



Mornington Primary School  
**Handwriting Policy**  
May 2018

**Students who can write quickly achieve up to a grade higher at GCSE regardless of academic ability. Slow hand writers also tend to be poor spellers.**

**Teacher Training Agency, 2004**

**For children with learning difficulties, good handwriting is crucial because it is linked with reading and spelling.**

**Ramsden, 1992**

**Good handwriting is not just a presentation perk which is applied to the surface of school work; it is inextricably interwoven with the total learning and sense-making process that should constitute a child's schooling.**

**Smith, 1977**

**Joining the letters is desirable for all but essential for the dyslexic pupil. He is likely to confuse any printed shape, so in teaching him to make separate printed shapes his problems are increased.**

**Kathleen Hickey, 2007**

**Purpose:**

The purpose of this policy is to support pupils in becoming confident writers by teaching them to use pre-cursive then leading to joined cursive handwriting. By becoming fluid hand writers, pupils will be able to focus on the skills of composition, sentence structure and precise word choice within their writing. We expect teachers to set clear expectations and high standards with regards to handwriting. Through offering careful teaching and using specific strategies to develop handwriting through its stages, we can encourage children to improve their spellings and composition, therefore increasing confidence in their own abilities, stamina to write at length and ensure their creative flair is maximised.

**Aim:**

We aim to ensure that all children will be able to write clearly, fluently and quickly so that they can cope with the everyday demands of life and school both now and in the future. Writing will become automatic and poorer writers will be supported by the multi-sensory act of linking phoneme to grapheme.

**Teaching and Learning:**

Children are taught the conventional ways of forming letter shapes, both lower case and capitals, through purposeful guided practice in order to foster a comfortable and legible handwriting style. Teachers may use a whiteboard or exercises on the Interactive Whiteboard as well as gross muscular movements to embed physical patterning of handwriting. Writing is a physical activity and therefore requires:

- Warm-up through a variety of games and exercises.
- Correct posture should be encouraged at all times e.g. elbow away from the body, forearm supported by the table, both feet on the floor, correct seating position. Correct pencil grip should begin in the Early Years as faults are hard to undo later.
- Practise.

**Foundation Stage 2 and KS1**

In Foundation, prior to teaching pre-cursive letter formation children experience a variety of fine motor activities to develop pencil grip, co-ordination and fine motor strength. These include tracing, painting, cutting, making patterns which are based upon handwriting strokes, using a range of media such as sand, shaving foam, IWB and whiteboard and pens. In the Foundation Stage, pupils are taught to form their letters by printing so that their letters resemble the texts that they read.

From Year 1, and in FS2 if ready, the children are taught to form letters with a 'lead in line' and a 'lead out flick' this ensures all letters are formed from the line and it prepares the children for cursive script when they are ready in Year 1 and 2. They begin to join graphemes linked to their phonics work when the teacher deems this is appropriate in terms of fine motor skill development. The order in which letters are taught follow the Collins Primary Focus as advocated by the British Dyslexia Association. This aims to work closely with learning phonics, spelling conventions and spelling Common Exception Words.

As children begin to write letters, they are provided with large paper and a single line. Lined paper is important because so much about handwriting is to do with the letters' orientation to the line. Paper with lines is introduced in our Foundation class. The width of line decreases as the child moves up the school and the number of lines per page increases. Teachers always consider the needs of the child first in deciding on the book/paper to be used.

## **KS2**

In KS2, pupils continue to join using a lead in stroke, building on what they have done in previous years. Children begin their writing journey by writing in pencil. When the class teacher feels that a child is confidently writing cursively to a good standard they will be moved on to writing in pen. The expectation is that all children join their handwriting correctly and are able to write with a pen in Year 5.

## **Handwriting practice**

Handwriting is practised weekly in KS1 and then when needed in KS2. Sometimes, practice will concentrate on the writing of one letter only and then adding another letter to show how the first letter joins to others. Practises and the choice of material will be appropriate for the age group and individual child.

## **Inclusion:**

Throughout school, the use of gripping aids and slanted supports are available, for some children with special educational needs where fine motor and muscular control are delayed. Some children, who may be experiencing difficulties, will be given additional support in small groups or one to one led by teachers or teaching assistants. Their progress will be closely monitored by the class teacher in conjunction with the SENCo where relevant. Teachers will need to be sensitive to the needs of children with Special Educational Needs and to developmental needs. Left-handed children need particular sensitivity.

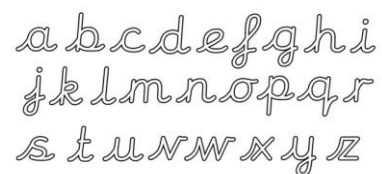
## **Teacher's Handwriting and Displays**

The Teacher's and TA's handwriting is the model for the children. All Teachers should aim to produce quality writing at all times Teachers should use cursive handwriting at all times in marking, in planners and on the board. Where writing is displayed around school it is important that the correct font is used to support the modelling of correct letter formation. 'Pre- cursive' font is the preferred style for print and the 'Cursive' font is the preferred style for cursive.

## **Parental Involvement**

Parents will be informed of our approach to handwriting before their children start in school so that they can reinforce this policy.

Policy written by  
Deborah Wood- English Co-ordinator.  
When will the policy be reviewed- May 2020



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