



# BELMONT SCHOOL

(Additionally Resourced Mainstream School)

## Handwriting Policy

### JULY 2022



<b>UNCRC Article 29</b> <b>I have the right to an education which develops my personality, respect for others' rights and the environment</b> <b>Global Goal - Quality Education</b> <b>Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.</b>	
<b>Head Teacher</b>	
<b>Name</b>	Mrs P Aggarwall
<b>Chair of Governors</b>	
<b>Name</b>	Mr M Kara
<b>Date Ratified</b>	5/07/22
<b>Review Date</b>	Annually

## **Handwriting Intent**

At Belmont School we intend for our children to leave in Year 6 with the ability to write using their own style of fast, fluent, legible and sustainable handwriting, as well as other styles of writing for specific purposes. Handwriting begins as soon as the children enter Early Years Foundation Stage (Reception) with mark making and gross and fine motor skills being developed over time. Skills are built up in regular, short sessions to encourage the correct letter formation to transfer into long-term memory. Each year group progresses their skills in order for the majority of pupils to have handwriting skills appropriate for their age.

In addition to teaching handwriting during our regular handwriting lessons, we have high expectations that what is taught and practiced in handwriting lessons will be used in all writing activities. We believe that handwriting is integral to a child's personal development and know that children's engagement and self-esteem can be improved by their satisfaction and pride in good quality presentation. Handwriting is a taught skill that develops at different rates for different children. All of the teachers in the school put a priority on teaching handwriting and have high expectations for handwriting across the curriculum. Belmont's approach to handwriting ensures that:

- The importance of handwriting is recognised and given appropriate time
- The progression of handwriting is consistent across the school
- Handwriting is acknowledged to be a whole-body activity and emphasis is placed on correct posture and pencil grip for handwriting
- Expectations of left-handed children are equal to those of right-handed children, and appropriate advice and resources are available to ensure that they learn to write with a comfortable, straight wrist
- Handwriting is linked into grammar, punctuation and spelling in order to practice and contextualise all of the transcriptional and stylistic skills for writing
- Children learn to self-assess their own writing and develop understanding and responsibility for improving it
- Children learn to write in different styles for different purposes such as print for labelling a diagram, illustrated capitals letters for creating a poster, swift jottings for writing notes, making a 'best copy' for presentation and fast, fluent and legible writing across the curriculum

## **Teaching and Organisation**

We seek to fulfil the requirements of the National Curriculum 2014 and EYFS Curriculum. Planning is based on objectives taken from these, which ensures a progressive structure. In their short-term planning teachers outline specific objectives for groups of children and individuals in order to ensure progress. Handwriting is taught regularly and at least weekly through spelling and literacy lessons and explicitly in EYFS. During lessons we ensure that children sit, position their paper/book and hold their pen/pencil correctly using their other hand to hold their work firmly. Chair height is checked to ensure it is correct.

It is important that in the Early Years and at Key Stage 1 children are observed closely during the lesson to ensure that letter formation is correct. In addition to specific handwriting lessons children are expected to apply their learning in their exercise books and to show care for the presentation of their work. Regular opportunities for children to produce presentation work are also planned, for example

in topic books or for display. Staff model the handwriting style and use the appropriate joins, demonstrating the fluency and legibility of the style. Children are expected to show care for their workbooks, present their work with care, date work, underline where necessary and not make any marks on the covers.

## **EYFS**

It is important for children to understanding the importance of clear and neat handwriting from an early age. Correct letter formation is taught in both Nursery and Reception and children are given opportunities to independently practise their handwriting. Children are also given plenty of opportunities to develop the fine motor skills they need for accurate handwriting through continuous provision in the EYFS setting

During these handwriting lessons the children will learn to write legibly in a pre-cursive style with increasing fluency and speed by:

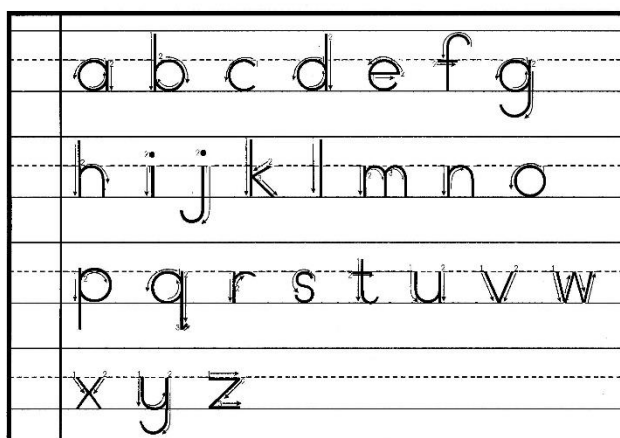
- Having a correct pencil grip, posture and paper position (3 'P's)
- Knowing the correct way each letter and numeral is formed (lower case letters)
- Forming all letters correctly (including size and orientation)



## **Key Stage 1**

Key Stage 1 children 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:

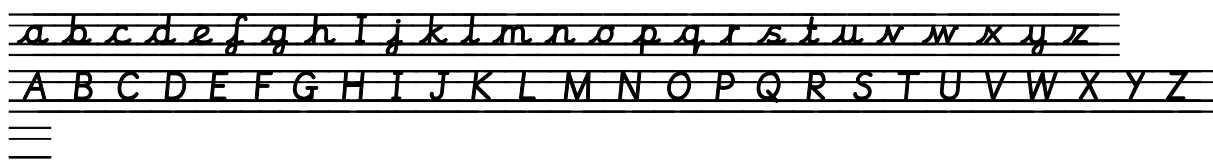


## Key Stage 2

Key stage 2 children 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 down strokes 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. As a school we have decided on continuous cursive writing style with the following wording

As a school we have decided on continuous cursive writing style with the following wording:



Phrases for joined letters:

a	lead up, curl back, join up, back down to the line, lead out
c	lead up, curl back, lead out
d	lead up, curl back, up tall, back down to the line, lead out
o	lead up, curl back, loop up to join, lead on
g	lead up, curl back, join up, drop down, loop round
b	lead up tall, back down, half up and round to the line, lead on
h	lead up, back down, half up and over the hill, lead on
k	lead up, back down, half up, loop round, lead out
l	lead up, back down, lead on
t	lead up. Back down, lead on, cross the middle

e	lead up and across, loop back to the line, lead out
s	lead up, 's' form to the line, lead out
x	lead up, backwards c, forwards c, lead on
z	lead up, zig zag to the line, lead on
f	lead up and across, loop up and back, down past the line, loop backwards, up to the line, lead on
y	lead up, smiley, down past the line, loop backwards and up to the line, lead on
u	lead up, smiley, down to the line, lead out
i	lead up, down to the line, dot
m	lead up, drop down, over the hill, over the hill, lead on
n	lead on, drop down, over the hill, lead on
r	lead up, drop down, back up, lead on with a hat
w	lead up, sharp down and sharp up, lead out
W	lead up, sharp down, sharp up, sharp down, up and lead out

j	lead up, drop down past the line, loop backwards to the line, lead out
p	lead up, drop down, back up the line, round to the line, lead out
q	lead up, curl back, join up, down past the line, trace up, lead out

### **Presentation in books**

Children must ensure that all work is presented neatly. The full date must appear at the top of the page on the right-hand side, next to the margin and must be neatly underlined e.g. **Monday 1<sup>st</sup> September 2022** in all books except Maths Books. Maths Books must have the numerical date e.g. **01.09.22** and must be underlined. Any mistakes must be neatly crossed out. Any drawings in books must be done in pencil. Rulers must always be used to draw straight lines.

After children have completed the set task and if there is enough space left on the page, children must drawing a line with their ruler so that they can start new learning under the line saving some space.

### **The Learning environment**

In all classes, pencil pots 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 lists and dictionaries. Classroom displays celebrate handwriting success and encourage children to work independently.

### **Provision for left-handed pupils**

At least 10% of the population are left-handed. All teachers are aware of the lefthanded children in their class and make appropriate provision:

- Paper should be positioned to the left for right handed pupils and to the right for left handed children and slanted to suit the individual in either case;
- Pencils should not be held too close to the point as this can interrupt pupils' line of vision;
- Children 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 are aware of the fact that 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.

### **Inclusion**

#### **Children with English as an additional language.**

Children with EAL are encouraged to make the same outstanding progress in handwriting as their peers. To support their understanding of letter formation handwriting should be consistently modelled by the class teacher.

#### **Children with Special Educational Needs**

Some children experience difficulties making good progress in their handwriting development. They may need additional support with their fine motor development, pencil grip or letter formation. The class teacher should liaise with the Literacy subject leader and SENDCo to put into place the most appropriate form of support. This could include:

- Pencil grip or jumbo triangular pencil
- Fine motor skills intervention
- Additional handwriting group
- Additional handwriting homework

#### **Children who have mastered handwriting technique**

Children with advanced skills in handwriting will be supported and given opportunities for extension work.

### **The role of the English lead**

The role of the English Lead is to coordinate the teaching of handwriting across all phases of the school. This is in order to secure a consistent approach across the school and to ensure progression in handwriting is outstanding. Key duties that the literacy subject leader should undertake over the course of the year include:

- Monitoring of the application of handwriting across all exercise books
- Helping identify and facilitate the professional development needs of staff
- Liaising with the school SENDCo to best support children with handwriting difficulties
- Organising, maintaining and cataloguing handwriting resources
- Keeping abreast of new initiatives in the teaching of handwriting

**The role of Parents/ Carers**

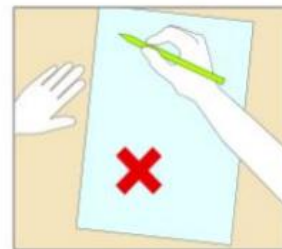
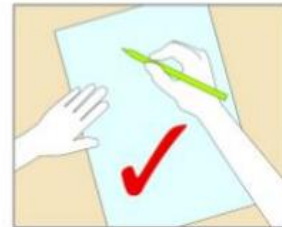
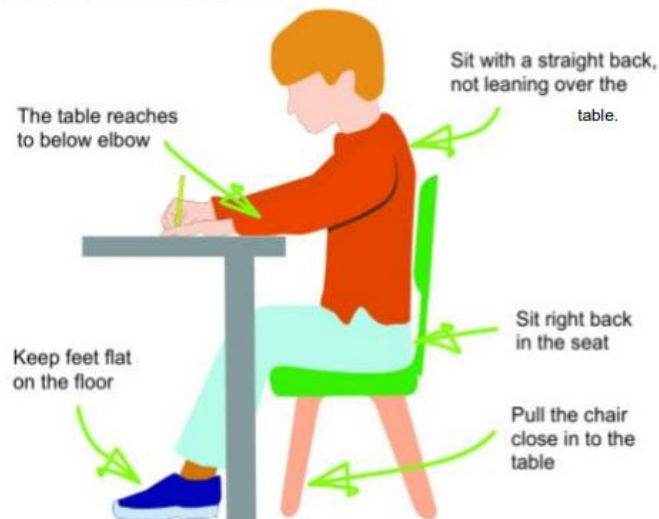
Parents/Carers are made aware of our agreed handwriting style and encouraged to practice this with their children at home. Activities are shared through Microsoft OneNote/School Website for children to complete.

## Appendix 1 – Correct Posture and Pencil Grip for Handwriting

### Correct posture and pencil grip for handwriting

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

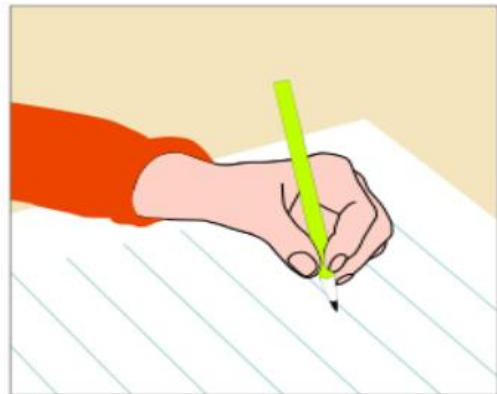
#### SITTING POSITION



Paper position for right-handed children

#### LEFT-HANDED CHILDREN

Left-handed children may find it difficult to follow right-handed teachers as they demonstrate letter formation (and vice versa). Teachers should demonstrate to left-handers on an individual or group 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.

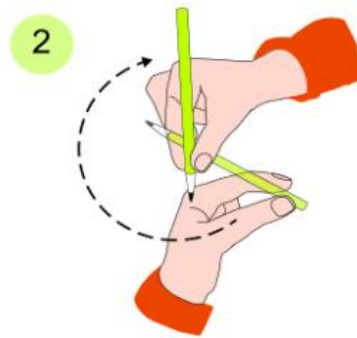
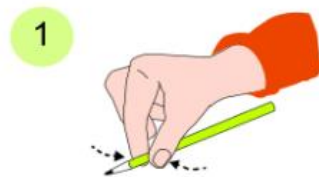


Paper position for left-handed children



## THE TRIPOD PENCIL GRIP

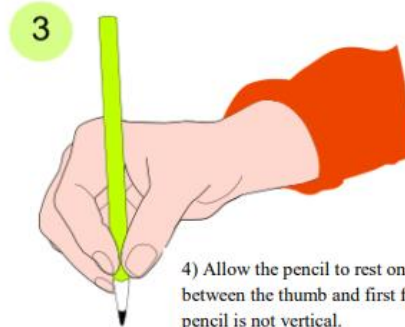
Both right and left handed children should be encouraged to use the tripod grip which allows the pen/pencil to be held securely whilst allowing controlled movements of the pen/pencil nib.



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.



4) Allow the pencil to rest on the web between the thumb and first finger so that the pencil is not vertical.