

Galley Common School

Handwriting Policy

Introduction

Here at Galley Common School we are very proud of our pupil's handwriting and take particular care in our cursive/joined up handwriting style. We use Letter-join as the basis of our handwriting policy that covers all the requirements of the 2014 National Curriculum.

Handwriting is a basic skill that influences the quality of work throughout the curriculum. At the end of Key stage 1 pupils should be able to:

- Write legibly
- Use the diagonal and horizontal strokes needed to join letters in some of their writing
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lowercase letters

Some children will have the ability to produce fluent, legible and, eventually speedy joined-up handwriting.

We aim to make handwriting an automatic process that does not interfere with creative and mental thinking.

See **Appendix 1** for our chosen letterforms.

School Aims

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

By the end of Year 2 pupils will begin to use continuous cursive letters and understand the importance of neat presentation to help communicate meaning clearly.

Method

Teachers and Teaching Assistants at Galley Common School use neat, joined-up cursive writing for all handwriting tasks including writing on the board, marking and comments. All laptops have the chosen Letter-join font installed and an additional cursive font (CCW) so that staff can use the font on worksheets and displays.

Pupils will 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 developing their handwriting with a sense of achievement and pride.

Handwriting frequency

Handwriting is a cross-curriculum task and will 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.

Foundation

In Reception children do four handwriting sessions a week as part of their Phonics lessons and during morning challenge time. They learn to write and form letters in a non-cursive way, which gets the children ready to then use pre-cursive handwriting in Key Stage 1.

Reception use the "Write Dance" scheme. They have a session once a week, which is followed by activities in class, to develop their gross and fine motor skills. The development of gross motor skills in the Foundation Stage will be encouraged through creative and physical development, which will in turn develop fine motor skills. They will develop pre-writing skills through emphasis on pattern work using a range of tools and working with different media. From the earliest stages emphasis will be placed on helping children to hold pencils correctly and developing core stability, crossing the mid-line, shoulder and elbow pivot and fine motor skills.

- Writing will be encouraged in the context of structured play and use of the graphics area. Some examples of how this is achieved are:
- 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, blackboards, sand trays and I-pads.
- Letter learning to familiarise letter shapes, formation and vocabulary

Key Stage 1

In Years 1 & 2 children have daily handwriting session lasting 15 minutes. In these sessions we will cover:

- Gross and fine motor skills exercises
- Cursive handwriting reinforcement, learning and practice
- Numerals, capitals and printed letters: where and when to use, learning and practice

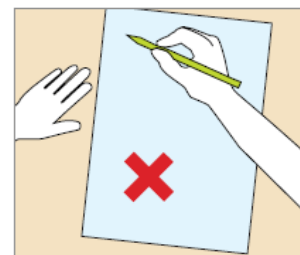
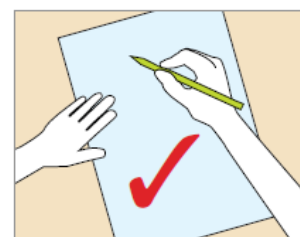
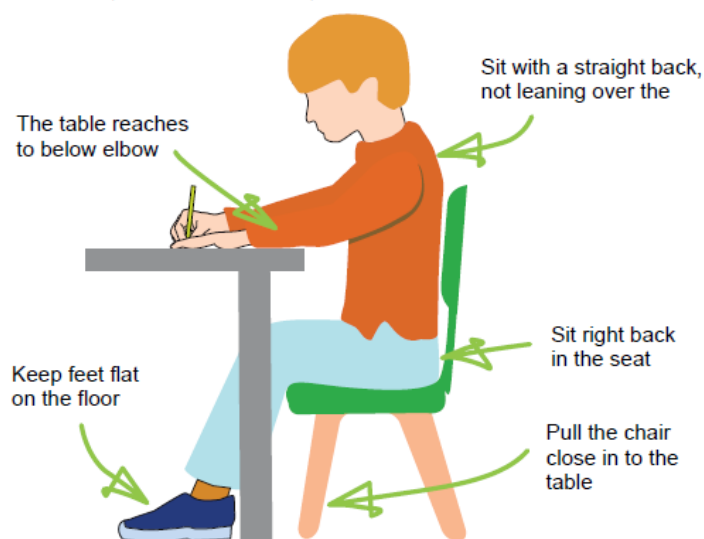
In Key Stage 1 pupils have separate handwriting books to ensure high standards of handwriting.

Handwriting is a high priority at Galley Common School and we celebrate the progress, efforts and achievements of all pupils. Every week a pupil from each class is awarded 'Handwriting Star of the Week' and receives a certificate in assembly. Their handwriting work also goes on display in their classroom on the 'Star Handwriting' board, alongside the handwriting expectations.

Correct posture and pencil grip for handwriting

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

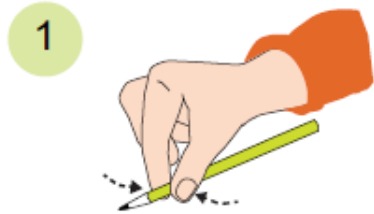
SITTING POSITION



Paper position for right-handed children

The tripod pencil grip

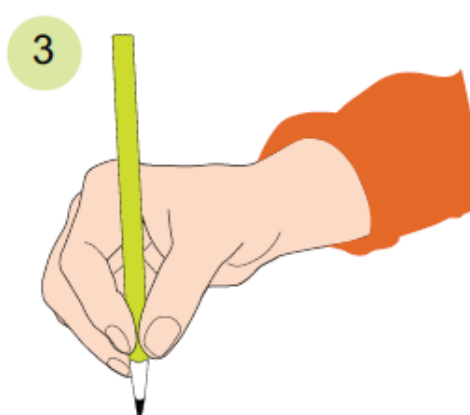
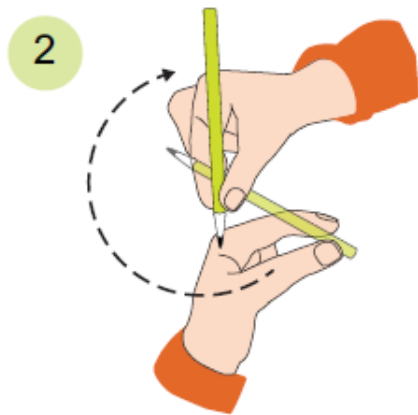
Both right and left handed children should be encouraged to use the tripod grip which allows the pen/pencil to be held securely whilst allowing controlled movements of the pen/pencil nib.



1) Grip the pencil with your index finger and thumb with the nib pointing away.

2) With your free hand, spin the pencil from underneath.

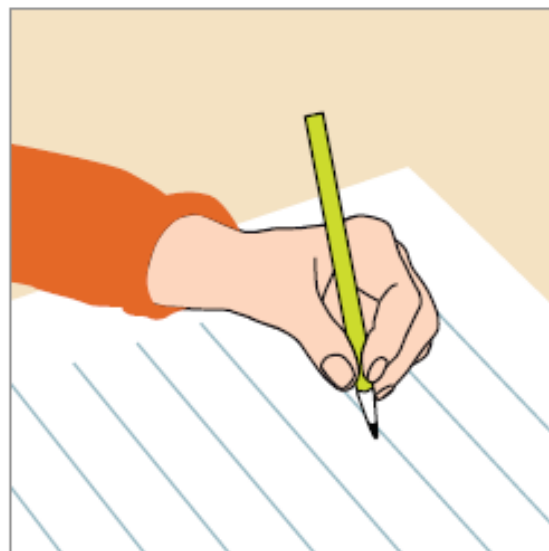
3) Use your middle finger to support the underside of the pencil.



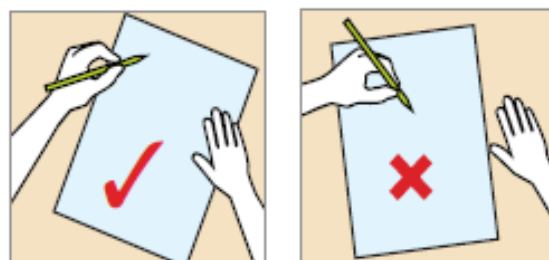
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Left-handed children

Left-handed children may find it difficult to follow right-handed teachers as they demonstrate letter formation (and vice versa). It may be appropriate for teachers to demonstrate to left-handers on an individual or group a basis.



- Left-handed pupils should sit to the left of a right-handed child so that they are not competing for space.
- Pupils should position the paper/book to their left side and slanted, as shown.
- 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.



Paper position for left-handed children

Inclusion

All children's handwriting skills will be valued and built upon. Children with special needs in handwriting will be helped by appropriate teacher intervention, in physical groups. For these children a physical assessment will be carried out so that any needs can be addressed effectively (see **Appendix 2**). These needs can be met using specific resources found on www.teachhandwriting.com in the 'Key Strengths Needed for Handwriting' section of the website. The particular needs of the left-

handed children will always be taken into consideration. They will be shown how to position their book or paper so that they ensure movement across the page.

Pens and pencils

Children are encouraged to start handwriting using a soft pencil. In Year 2 children will be taught to use continuous cursive letters. If they show that they can consistently use this in all of their handwriting across the curriculum they will earn their 'pen licence'. This means they will be able to use a blue handwriting pen in their handwriting books only.

Teaching

Reception

- Improve fine and gross motor skills by enjoying drawing patterns in a variety of writing materials such as modelling clay, air writing, sand trays, felt pens, crayons, pencils, IWB, iPads
- Understand the language need to describe pencil movements in preparation of letter formation
- Hold a pencil in an effective manner for writing and be encouraged to correct any errors in grip or stature
- **Understand that letters are written on a base line.**
- Begin to form some recognisable letters, capital letters and numerals
- Have an understanding of writing their own name
- Understanding different shape letter families

Key Stage 1

- Write legibly using upper and lower case letters with correct joins
- Ensure that letters sit on the base line and are consistent in size with ascenders and descenders that are the correct length and formation
- Leave the correct space between words
- Form capital letters and use where appropriate
- Form numerals that are consistent in size and sit on the base line
- Improve the speed of writing and begin to write automatically so promoting creativity in independent writing

In Year 2 children will be taught to join letters together. They will be expected to do so in all of their writing by the end of Year 2.

Reviewed by L Jamieson March 2023

Next Review December 2022

Appendix 1

Chosen letterforms used at Galley Common School

Non-cursive letter formation (Reception)

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



Cursive 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

Appendix 2

Physical assessment for children experiencing difficulties with their handwriting.

Teach Handwriting		Assessment Record Sheet		Sensory Perception Base		YES	NO
Name: _____		Date: _____					
Posture Base		YES	NO				
Curl-ups (Core Strength)							
Can they do this quite easily?							
Stairs (Balance & Co-ordination)							
Manage Independently?							
Are they using alternating feet (ages 5 and up)?							
Tightrope Walking (Balance & Stability)							
Can they walk the line and maintain their stability?							
Can they Pigeon Step along the line and maintain balance (age 5 & up)?							
Bilateral Co-ordination Base		YES	NO				
Hands & Knees (Mid-line)							
Can they touch the right hand on to the left knee?							
Can they touch the left hand on to the right knee?							
Simon Says (Understanding of Left & Right & Body Awareness)							
Can they identify their left from right?							
Can they accurately point to the body parts mentioned in the game?							
Ball Skills (Co-ordination)							
Can they stop/catch a rolling ball?							
Can they fairly accurately roll the ball back?							
Can they catch an under arm thrown ball?							
Can they throw the ball back fairly accurately (preferably using an under arm throw)?							
All Base Areas		YES	NO				
Crazy Scissors							
Can they cut different thicknesses of paper?							
Can they cut fairly accurately around a shape or picture?							
© www.teachhandwriting.co.uk				Guess the Object (Tactile Perception)			
				Can they identify the object using both hands?			
				Can they identify the object using the right hand only?			
				Can they identify the object using the left hand only?			
				Can they identify an object when there are several items in the bag using both hands?			
				Can they identify an object when there are several items in the bag using just one hand (try both left and right hand)?			
				Tactile Play (Tactile Defensive)			
				Are they happy to touch wet, cold, smooth or slimy textures?			
				Are they happy to touch and mould resistant modelling type materials?			
				Are they happy to touch gritty or rough textures?			
				How Much Pressure (Tactile Perception)			
				Can they make shallow indentations with the fingers from the right hand?			
				Can they make shallow indentations with the fingers from the left hand?			
				Can they make deep indentations with the fingers from the right hand?			
				Can they make deep indentations with the fingers from the left hand?			
				Hand & Finger Muscle Base		YES	NO
				How Many Can You Hold? (In-Hand Manipulation)			
				Can they hold one or more items in the palm of their right hand while picking up another piece with this hand?			
				Can they hold one or more items in the palm of their left hand while picking up another piece with this hand?			
				Shake the Dice (Arch of Hands & Grip Release)			
				Can they cup their hands?			
				Do they release the dice easily?			
				Finger Tap Dancing (Individual Finger Movement)			
				Can they touch each finger to their thumb on the right hand?			
				Can they touch each finger to their thumb on the left hand?			
				Can they change speed, order and pressure of the taps?			

[http://www.teachhandwriting.co.uk/Check%20lists%20and%20Assessment%20\(Colour%20Version\).pdf](http://www.teachhandwriting.co.uk/Check%20lists%20and%20Assessment%20(Colour%20Version).pdf)