



Milton Abbot School

Handwriting Policy

‘Every Child Achieving’

HANDWRITING POLICY – MILTON ABBOT PRIMARY SCHOOL

This document has been written in conjunction and under the umbrella of our whole school English Writing Curriculum Plan. Handwriting is a ‘Golden Block’ at Milton Abbot School, meaning it is an essential skill requiring regular and determined teacher/pupil focus.

Handwriting is a skill which, like reading and spelling, affects written communication across the Curriculum. Children must be able to write with ease, speed and legibility. Cursive handwriting teaches pupils to join letters and words as a series of flowing movements and patterns, which can also aid spelling recall. Handwriting skills should be taught regularly and systematically.

Aims:

At Milton Abbot Primary School our teaching aim for handwriting is to ensure pupils:

- Learn and use the correct pencil grip and body posture in the first instance or one that is appropriately effective and comfortable
- Achieve a neat, legible style with correctly formed letters in accordance with the cursive font. All abilities, barriers and needs will be overcome with teaching support and the correct apparatus as required.
- Develop flow and speed.
- Eventually produce the letters automatically and in their independent writing.

To achieve these aims, the following principles are followed:

Teaching and Learning: Quality First Teaching is always our greatest and most inspiring tool

- Handwriting begins with the effective development of fine and gross motor skills, which begins through various and precisely chosen activities in our Foundation Unit.
- Pupils should experience coherence and continuity in learning and teaching across the school.
- Pupils will develop a recognition and appreciation of pattern and line and be given support in finding a comfortable grip.
- Pupils will understand the importance of clear and neat presentation to communicate meaning clearly.
- All pupils will be encouraged to take pride in the presentation of their work and therefore study handwriting with a sense of enjoyment and achievement.
- Pupils will be supported in developing correct spelling quickly through a multi-sensory approach to handwriting.
- Pupils will be shown how to be able to write ‘quickly’ to aid self-expression, creativity and to demonstrate an imagination across the curriculum and for a range of different purposes.
- Teachers will encourage pupils to use their skills with confidence and pride in real life situations by modelling writing at each opportunity along with a range of shared strategies.

Knowledge, Skills and Understanding

Early Years: Children will take part in activities to develop their fine and gross motor-skills and recognition of patterns, for example, to form letters using their index finger in sand or using paint. Children should begin to learn how to correctly hold a pencil and then how to use a pencil; holding it effectively to form recognisable letters most of which are correctly formed. They should be given the opportunities to develop their handwriting, using the precursive style, to their full potential at that age. This will require a range of regular writing opportunities on an informal and more formal basis. Children will learn letter formations using RWI ditties to support letter formation recall. These letters will be non-cursive (see below).

HANDWRITING PHRASES FOR HELPING YOUR CHILD TO FORM LETTERS

This works best if your child practises for a short time every day.

1. Show the picture side and air-write as you say the phrase.
2. Ask your child to practise in the air with you.
3. Using a sharp pencil and sat at a table, encourage your child to have a go.
4. Praise your child for their efforts.

- m Maisie, mountain, mountain
a round the apple, down the leaf
s slither down the snake
d round his bottom, up his tall neck and down to his feet
t down the tower, across the tower
i down the body, dot for the head
n down Nobby, over his net
p down the plait and over the pirate's face
g round her face, down her hair and give her a curl
o all around the orange
c curl around the caterpillar
k down the kangaroo's body, tail and leg
u down and under, up to the top and draw the puddle
b down the laces to the heel, round the toe
f down the stem and draw the leaves
e lift off the top and scoop out the egg
l down the long leg
h down the head to the hooves and over his back
r down his back and then curl over his arm
j down his body, curl and dot
v down a wing, up a wing
y down a horn, up a horn and under his head
w down, up, down, up
z zig-zag-zig
q round her head, up past her earrings and down her hair
x down the arm and leg and repeat the other side

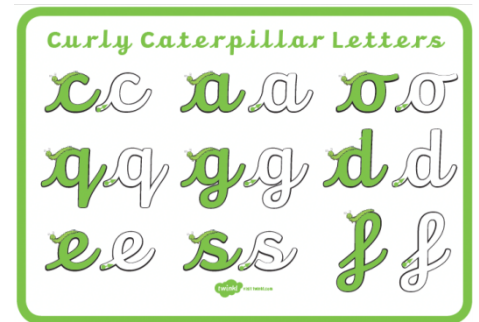


Key Stage 1: Children will continue to develop fine and gross motor-skills with a range of multi-sensory activities. Handwriting should be discussed within and linked to phonics sessions and phases within RWI (see above). Teachers and support staff continue to guide children on how to write letters correctly, using a comfortable and efficient pencil grip. Children should now be leaving spaces between words accurately and when ready in Year 2, are expected to be writing with a blue pen. Year 1 children will continue to practise non-cursive formation. In Year 2, children will learn how to join letters in a cursive formation (see below) and will have regular discrete handwriting sessions.

By the end of Key Stage 1, children will be able to write legibly, using upper and lower-case letters appropriately and correct spacing between words using a cursive style and as detailed below:

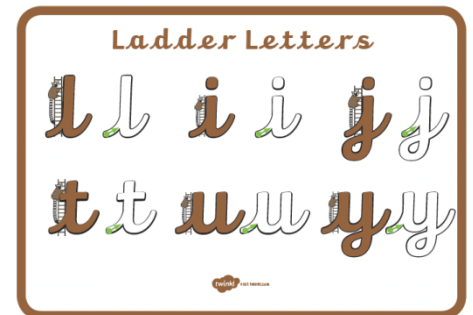
Curly Caterpillar Letters

a lead up, rock back, lead on
c lead up, rock back
d lead up, rock back, three quarter up, three quarter back, lead on
o lead up, rock back, loop round, lead on
g lead up, rock back, drop down, loop round
q lead up, rock back, drop down
e lead up, loopde loop
s lead up, curly-wurly, lead on
f lead up, three quarter line (with a hat), drop down, three quarters, loop to lead on



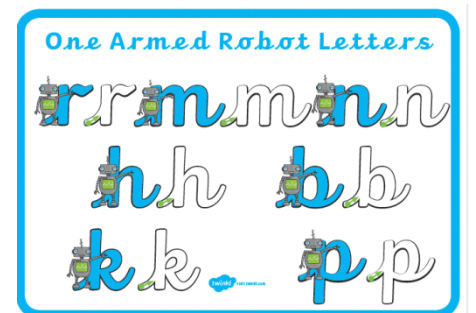
Ladder Letters

l lead up, three quarter line, drop down, lead on
i lead up, drop down, lead on. Dot
j lead up, drop down, three quarters, loop round, lead on
t lead up, three quarter line, drop down, lead on. Cross over
u lead up, smile, lead on
y lead up, drop down, smiley, drop down, loop



One Armed Robot Letters

m lead up, drop down, over the hill, over the hill, lead on
n lead up, drop down, over the hill, lead on
r lead up, drop down, back up, lead on with a hat
b lead up, three quarter line, drop back down, pop, lead on
h lead up, three quarter line, drop down, over the hill, lead on
k lead up, three quarter line, drop down, pop, lead on
p lead up, drop down, three quarters, back up, pop, lead on



Zig Zag Letters

v lead up, zig zag, lead on
w lead up, down, up, down, up, lead on
x lead up, backwards c, forwards c
z lead up, zig, zag, zog



Key Stage 2: During this stage, the children will write with a blue writing pen. The children will continue (where appropriate) to have direct teaching and regular practice of handwriting. We aim for them to develop a clear, fluent style and by the end of Year 6 be able to adapt their handwriting for the different purposes, such as: a neat, legible hand for finished, presented work and a faster script for note making and even capital letters for dramatic effect or emphasis. Those who continue to write in an illegible script will receive rapid intervention and home learning tasks will be offered. In agreement with parents, it may be necessary for a pupil with needs or barriers to complete their written tasks on a laptop, so that their composition skills can be developed. The expectation is for practice to continue in recognition of the importance of handwriting as a life skill.

Provision for left-handed children: At least 10% of the population are left-handed, the majority of whom are boys. All teachers are aware of the specific needs of left-handed pupils and make appropriate provision:

- paper should be positioned to the left for right-handed pupils and to the right for left-handed pupils and slanted to suit the individual in either case.
- the writing instrument should not be held too close to the point as this can interrupt pupils' line of vision.
- pupils should be positioned so that they can place their paper to their left side;
- Left-handed pupils should sit to the left of a right-handed child so that they are not competing for space.
- extra practice with left-to-right exercises may well be necessary before pupils write left-to-right automatically.

Teachers know it is very difficult for left-handed pupils to follow handwriting movements when a right-handed teacher models them. Teachers demonstrate to left-handers on an individual or group basis, even if the resulting writing is not neat.

Capital letters: Capital letters stand alone and are not joined to the next letter. Children must practice starting sentences and writing names using a capital letter and not joining the subsequent letter. This should be modelled by the teacher during English Writing and Phonics sessions, whilst being upheld in all lessons.

The Learning Environment: In all classes, pencil / pen pots / trays with suitable materials are available for pupils to work at their own tables. Classrooms are equipped with a range of writing implements, line guides, word / spelling aids and dictionaries.

The Role of Parents/Carers: Parents/Carers are made aware of our agreed handwriting style and encouraged to practice this with their children at home.

Resources: Resources are available on the shared system in the RM Staff folder. Our handwriting style should be displayed in every classroom.