



Cotwall End Primary School

Cotwall End Road, Sedgley, Dudley, West Midlands, DY3 3YG
Tel: 01384 818730 Fax: 01384 818731 Email: info@cotwall.dudley.sch.uk

POLICY AND PROCEDURES

Title	Handwriting Policy
Purpose	To enable every child to develop a fluent, legible style of handwriting
Policy author	Mr A Sagar - English Co-ordinator
File name and path	English/Cotwall End Primary School Handwriting Policy 2015
Consultation	Presented to Staff: 2 nd September 2015 Presented to Governors: 30 th September 2015

Policy adoption			
Revision number	Date	Amendment	Revised by

Adopted by Governors	30 th September 2015
Adopted by Staff	2 nd September 2015
Signed by Chair of Governors/Headteacher	30 th September 2015

Handwriting Policy

Handwriting is a movement skill and one which is best taught directly by demonstration, explanation and practice. It is the aim of the school that every child should be enabled to develop a fluent, legible style of handwriting. Capital and lower case letters should be used appropriately and the letter size should be consistent. We will provide opportunities for children to develop, practise and perfect skills and provide targeted support to any child experiencing difficulty.

At Cotwall End Primary School we have adopted the **cursive writing** approach to teaching handwriting. This is to be used as soon as the children are secure in the **correct basic formation of each letter**. Cursive letters are formed by each letter starting from the same point on the line and forming words without taking the pen off the paper.

Benefits of Cursive Writing:

- 1) Letters are produced in a flowing movement, which helps the development of a physical memory of how each letter is written.
- 2) 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.
- 3) Because of the smooth flow, writing soon becomes quicker and easier.
- 4) There is no messy transition stage when children move from print to a joined style.
- 5) A cursive style of handwriting is recommended by the [British Dyslexia Association](#).

Scheme of Work

The scheme of work which is used to introduce children to joined writing is based on the handwriting objectives of the National Literacy Strategy and Developing Early Writing. We believe that the best way to teach handwriting is not through the use of worksheets but through the effective and consistent modelling by a member of staff of letter formation and joins. All classrooms are expected to display examples of the cursive script and members of staff are expected to model cursive handwriting whenever their writing is to be seen by a child (on whiteboards, marking etc.).

How Handwriting is taught at Cotwall End Primary - Foundation Stage and Key Stage 1

When children first enter Foundation Stage they are encouraged to mark make in as many ways as possible. As soon as children are beginning to write recognisable letters (for example, in their name) they should be introduced to the correct letter formation and encouraged to

use this all the time. Habits in incorrect formation made at this stage can be difficult to rectify later on.

Children will be encouraged to use the correct sequence of movements beginning with large movements (eg whole arm movements in PE) in as many different ways as possible - in sand, in paint, water etc. This development of gross and fine motor skills may need to be continued right until the end of Key Stage 1 or further.

In Foundation Stage children will be taught to write letters using the correct sequence of movements in the four main groups - Curly Caterpillar letters (c, o, a, d, g and q), Long Ladder letters (l, t, b, k, h), One Armed Robot letters (r, n, m, i, j, u, w and p), and the Zig Zag monster letters (z and v). The letters which do not naturally fall into the above groups are taught separately (e, f, s, x). Once children are completely secure in the correct formation of these letters they may be introduced to the lead-in line (children call this the "swoosh"). This may happen later on in Y1. Once children are secure at this stage they will be able to move on to joining letters. It is expected that most children should be able to do this by the beginning of Year 3.

At this early stage of developing handwriting, it should be taught in very small groups so that supporting adults may ensure that correct formation is being used and incorrect habits not developed.

Handwriting sessions should be planned in to English lessons, with further opportunities to practise whenever possible. Incorrect letter formation should be corrected whenever a child is working with an adult, even if this is not the focus of the session.

In Year 1, a minimum of one 1 hour lesson should be taught each week, whereas in Year 2, a minimum of two 30 minute sessions should be included in their English planning.

Lower Key Stage 2:

Three discrete handwriting sessions are taught each week. These should be 20 minutes in duration. They can be linked to the week's phonics and spelling focuses. Children who struggle with this will receive intervention in small groups (including developing fine motor skills) as necessary, or individually with the KS2 Learning Mentor. Handwriting should then be monitored, with children being encouraged to use neat, correctly joined writing in order to achieve their "pen licence". As in other areas of the school incorrect formations or joins will be addressed by adults whenever they are seen.

Upper Key Stage 2:

As in all other phases, a minimum of 1 hour should be used to teach handwriting discretely, however due to the age of the children it is recommended that 4 x 15 minute sessions should be taught.

End of Year Expectations

It is expected that by the end of the academic year, the average child will have achieved the following targets:

Foundation Stage: I can write most letters using the correct sequence of movements.

Year 1: I can form lower case letters in a way which will be easy to join later.

Year 2: I can use handwriting joins with confidence in independent writing.

Year 3: I can write legibly in joined writing, maintaining consistency in size and spacing.

Year 4: I can use fluent joined handwriting for all writing, except where other special forms are required.

Year 5: I can adapt my handwriting for specific purposes, for example printing and the use of italics.

Year 6: I can use different styles of handwriting for different purposes, developing a consistent and personal legible style.

Celebrating Handwriting

We aim to encourage and value good practice whenever possible and celebrate good examples of children's handwriting:

In **Foundation Stage and Key Stage 1** examples of good handwriting are rewarded with special certificates and displayed to show "what a good one looks like".

In **Key Stage 2** examples of good handwriting are displayed in classrooms. Each piece of work can be then kept in a book which is accessible to all children. Children also have the opportunity to achieve a 'pen licence' which enables them to use a pen to undertake their written work.

Handwriting Scheme - FS/KS1

1. Teach all lower case letters individually in these families or groups (using "mantra" from FS). Once the basic letter shape itself is formed correctly using the correct direction, shape, relative size and relative position (e.g. on the line, beneath it etc.) a "swoosh" (a lead in line) can be taught. The capital letter can be taught alongside each lower case letter. Letters can be taught separately, however digraphs and trigraphs should always be modelled and demonstrated as joined (e.g. sh, th, ch etc.) so that children are aware that these letters are working together to make the sound. As much as possible handwriting

should be taught in very small groups so that children are observed forming the letters to ensure that incorrect habits are not being picked up or reinforced.

Group 1 - "Curly caterpillar letters"

c o a d g q

Group 2 - "Long ladder letters"

l t b k h

Group 3 - "One armed robot letters"

r n m i j u w p

Group 4 - "Zig zag monsters"

z v

Group 5 - letters which do not naturally fall into the above groups

e f s x

2. Once children are secure and are habitually forming the separate letters correctly they can be taught the joins as follows:-

- Diagonal joins to letters without ascenders
- Key words which use this join - is, as, us, up
- Horizontal joins to letters without ascenders
- Key words which use this join - out, with, on, was
- Diagonal joins to letters with ascenders
- Key words which use this join - it, at, all
- Horizontal joins to letters with ascenders
- Key words which use this join - of, when, old, other

3. Once children are able to join letters correctly there should be less need for focused, small group handwriting practice and children can be given time to practise developing their handwriting's neatness and efficiency.

How the letters and numbers should be written:

KS1:

Lower case letters

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

Capitals

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Numbers

1 2 3 4 5 6 7 8 9 0

KS2:

abcdefghijklmnopqrstuvwxyz