



ENJOY

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WINMARLEIGH C.E. SCHOOL

HANDWRITING POLICY 2023

Review date November 2025

Handwriting Policy

At Winmarleigh Church of England Primary School we are very proud of our pupil's handwriting and take particular care in our handwriting style. We use the Spectrum Handwriting Programme as the basis of our handwriting policy as it covers all the requirements of the National Curriculum.

Objective

Handwriting is a basic skill that influences the quality of work throughout the curriculum. By the end of Key Stage 2 all pupils should have the ability to produce fluent, legible and, eventually, speedy joined-up handwriting, and to understand the different forms of handwriting used for different purposes.

Our intention is to make handwriting an automatic process that does not interfere with creative and mental thinking.

Aims:

- To develop a neat, legible, speedy handwriting style using continuous cursive letters, which leads to producing letters and words automatically in independent writing.
- To establish and maintain high expectations for the presentation of written work.
- For pupils to understand, by the end of Year 6, the importance of neat presentation and the need for different letterforms (cursive, printed or capital letters) to help communicate meaning clearly.



Expectations

All teaching staff are encouraged to model the cursive style in all their handwriting, whether on whiteboards, displays or in pupils' books.

Consistency throughout the school

Pupils should experience coherence and continuity in the learning and teaching of handwriting across all school years and be encouraged to take pride in the presentation of their work. Our objective is to help pupils enjoy learning and developing their handwriting with a sense of achievement and pride.

Pens and pencils

Children will start handwriting using a soft pencil. When fine motor skills have been established a handwriting pen can be used. More competent pupils can use a ballpoint pen.

Inclusion

For children who experience handwriting difficulties due to fine motor development, including those who are left-handed and those with special educational needs, the appropriate additional support will be put into place.

Handwriting at Home

Children are expected to complete any homework in the same standard of Handwriting that they would in school.



Key Stage Teaching

Early Years

For our youngest pupils we teach short handwriting lessons on a daily basis, which will include the following:

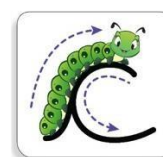
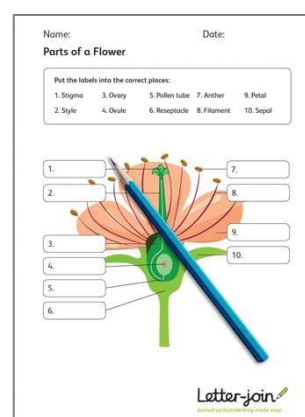
- enhancing gross motor skills such as air-writing, pattern-making, letter like movements and physical activities
- exercises to develop fine motor skills such as mark-making on paper, whiteboards, sensory trays, iPads, tablets, etc.
- becoming familiar with letter shapes, their sounds, formation and vocabulary
- correct sitting position and pencil grip for handwriting
- Recognising the pre-cursive lower case letters.



Key Stage 1: Years 1 and 2

Teaching continues to be a daily activity and covers:

- continuing with gross and fine motor skills exercises
- Letter joins.
- numerals, capitals and printed letters; where and when to use, learning and practice
- Development of spelling patterns
- letter families
- high frequency words
- joining techniques
- sequencing sentences
- dictation exercises
- times table facts
- SPaG practice for KS1 SATs



By the end of KS1, children should be confident in writing all the capital and printed letters, numbers and symbols and start to become familiar with their use. With the regular handwriting practice throughout, children should now be developing the fluency and speed of their writing.

Lower Key Stage 2: Years 3 and 4

Lessons should ensure improvement in the legibility, consistency and quality of the children's handwriting through a variety of resources which link handwriting to other areas of the curriculum.

Learners will continue to build on producing fluent, consistent and legible handwriting through the regular practice offered in this module's lessons.

By the end of lower KS2, children will have practised applying size-appropriate handwriting to all areas of the curriculum whilst maintaining fluency and legibility.



EXAMPLE

Word of the Week: precarious

Write this week's word six times:

precarious precarious precarious
precarious precarious precarious

Use a dictionary to find the definition of this week's word:

If something is precarious, it is not safe and likely to fall off or fall over.

Write some synonyms of this week's word:

insecure risky hazardous
treacherous unsafe dangerous

Write some antonyms of this week's word:

safe fixed strong
secure protected stable

Write a sentence using this week's word:

The cat was in a precarious position in the tree.
 Be aware that cliff edge is precarious.
 Take care on that precarious old ladder.
 The stranded climber was in a precarious situation.

Letter-join

Upper Key Stage 2: Years 5 and 6

More advanced handwriting techniques will be taught during twice weekly lessons:

- reinforcing cursive handwriting across the curriculum
- form-filling/labelling using printed and capital letters
- dictation exercises promoting quick note-taking and speedy handwriting writing skills
- KS2 SATs SPaG practice

Learners will have plenty of opportunity to develop the stamina and skills to write at length, with accurate spelling and punctuation. With Spectrums wide range of resources they will be able to work towards producing consistently neat and well-presented handwriting in all curriculum subjects.

By the end of KS2, children should be producing cursive writing automatically, enabling them to focus on the content of their work rather than the process of writing. Children should be able to adapt their handwriting for a range of tasks and purposes and to create different effects. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes, a final handwritten version, an un-joined style or capital letters.

Dictation Exercises

Key Stage 2
More challenging exercises

4 small satsumas
29-10-2003

My birthplace is Scotland but at seven I moved.

A shopping list, complex numbers and a longer written passage.

Key Stage 2
Traditional stories and poems.

Hansel and Gretel

Suddenly the door opened and an old woman came out.

Dictation exercises using extracts from traditional stories and poems.



Personification
History: Boudicca

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Explain to the children that personification is when you give an animal or object qualities or feelings that only a human can have.

Explain what you are personifying and what you are personifying it on. Read and discuss with the class the personification examples sentences.

Write your own personification sentences on how you experience of personification.

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Spelling 1

Word	Copy	Trace	Copy	Copy
delicious	delicious	delicious	delicious	delicious
precious	precious	precious	precious	precious
conscious	conscious	conscious	conscious	conscious
apocryphal	apocryphal	apocryphal	apocryphal	apocryphal
vacuous	vacuous	vacuous	vacuous	vacuous
supersatiate	supersatiate	supersatiate	supersatiate	supersatiate
infelicitous	infelicitous	infelicitous	infelicitous	infelicitous
caustic	caustic	caustic	caustic	caustic
ambitious	ambitious	ambitious	ambitious	ambitious
scrupulous	scrupulous	scrupulous	scrupulous	scrupulous
superfluous	superfluous	superfluous	superfluous	superfluous
rubidus	rubidus	rubidus	rubidus	rubidus

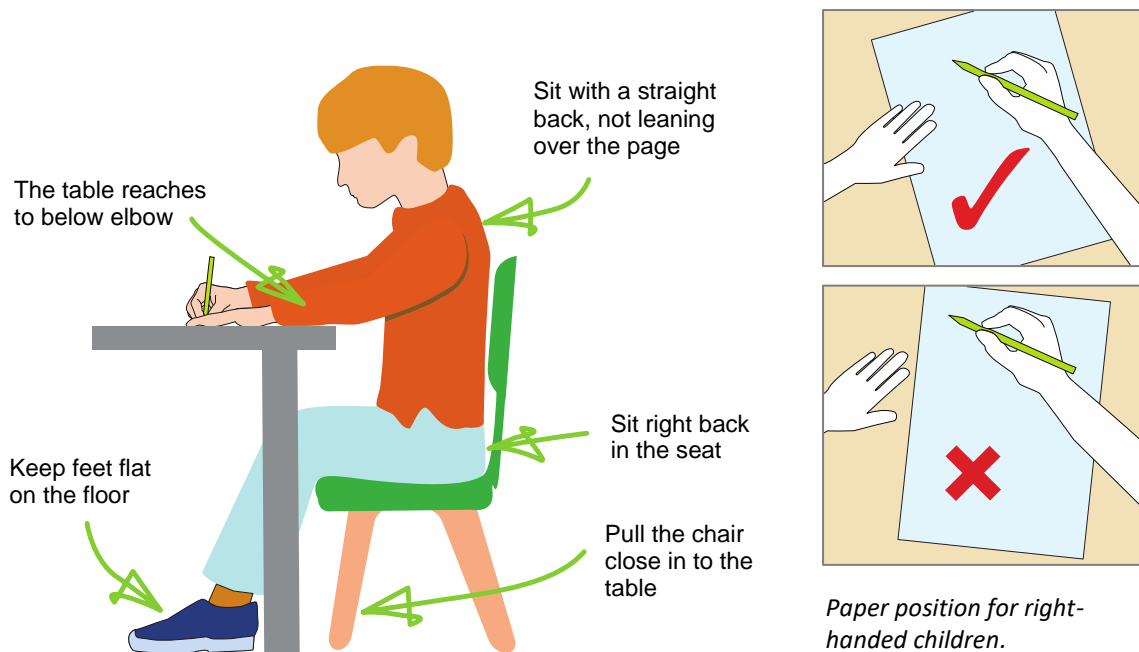
Challenge: Write a paragraph using as many of these words as possible.

I was supersatiate about the delicious meal being humble because it was really scrupulous. I was conscious because it was so ambitious. The chef was using precious ambitious precise and got quite arduous when I ask for the ingredients. The humble was really apocryphal and I was conscious of the ambitious scrupulous superfluous infelicitous vacuous supersatiate caustic rubidus. They would kind into infelicitous laughter all the time.

Correct posture and pencil grip for handwriting

Pupils should be taught to sit correctly at a table, holding a pencil comfortably and correctly.

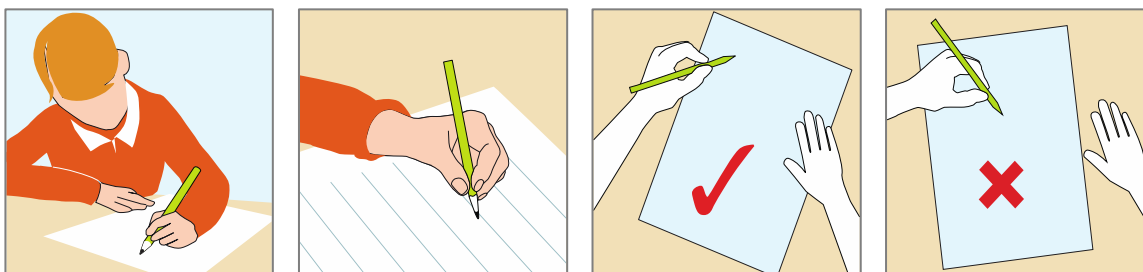
SITTING POSITION



LEFT-HANDED CHILDREN

Left-handed children may find it difficult to follow the movements of right-handed teachers as they model letter formation (and vice versa). Teachers should demonstrate to left-handers on an individual or group basis.

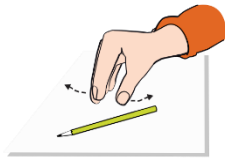
- Left-handed pupils should sit to the left of a right-handed child so that they are not competing for space.
- Pupils should position the paper/book to their left side and slanted, as shown.
- Pencils should not be held too close to the point as this can interrupt pupils' line of vision.
- Extra practice with left-to-right exercises may be necessary before pupils write left-to-right automatically.



The Tripod Pencil Grip

Both right and left handed children should be encouraged to use the tripod grip which allows the pen/pencil to be held securely whilst allowing controlled movements of the pen/pencil nib. We use the Tripod Grip Rhyme:

Right-handed pencil grip



Point away the pencil,



Pinch it near the tip,



Lift it off the table,

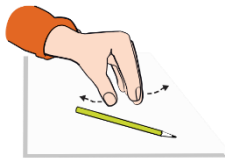


Spin it round...



and grip.

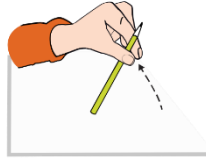
Left-handed pencil grip



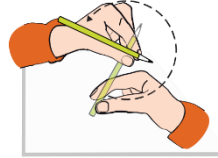
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Lift it off the table,



Spin it round...



and grip.