



**THE PIGGOTT  
SCHOOL**  
Charvil Piggott Primary School

*'....to be a school which inspires and encourages the highest achievement'*

**POLICY WITH REGARD TO HANDWRITING –  
PRIMARY SCHOOL**

**Date last reviewed: Summer Term 2019**

**THIS POLICY WILL HELP THE SCHOOL TO FULFIL ITS AIMS BY:**

1. giving children a means to communicate their thoughts and ideas effectively and efficiently
2. raising achievement because research has shown that cursive handwriting helps children to learn and remember spelling patterns.
3. having a positive impact on children's self-esteem and confidence because they are able to produce well-presented work of which they can be proud.

**THE OBJECTIVES OF THIS POLICY WILL BE TO ENSURE THAT PUPILS:**

- Understand the importance of clear presentation in order to communicate meaning
- Take pride in the presentation of work, developing handwriting with a sense of enjoyment and achievement
- Be supported in developing correct spelling quickly through a multisensory approach to handwriting
- Be able to write quickly to aid expressing themselves creatively and imaginatively across the curriculum and for a range of purposes
- Develop a fluent, comfortable, legible, joined handwriting style
- Know when a joined or printed style is most appropriate

**THE SCHOOL APPROACH TO HANDWRITING**

Display writing throughout the school includes block letters, cursive writing and computer generated writing. When marking or writing comments, members of staff use cursive handwriting as appropriate.

Children are given experience of a variety of writing tools. Handwriting pens are used from Year 3 when teachers feel it is appropriate. Pupils earn their pen when they have demonstrated that they are ready. Pupils are encouraged to choose the writing implement they feel is most appropriate for the task.

Foundation Stage and Key Stage 1

Children start practising using the cursive style when appropriate in Foundation Stage and are taught to begin to join their letters from Year 1 onwards. Handwriting is taught as a discrete subject weekly

Approved by the SALT Committee: 11<sup>th</sup> March 2019

Noted by the FGB: 15<sup>th</sup> May 2019

and is practised in phonics sessions. It is encouraged and supported in lessons where writing takes place. This can take the form of writing guidelines being given to pupils where appropriate.

The children are taught to:

- Develop their fine and gross motor skills with a range of multi-sensory activities
- Practise patterns and free flowing hand motions
- Write both lower case and upper case letters
- Write from left to right and from top to bottom
- Start and finish letters correctly
- Be consistent with the size and shape of letters and the spacing of letters and words
- Sit letters on the line, and ensure that ascenders reach the appropriate height, and that descenders sit below the line
- Have the correct pencil grip
- Find a convenient position for their page
- Have the correct posture and position

## Key Stage 2

During this stage the children continue to have direct teaching and regular practice of handwriting. Handwriting will be practised in spelling sessions and during morning work. It is encouraged and supported in lessons where writing takes place. This can take the form of writing guidelines being given to pupils where appropriate. We aim for children to develop a clear and fluent style by the end of Key Stage 2 and that they are able to adapt their handwriting for the following different purposes:

- a neat legible hand for finished, presented work.
- a faster script for notes.
- print for labelling maps or diagrams

## Equal Opportunities / Inclusion

The vast majority of pupils are able to write legibly and fluently. However, some pupils need more support and provision will be made for this. Teachers of children whose handwriting is limited by problems with fine motor skills should liaise with the SENCo to develop a programme designed for the individual child. This may involve extra handwriting sessions and access to extra resources. Other areas that could be considered are posture, lighting, angle of table etc. Outside agencies can be contacted where appropriate.

## Left handed pupils

Teachers should be aware of the specific needs of **left-handed pupils** and make appropriate provision:

- paper should be positioned to the left for right handed pupils and to the right for left handed pupils 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
- pupils 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 – avoiding elbows knocking
- left handed pupils should be encouraged to bring their hands down and round so a hooked, claw like style doesn't develop
- extra practice with left-to-right exercises may well be necessary before pupils write left-to-right automatically.
- letters which have a cross-stroke such as T, t and f will be formed slightly differently by left handers, where the cross is formed right to left rather than left to right

## Assessment and recording

Writing assessments are carried out three times a year and attainment in handwriting is assessed and recorded on Learning Ladders.

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## Resources

[www.letterjoin.co.uk](http://www.letterjoin.co.uk)

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## Monitoring and review

The subject co-ordinator will have responsibility for monitoring the subject. The co-ordinator will also be responsible for managing resources and supporting staff with the teaching of handwriting. The policy will be reviewed every three years.