

# Parklee Community School



## Handwriting Policy

### Mission Statement

**“Enjoy, Engage, Empower”**

***Positivity, Aspiration, Resilience, Kindness, Loyalty, Empathy, Excellence***

### **Intent**

Handwriting is a complex skill involving fine motor control, visual observation and muscle memory. Children need to have good hand-eye co-ordination as well as gross and fine motor control. It is a skill that needs consistent practice.

The aim of handwriting is to produce clear, well formed legible writing that is consistent and neat in appearance. Teachers should have a high expectation of the presentation of work in all areas of the curriculum. There should be a daily handwriting lesson where letter formation should be modelled by the teacher, following the ‘semi-cursive’ style. Teachers should be rigorous in monitoring letter formation, particularly in KS1 where it is essential that there is correct adherence to both pencil grip and letter formation.

We follow a semi cursive script (appendix 1) that encourages joining from an early age. By the end of Year 2, we aim for all children to be joining their letters.

As children master joining and correct formation, the focus should be on writing neatly, consistently and at a reasonable speed. Pens should be given at this stage. Pens should be used consistently in all areas of the curriculum except Mathematics.

Handwriting should be displayed in each classroom and should reflect the style that is taught.

### **Objectives:**

- For children to develop the correct pencil grip in order to have good control.
- For children to write from left to right and top to bottom.
- To form all letters correctly, using the letter families.
- To form letters of regular size and shape.
- To put regular spaces between words.

**The letter families are:**

**Straight line family –**

letters based on a single vertical line:

i l t j

**The Coathanger family –**

letters based on a c shape:

c o a d g q e

**The Bridge family-**

letters that have a vertical down stroke followed by a diagonal movement to the right:

n h m r b p k

**Zig –Zag family –**

both start on the top solid line and have diagonal downward stroke:

v w

**The Smile family –**

Both start on the top solid line, begin with a downward stroke and curve back up to the top solid line then down to the solid bottom line.

u y

**The Misfits –**

Letters that are unique and individual that do not fit with any other letter group:

s f x z

**Capital letters**

Capital letters should be taught as tall letters. They do not join on to the letter which follows.

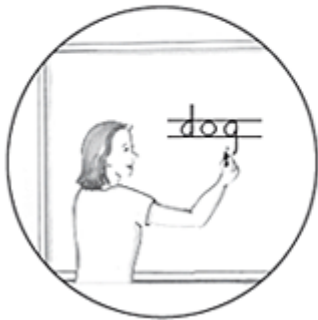
**A B C D E F G H I J K L M N O P Q R S T U V W X Y Z**

**Implementation**

Stages of learning handwriting:

### Stage 1 - Imitation

The child watches as the teacher writes and then imitates the teacher.



### Stage 2 - Copying

The child looks at the completed model of a letter, word, or sentence and copies it to match the model.



### Stage 3 - Independent Writing

The child writes unassisted, without a demonstration or a model.



## EYFS

In Nursery children begin to mark make, recognise and write their names. By the end of nursery children begin to be introduced to some initial sounds and children will be introduced to letter shapes. Opportunities are provided for a wide range of experimentation with mark making and a multi-sensory approach is encouraged. Un-joined semi cursive writing will be modelled to children in nursery so that children develop a semi cursive letter formation immediately.

In Reception the teaching of letter formation begins with the introduction of initial letter sounds in Phase 2. Capital letters will be introduced alongside un-joined semi cursive lowercase letters and will be displayed around the classroom.



In Phase 2 and 3 children will be introduced to diagraphs, trigraphs, common spelling patterns and tricky words. Children will be taught to read these using un-joined font. Children will not be expected to join their letters when writing at this stage.



Once children have been introduced to each letter through phonics teaching, children will then practise letter formation of these letters.

### **Key Stage 1**

In Year 1 children will consolidate formation of un-joined semi cursive letters during 15 minutes daily handwriting lessons. Children will be initially supported through the use of line guides (Appendix 2) and will move on to writing on lines in their books. Children will learn letters in groups based on their formation (as above).

In Year 2 children will begin to write with joins.

Our school policy is that we do not have to join from these letters b, f, g, j, p, q, s and y. Although some children may individually choose to do this as part of their fluency of writing especially as we are moving away from 'Cursive Style' at the moment. (Appendix 3)

### **Key Stage 2**

In Key Stage 2 children will continue to build on their 'joins' and will develop further stamina for joined semi cursive writing by practising writing words and sentences using all letters and joins. There will be an emphasis on consistency in size, proportion and spacing and children will be expected to develop speed, fluency and legibility.

### **Left Handed Writers:**

Left handed children should hold their pencil lightly between thumb and forefinger resting on the first knuckle of the middle finger.

The hand should be kept below the writing line the paper should be tilted slightly to the right at about 20- 30 degrees. Encourage children to use their right hand to steady the paper

**NB** It is very important that a right handed child is NOT seated on the left hand side of a left handed child as their elbows will collide!

## Impact

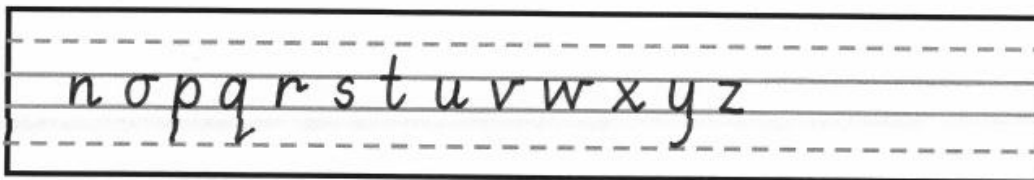
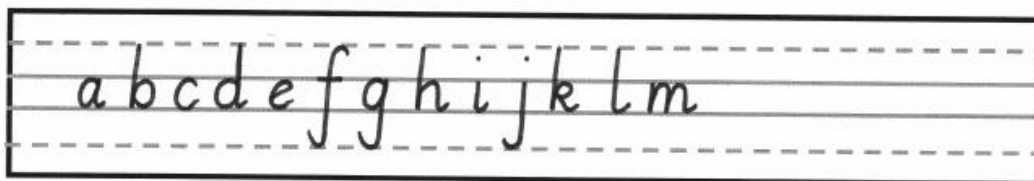
The handwriting to be legible and correct formation of letters.

The English team will scrutinise handwriting to ensure the above policy is being implemented by all staff. Correct letter formation is expected by the end of foundation and children will consolidate their learning in year 1 ready to join in year 2. The English team will monitor children's writing and presentation in books regularly.

The following should be considered:

- Is the writing generally legible?
- Are the letters correctly shaped and proportioned?
- Are the joins made correctly?
- Are the spaces between the letters, words and lines appropriate?
- Is the size of the writing appropriate?
- Is the writing properly aligned?

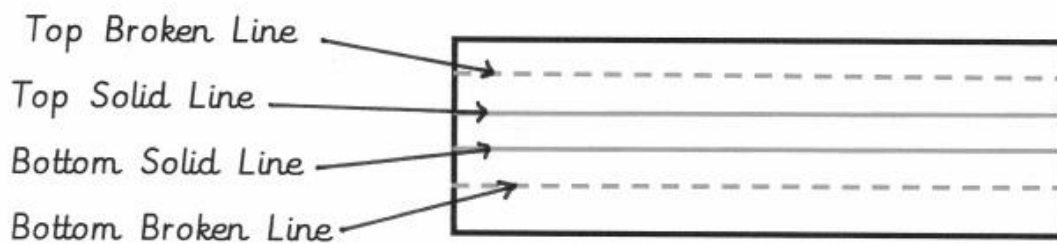
## Appendix 1



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

## Appendix 2

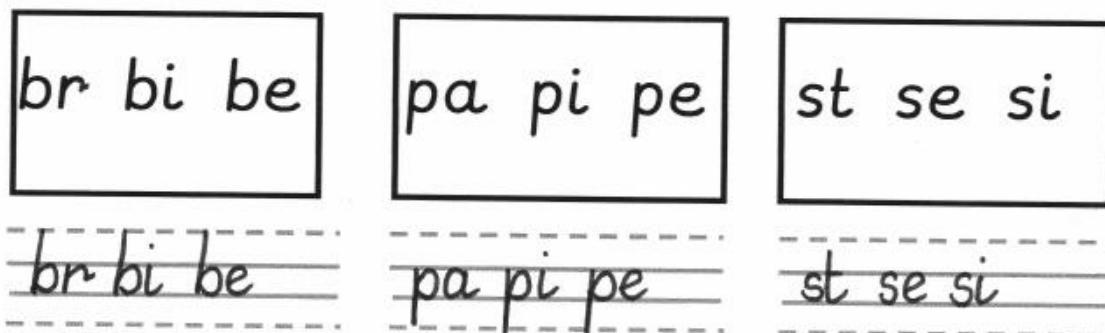
Consistency of language is very important when teaching handwriting to ensure children begin to assimilate patterns and shapes and link letters together that look similar to each other. It is also important to remain consistent across the school when describing where letters sit on the lines so children don't receive mixed messages or become confused.



## Appendix 3

Children are asked to maintain legibility in joined handwriting when writing at speed.

Our school policy is that we do not have to join from these letters b, f, g, j, p, q, s and y although some children may individually choose to do this as part of their fluency of writing especially as we are moving away from 'Cursive Style' at the moment. (Appendix 3)



There are a range of examples of joins to maintain legibility in joined writing when writing at speed and the letters b, f, g, j, p, q, s and y may be presented in different ways. The aim is to have fluent and consistent writing styles that children are comfortable with.

DfE Guidance: Validation of systematic synthetic phonics programmes: supporting documentation  
(Updated 1 April 2021)

At first, children should not be taught to join letters or to start every letter ‘on the line’ with a ‘lead-in’, because these practices cause unnecessary difficulty for beginners. Children may be taught to join the letters in digraphs, but this is optional. (All resources designed for children to read should be in print).

Children may be taught simple exit strokes for letters that end ‘on the line’ (a, d, h, i, k, l, m, n, t, u).

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