

Milton Road Primary School

Handwriting Policy

Sept 24



Handwriting Policy

At Milton Road Primary School we are very proud of our pupil's handwriting and take particular

care in our handwriting style. We use Letter-join's on-line handwriting resource and Lesson Planners as the basis of our handwriting policy as it covers all the requirements of the National Curriculum.

Objective

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

Our intention is to make handwriting an automatic process that does not interfere with creative and mental thinking.

Aims:

- To develop a neat, legible, speedy handwriting style using continuous cursive letters, which leads to producing letters and words automatically in independent writing.
- To establish and maintain high expectations for the presentation of written work.
- For pupils to understand, by the end of Year 6, the importance of neat presentation and the need for different letterforms (cursive, printed or capital letters) to help communicate meaning clearly.



Expectations

All staff are encouraged to model the printed or cursive style of handwriting chosen for each year group in our school in all their handwriting, whether on whiteboards, displays or in pupils' books.

Consistency throughout the school

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

Handwriting frequency

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

Pens and pencils

Children will start handwriting using a soft pencil. When fine motor skills have been established a handwriting pen can be used. More competent pupils can use a ballpoint pen.

Inclusion

For children who experience handwriting difficulties due to fine motor development, including those who are left-handed and those with special educational needs, the appropriate additional

support will be put into place. Letter-join's Lesson Planners all include differentiation activities for extra practice/challenge.

Handwriting at Home

Pupils are encouraged to practise their handwriting at home by using the Pupil log-in for Letter-join. Teachers can set Home Learning Tasks which may include:

- Magic Patterns
- Magic Words
- SoundMatch
- PhonicsMatch
- LetterMatch
- LetterLotto
- Letter Families activity
- Word Search
- Word Bank
- Spelling lists
- Write it Right!

Children can also watch the word and letter animations and practice and explore other handwriting resources on Letter-join.

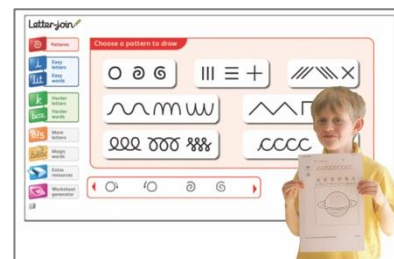


Key Stage Teaching

Early Years

For our youngest pupils we teach short handwriting lessons on a daily basis, which will include the following:

- enhancing gross motor skills such as air-writing, pattern-making and physical activities
- exercises to develop fine motor skills such as mark-making on paper, whiteboards, sensory trays, iPads, tablets, etc.
- becoming familiar with letter shapes, their sounds, formation and vocabulary
- correct sitting position and pencil grip for handwriting



Module 1 Print: Early Years teaches handwriting using the printed method. This begins from the spring term. It starts with fine and gross motor skills warm-up exercises, correct sitting position and tripod pencil grip.

It is divided into three sections covering:

- pre-writing patterns - mark making children
- easy and hard letters – word writing starts when children are ready to apply what they know in to word format.

At the end of this module, children should be able to recognise and form all the printed, lowercase letters of the alphabet.



Key Stage 1: Years 1 and 2

Teaching progresses from five short, to three longer lessons per week:

- continuing with gross and fine motor skills exercises
- strengthening handwriting, learning and practice
- numerals, capitals and printed letters; where and when to use, learning and practice
- KS1 SATs SPaG exercises

Module 2 Lesson Planners – Year 1

Module 2 Print to Cursive teaches how to correctly write capital letters, uses of printed letters, numbers, punctuation, maths symbols and other symbols. Pre-cursive patterns and cursive letters are then introduced in preparation for Module 3 when children are required to start joining their handwriting.

It is divided into three sections covering:

- warm-ups, letter families and capital letters
- uses of printed letters
- numbers and symbols
- introducing pre-cursive patterns and cursive letters



On finishing this module, children should be confident in writing all the capital and printed letters, numbers and symbols and start to become familiar with the orientation of cursive letters.

Module 3 Lesson Planners – Year 2

Module 3 – Starting Cursive introduces children to cursive letters and how to join them. They will have regular practice in letter formation and joining their handwriting.

The sections in this module cover:

- cursive letters and words
- letter families
- high frequency words
- joining techniques
- sequencing sentences
- dictation exercises
- times table facts
- SPaG practice for KS1 SATs

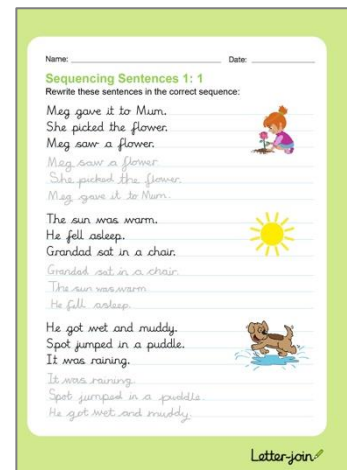
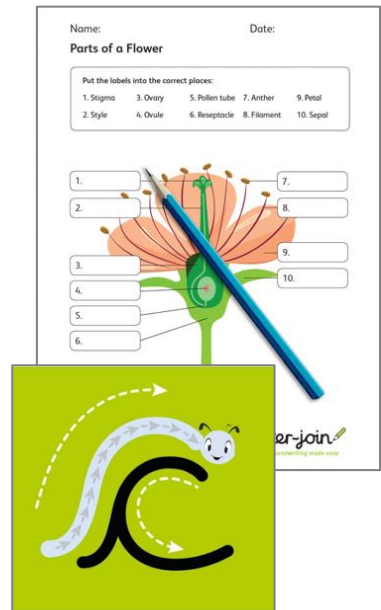
With the regular handwriting practice throughout this module, children should now be developing the fluency and speed of their writing.

Lower Key Stage 2: Years 3 and 4

Handwriting lessons will continue weekly in Lower Key Stage 2.

Lesson Planner Module 4 for Year 3 is targeted at children in lower KS2 where pupils should be using a cursive style throughout their independent writing in all subjects, helping to refine their handwriting in line with the requirements of each lesson. This module covers topics such as dictation, double letters, number vocabulary, palindromes, tongue twisters, MFL (French and Spanish), onomatopoeia, simile and statutory spellings.

Completion of Module 4 should ensure improvement in the legibility, consistency and quality of the children's handwriting through a variety of resources which link handwriting to other areas of the curriculum.



On concluding this module, children will have practised applying size-appropriate handwriting to all areas of the curriculum whilst maintaining fluency and legibility.

EXAMPLE

Word of the Week: precarious

Write this week's word six times:

<u>precarious</u>	<u>precarious</u>	<u>precarious</u>
<u>precarious</u>	<u>precarious</u>	<u>precarious</u>

Use a dictionary to write the definition of this week's word:

If something is precarious, it is not safe and likely to fall off or fall over.

Write some synonyms of this week's word:

<u>insecure</u>	<u>risky</u>	<u>hazardous</u>
<u>treacherous</u>	<u>unsafe</u>	<u>dangerous</u>

Write some antonyms of this week's word:

<u>safe</u>	<u>fixed</u>	<u>strong</u>
<u>secure</u>	<u>protected</u>	<u>stable</u>

Write a sentence using this week's word:

The cat was in a precarious position in the tree.
Be aware: this cliff edge is precarious.
Take care on that precarious, old ladder.
The stranded climber was in a precarious situation.

Letter-join ✓

More advanced handwriting techniques will be taught during two weekly lessons:

- reinforcing cursive handwriting across the curriculum
- form-filling/labelling using printed and capital letters
- dictation exercises promoting quick note-taking and speedy handwriting writing skills
- KS2 SATs SPaG practice

Dictation Exercises

In this module, learners will have plenty of opportunity to develop the stamina and skills to write at length, with accurate spelling and punctuation. With Letter-join's wide range of resources they will be



On completing this module, children should be producing cursive writing automatically, enabling them to focus on the content of their work rather than the process of writing.

Personification

Lesson: Boudicca

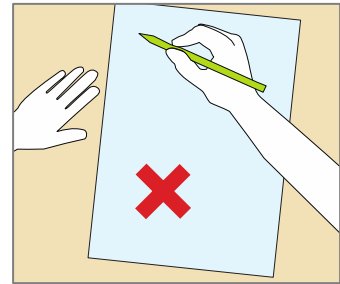
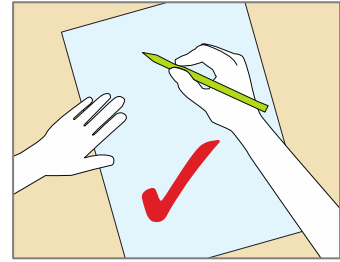
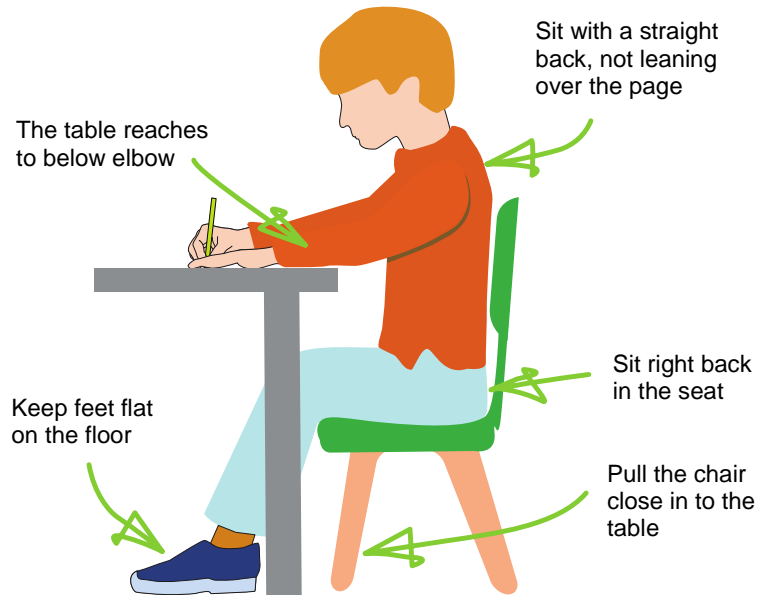
	Activities
463	<ul style="list-style-type: none"> • Explain to the children that personification is when you give an animal or object qualities of feeling like a human. • Display Caterpillar's personification worksheet on the IWB. Read and discuss with the class the personification examples used. • Invite children to write on their own examples of personification.
464	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <ul style="list-style-type: none"> • Display to • Explain to • Invite into • Invite into • Practise • Practise • Proof read • Explain </div> <div style="width: 50%; border: 1px solid black; padding: 5px;"> <p style="text-align: center; background-color: #d3d3d3; margin: -5px -5px 5px -5px;">Personification</p> <p>Personification is when you give an animal or object qualities of feeling like a human.</p> <p>The caterpillar <i>was</i> crawling along the path.</p> <p>The sun <i>smiled</i> down by a sunny stream.</p> <p>The cat <i>meowed</i> loudly and <i>stretched</i> when it awoke.</p> <p>The car <i>engine coughed</i> and <i>sputtered</i> when it started.</p> </div> </div>

[illegible]

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

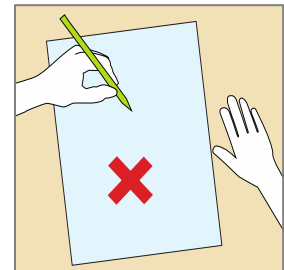
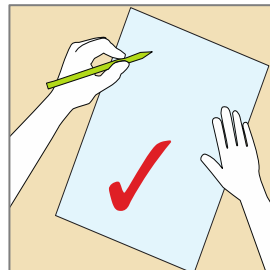
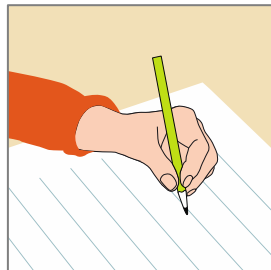
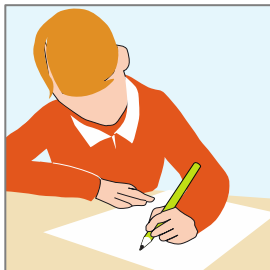


Paper position for right-handed children.

LEFT-HANDED CHILDREN

Left-handed children may find it difficult to follow the movements of right-handed teachers as they model 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. We use the Tripod Grip Rhyme:

Please see below examples of the bespoke handwriting choices for Milton Road Primary School.

These are the choices that have been selected for your school.

Your school's cursive letterforms

f k w x z

[Print my alphabet >](#)

Your school's Print Plus letterforms

f k w x z

Print expectations for EYFs and Year 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

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