwriting is a movement skill and one which is best taught directly by demonstration, explanation and practice. The principal aim is that handwriting becomes an automatic process, which frees pupils to focus on content of the writing. The correct formation of all letters needs to become automatic and may require a lot of practice. In order for this to occur, handwriting is taught in ways that enhance fluency and legibility.

## **Resources**

The handwriting section of Read Write Inc. Phonics is used to teach handwriting in EYFS. EYFS and teaching assistants should follow the handwriting guidance online from the Read Write Inc. Phonics section.

In KS1 and KS2, *Letter-join* is used to support the teaching of handwriting. Letter-join is a cursive handwriting scheme used both in school and remotely. It includes handwriting activities, online games and step by step instructional videos which model the process of letter formation and joined handwriting.

Handwriting sessions are timetabled for each class and carried out daily. Explicit teaching and practise of handwriting skills are also taught during English lessons in EYFS, Key Stage 1 and Key Stage 2.

In addition to the Letter-join resources, handwriting exercise books with special lines are used to support teaching of letter size consistency and letter spacing.

## **Good handwriting is based on the following conditions:**

- Consistent patterns of ovals and parallel lines.
- Similar letters being of equal size and proportion.
- The distance between words being approximately the width of a lower case letter o.
- The length of the long vertical strokes (ascenders) and (descenders) above and below the base line, being no more than twice the height of the small letters.
- Capital letters being no higher than the ascender strokes, and not joined to the lower case letters.
- All letters being seated on the baseline.

## **The Role of the Teacher**

- To follow the school policy to help each child develop legible and fluent handwriting;
- To use the Letter-join lessons and resources to support their teaching of handwriting;
- To provide direct teaching and accurate modeling;
- To provide resources and an environment which promotes good handwriting;
- To observe pupils, monitor progress and determine targets for development;
- To model appropriate handwriting to the children when using white boards, flip charts or marking books.

## **Teaching**

- Children must be taught how to form letters.

- Children must be taught about the size and shape of letters.
- Children must be taught the direction to write a letter.
- Children must be taught the length of ascenders and descenders.
- Children must be taught to write on the lines.
- Children must be taught where to join letters from – is it diagonal from the bottom? E.g. sm or does it join from the top? E.g. wo
- Children must be taught that capital letters sit on their own.

## **Inclusion**

The vast majority of children are able to write legibly and fluently. However, some pupils need more support and provision will be made for this in Individual Educational Plans. Teachers of children whose handwriting is limited by problems with fine motor skills should liaise with the SENCO to develop a programme designed for the individual child. This may involve extra handwriting sessions and access to extra resources. Other areas that should be considered are posture, lighting, angle of table etc.

## **Marking and feedback for the children**

All teachers and teaching assistants should be circulating the room modelling, marking and providing feedback to individual children when needed. This is a very important part of moving learning forward as children can be corrected instantly about their misconceptions.

## **Assessment**

Teachers assess handwriting when assessing writing, using the LDST ITAF criteria and Read to Write writing assessment documents to determine future targets for improvement.

## **Rewards**

Pupils are presented with a handwriting pen license when they are ready to use a pen in their school books. This means that their handwriting is neat, joined and they are using the correct handwriting formation.

## **Monitoring**

The teaching and learning of handwriting is monitored by the English Subject Leader each term. Books are monitored to make judgements on handwriting and presentation.

Cursive alphabet

Cursive Lower Case Letters



## Pencil grip and sitting position

### Tripod Pencil Grip

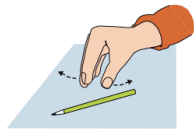
It is important that children sitting comfortably and hold a pencil correctly for handwriting from the start and some children may need repeated intervention to achieve this.

Letter-join's guide for sitting properly handwriting is featured on the next page. This will help children be more comfortable enabling them to write for sustained periods.

#### Tripod Pencil Grip

How to hold a pencil correctly for handwriting

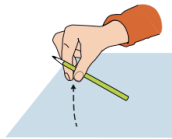
##### Right handed grip



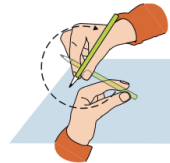
1. Point away the pencil,



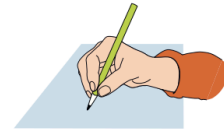
2. Pinch it near the tip,



3. Lift it off the table,

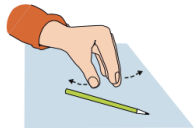


4. Spin it round...



5. ...and grip.

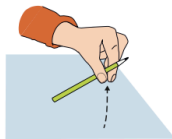
##### Left handed grip



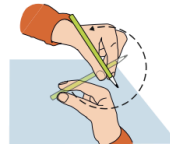
1. Point away the pencil,



2. Pinch it near the tip,



3. Lift it off the table,



4. Spin it round...

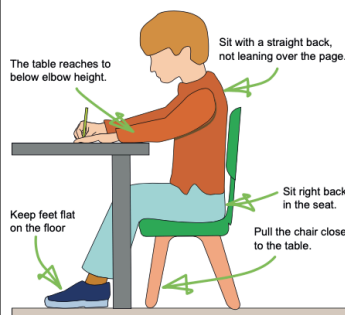


5. ...and grip.

### Comfortable Sitting Position and Correct Paper Position

#### Right handed children

How to sit correctly to be comfortable for handwriting.

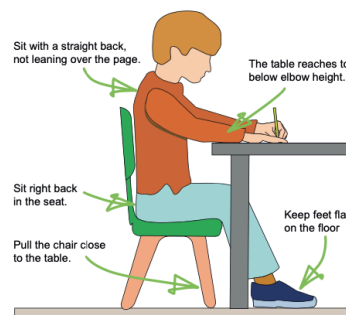


How to hold and position the paper.



#### Left handed children

How to sit correctly to be comfortable for handwriting.



How to hold and position the paper.



# Handwriting Book Presentation Guidance



## Is my handwriting book neat enough?

How to set out your work:

- Do not rule off – the date separates your work.
- Start a new line and write the long date (Monday 5<sup>th</sup> September)
- Use every set of handwriting lines on every page.



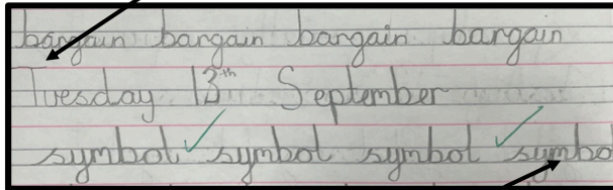
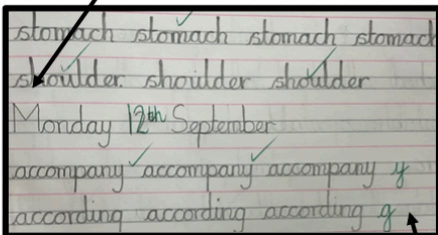
Make sure capital letters and

numbers are the same size:

Monday 5<sup>th</sup> September - ABC123

1. Write the long date – it helps your spelling!

2. Do not leave out a line like you do in other books. Go on to the very next line to start your handwriting.



3. Write your letter, letters or spelling for two whole lines.

4. Finish your line of handwriting before your next lesson.

Remember...

- The pink lines indicate where ascenders and descenders should be.
- Numbers should be the same size and capital letters
- Respond to teacher's modelling in pencil.
- Use leading lines.
- If you make a mistake, that's fine! Simply draw one straight line through it with a pencil and ruler.

Ascenders are tall letters with:

an upward vertical stroke:

b bb d dd h hh k kk l ll t tt

Descenders are long letters with

a downward vertical stroke:

g gg j jj p pp q qq y yy

The letter 'f' is tricky as it's an ascender and descender!

