



Winwick CE Primary School

Handwriting Policy

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

As a school, we aim to make handwriting an automatic process that does not interfere with creative and mental thinking and have adopted the Twinkl Continuous Cursive Handwriting scheme across Reception, Key Stage 1 and Key Stage 2, which covers all the requirements for the 2014 National Curriculum (*Appendix 1*).

Aims

We aim for our pupils to develop a neat, legible, speedy handwriting style using Continuous Cursive letters that leads to producing letters and words automatically in independent writing.

By the end of Year 6, pupils will understand the importance of neat presentation and the need for different letterforms (cursive, printed or capital letters) to help communicate meaning clearly.

Method

Twinkl Continuous Cursive

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

Members of staff must model neat, joined-up, continuous cursive writing for all handwriting tasks, marking and comments (with the exception of when pre-cursive is being taught in Reception/Year 1). Modelling of correct letter formation should be applied by all members of staff consistently throughout the school and will be monitored as part of our ongoing monitoring processes.

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 aim is to help pupils enjoy learning and develop their handwriting with a sense of achievement and pride.

Across all Key Stages, the Twinkl Continuous Cursive handwriting scheme should be applied. This scheme follows a 4 stage teaching sequence;

1. The Ladder Family (l, I, u, t, y, j)
2. The One-Armed Robot Family (n, m, h, k, b, p, r)
3. The Curly Caterpillar Family (c, a, d, e, s, g, f, q, o)
4. The Zigzag Monster Family (z, v, w, x)

Through each Family of teaching, there are activities that cover six key development stages (*Appendix 2*);

1. Warm-up Activities
2. Let's Get Ready to Write
3. Forming Letter Families
4. Positioning & Pre-Cursive
5. Joining Letters
6. Increasing Fluency, Style & Speed

Teaching of Capital Letters:

- Capitals without lifting (C, L, O, S, U, V, W, Z)
- Capitals with one lift (B, D, G, J, K, M, N, P, Q, R, T, X, Y)
- Capitals with two or more lifts (A, E, F, H, I)

Handwriting Frequency

Handwriting is a cross-curriculum task and must be taken into consideration during all lessons. Formal teaching of handwriting is to be carried out regularly and systematically to ensure Key Stage targets are met.

Reception

In Reception, our children are introduced to pre-cursive styles and should have at least one formal taught handwriting session per week, as well as reinforcing handwriting through the daily teaching of Phonics and through appropriate activities within the classroom.

In Reception, we focus on;

- Movements to enhance gross motor skills such as air-writing, pattern making, dancing.
- Exercises to develop fine motor skills such as making marks on paper, whiteboards, sand trays, tablets, etc.
- Letter learning to familiarise letter shapes, formation and vocabulary.
- Correct pencil grip.

Years 1 and 2

As children move through Key Stage 1, they will gradually move from pre-cursive into Continuous Cursive handwriting, with the majority of children being encouraged to join by the end of Year 2. At least one formal taught handwriting session per week, as well as reinforcing handwriting through the daily teaching of Phonics and across the curriculum.

In Key Stage 1, we focus on;

- Gross and fine motor skill exercises.
- Continuous Cursive handwriting reinforcement, learning and practicing.
- Numerals, capitals and printed letters: where and when to use, learning and practicing.
- Reinforcement of correct pencil grip.

Years 3 to 6

As children move through Key Stage 2, more advanced handwriting techniques will be taught, as well as reinforcing skills that have been taught in the previous Key Stage. At least one formal handwriting session per week, as well as reinforcing handwriting across the curriculum.

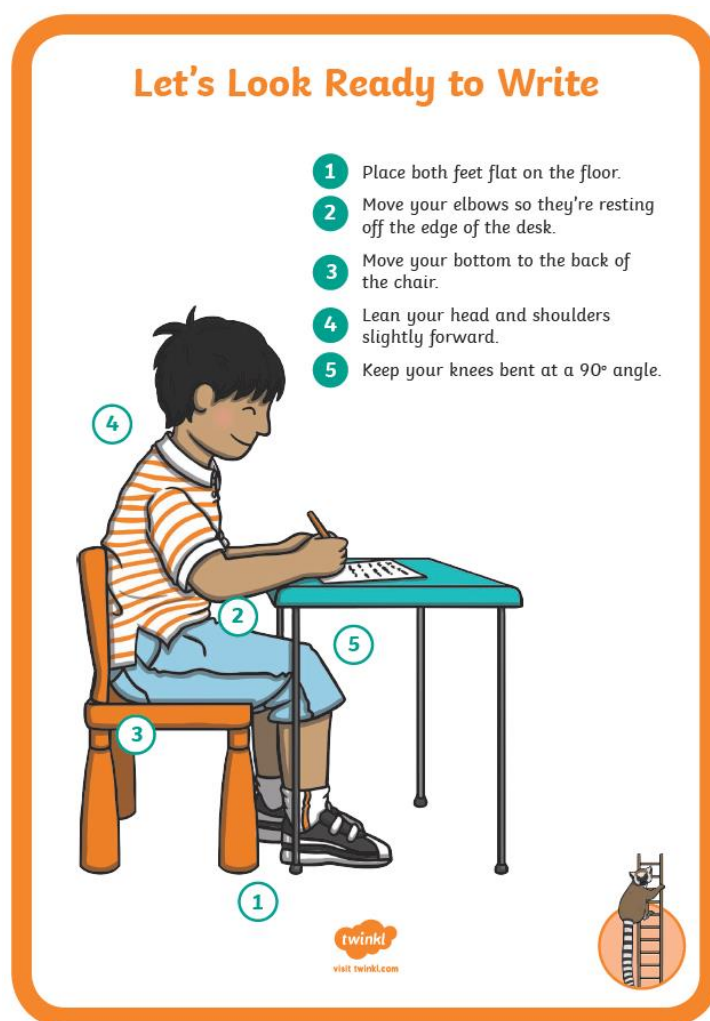
In Key Stage 2, we focus on;

- Continuous Cursive handwriting re-enforcement.
- Using different forms of print; e.g. using printed capitals for effect.
- Dictation exercises to teach the need for quick notes and speedy handwriting.

As this scheme was introduced at the beginning of the academic year 2018-19, all Key Stage 1 children have started at the beginning of the Key Stage 1 scheme and all Key Stage 2 children have started at the beginning of the Key Stage 2 scheme to ensure correct progression within the scheme. Therefore, the children currently in Reception, Year 1 and Year 3 have all started in the correct place for their Key Stage; other year groups should continue to progress through the scheme as they move through the school with the aim of bringing children back in-line with their year group expectations.

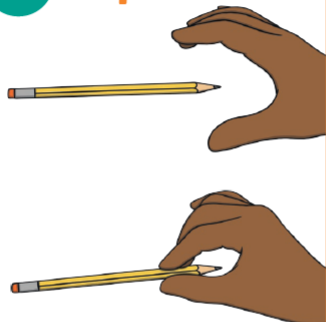
Correct Posture and Pencil Grip for Handwriting

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



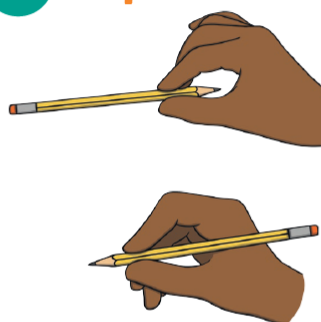
How to Grip a Writing Tool

1 Nip



Choose the writing tool that is best suited to the task. 'Nip' it towards the end.

2 Flip



'Flip' the writing tool around so that it is resting on your hand.

3 Grip



'Grip' the writing tool. Make sure it is pinched between the ball of the thumb and the forefinger, supported by the middle finger with the other fingers tucked away.



Check - Does your grip provide stability and freedom of movement?

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Left Handed Children

- Left-handed pupils should sit to the left of a right-handed child so that they are not competing for space.
- 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.

Informal Jottings

For certain subjects, particularly Maths, there is a need for children to do more informal jottings. Children will be expected to complete these jottings to ensure the standard of work is presented to an acceptable standard, but as a school we recognise that this may not following the Continuous Cursive Handwriting style where children are making jottings more quickly, in-line with the task that has been set; for example quick calculations to support problem solving on a whiteboard, quick whiteboard jottings to gather ideas to be used later in their written work.

Inclusion

Children whose handwriting is limited by problems with fine motor skills, in addition to left-handed children, and children with special educational needs, will be given additional support with their handwriting. Additional resources may also be used to support their handwriting (e.g. a writing slant). There may be occasions, under certain circumstances, due to a special education need, where children may continue to use pre-cursive writing in later year groups or may continue to use a pencil instead of a pen for handwriting.

Intervention and Support

Where a child has a special educational need which impacts on their handwriting, additional support and intervention will be provided, in-line with the targets set out in their individual education plans and/or personal targets.

Where a child does not have a special educational, but still struggles with their handwriting, additional intervention and support may be put in place.

Intervention and support may include **additional**;

- targeted 1:1 group support with a Teacher or Teaching Assistant
- gross-motor and/or fine-motor control activities
- independent handwriting practice activities
- homework activities for children to complete either independently and/or activities to complete with adult support at home
- activities linked to a child's individual report from an external agency (e.g. Occupational Therapist Report)

Pens and Pencils

Children are encouraged to start handwriting with a pencil and when fine motor skills have been established, a handwriting pen can be used. Handwriting pens are usually introduced in Year 3 once children have fully mastered the Continuous Cursive handwriting approach, with the aim that all children will be writing in handwriting pen by the time they leave Year 4 (unless there is a special educational need with which using a pencil would be more suitable for the child).

Pen Licences and Handwriting Awards

Children will have the opportunity to earn their 'Pen Licence' by showing that they can consistently use neat, Continuous Cursive handwriting across all areas of the curriculum. Once children are demonstrating this, they will be given the opportunity to use a handwriting pen, and will be awarded a Pen Licence Certificate (Appendix 4) and be given their Pen Licence (Appendix 5). These will usually be presented to children at the end of a Key Stage Worship.

To celebrate achievement from Reception up to the point of receiving a Pen Licence, children will have the opportunity to gain awards for successful completion of different elements of the handwriting scheme which are being consistently transferred into their written work.

Assessment and Moderation

At different points during the academic year, children's handwriting will be assessed. The handwriting process, including letter formation, will be assessed through independent handwriting exercises. Handwriting will also be assessed by reviewing children's independent writing pieces that are also used to assess the wider English curriculum.

Children's progress in handwriting will be tracked across the year and, where needed, additional intervention and support will be given to children who require it.

In addition to teacher assessment of handwriting progress, internal and external moderation of children's independent writing will take place at different points during the year, which includes assessing children against all English National Curriculum objectives, of which handwriting is one element.

Equality Statement

Equality Impact Assessment Under the Equality Act 2010, we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. This policy has been equality impact assessed and we believe that it is in-line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Written by: Mrs L Duckett

Policies and other documentation relevant to this policy

- *Assessment Policy*
- *English Policy*
- *Teaching & Learning Policy*
- *Homework Policy*
- *National Curriculum – English KS1 & KS2*
- *EYFS Framework*

APPENDIX 1 – Statutory Requirements for Handwriting

Key Stage 1

Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and practise to these.
- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters.

Notes and guidance (non-statutory)

- Handwriting requires frequent and discrete, direct teaching.
- Pupils should be able to form letters correctly and confidently.
- The size of the writing implement (pencil, pen) should not be too large for a young pupil’s hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided.
- Left-handed pupils should receive specific teaching to meet their needs. Pupils should revise and practise correct letter formation frequently.
- Pupils should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.

Key Stage 2

Pupils should be taught to;

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].
- write legibly, fluently and with increasing speed by:
 - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.
 - choosing the writing implement that is best suited for a task.

Notes and guidance (non-statutory)

- Pupils should be using joined handwriting throughout their independent writing.
- Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.

- Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say.
- They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version.
- They should also be taught to use an un-joined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.

Perfect Timing

Discover when to teach 'joining'

The 2014 National Curriculum says pupils should 'start using some of the diagonal and horizontal strokes needed to join letters' from Year 2. It also encourages schools to teach children 'to write with a joined style as soon as they can form letters securely with the correct orientation'.

Using a joined handwriting style is not a statutory requirement until Key Stage 2. With this in mind, our Handwriting Help Cards and accompanying PowerPoint Lesson Presentation follow six key development stages.

- All Twinkl 'Handwriting Activity Packs' are available in KS1 and KS2 designs - content is mainly the same for each key stage.
- However, KS1 and KS2 packs have slight differences in their age-appropriate illustrations, keywords/spellings and design.
- This helps you accommodate those older children who may still need to consolidate the skills outlined in steps 1, 2, 3 and 4.

Remember, these steps aren't designed to be taught to a specific age group. Each step provides ideas to develop a specific area of handwriting that would work well with all primary age children.

0	Warm-Up Activities Developed to build hand and wrist strength, upper body strength and improve co-ordination. (Recommended to be used at the beginning of every handwriting session.)	
1	Let's Get Ready to Write! Aimed at developing gross and fine motor skills to build strength and stability, and visual perception skills to discriminate between different letter shapes. (All lower case letters are shown using a printed style.)	Twinkl Tip! As a teacher, you could decide that most pupils are on the same step and focus teaching in this area. Alternatively, you might teach a mixture of steps to cover the range of abilities within your class.
2	Forming Letter Families Created to teach children sets of 'letter families' with the aim of securing the correct letter formation. (All lower case letters are shown using a printed style.)	
3	Positioning & Pre-Cursive Targeted on the beginnings of joining with a focus on forming letters of the correct relative size, positioning and spacing. (Lower case letters are now shown in either a Twinkl Cursive or Continuous Cursive style with the horizontal and diagonal strokes needed to join letters.)	
4	Joining Letters Designed to develop pupils' understanding of different types of letter joins (and the letters best left unjoined) in an aim to increase legibility, quality and consistency. (Lower case letters are now shown consistently joined in either a Twinkl Cursive or Continuous Cursive style.)	
5	Increasing Fluency, Speed & Style Intended to further practise fluency and speed as well as pupils' own individual personalised style. (Lower case letters are consistently joined in either a Twinkl Cursive or Continuous Cursive style.)	

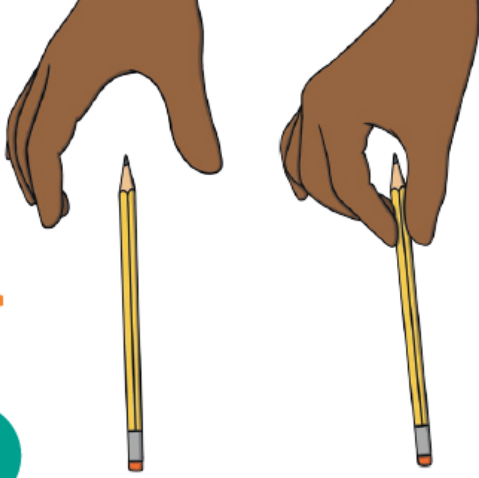
Let's Look Ready to Write

- 1 Place both feet flat on the floor.
- 2 Move your elbows so they're resting off the edge of the desk.
- 3 Move your bottom to the back of the chair.
- 4 Lean your head and shoulders slightly forward.
- 5 Keep your knees bent at a 90° angle.



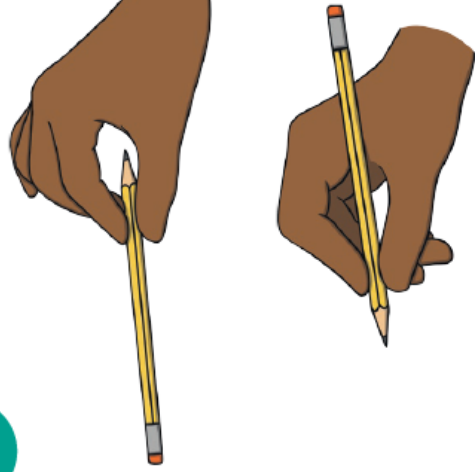
How to Grip a Writing Tool

1 Nip



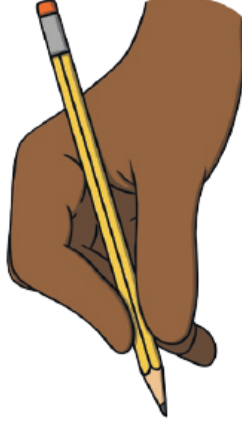
Choose the writing tool that is best suited to the task. 'Nip' it towards the end.

2 Flip

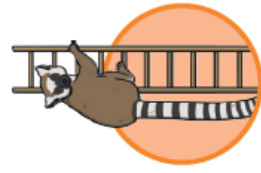


'Flip' the writing tool around so that it is resting on your hand.

3 Grip



'Grip' the writing tool. Make sure it is pinched between the ball of the thumb and the forefinger, supported by the middle finger with the other fingers tucked away.



Check - Does your grip provide stability and freedom of movement?

APPENDIX 4 – Pen Licence Certificate

The Journey to
Continuous Cursive



Pen Licence Certificate

Awarded to _____

Congratulations!
You now have a licence to use a handwriting pen!

Date _____

Signed _____



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APPENDIX 5 – Pen Licence Cards

The Journey to
Continuous Cursive



Pen Licence

Name: _____

Date: _____

Congratulations!
You now have a licence to use
a handwriting pen!

Signed: _____





The Journey to
Continuous Cursive



Pen Licence

Name: _____

Date: _____

Congratulations!
You now have a licence to use
a handwriting pen!

Signed: _____



