





## Gateway Primary School Policy Cover Sheet

<b>Policy Name:</b>	<b>Handwriting Policy</b>
<b>Adopted at / by:</b>	<b>FGB</b>
<b>Signed on behalf of the Governing Board</b>	
<b>Name:</b>	<b>Kevin Moyes</b>
<b>Date:</b>	<b>September 2024</b>
<b>Signed on behalf of Headteacher:</b>	pp. 
<b>Name:</b>	<b>Kayleigh Anstee</b>
<b>Date:</b>	<b>September 2024</b>
<b>Review period:</b>	<b>2 year</b>
<b>Date of next Review</b>	<b>September 2026</b>

## **Rationale**

A continuous cursive style presents a fluid style that is easy to learn, neat, legible and fast. We believe the skill of handwriting needs to be taught as it not a natural skill that will grow and develop like speaking or walking. We believe this raises standards in handwriting throughout the whole school, developing confidence, accuracy, fluency, writing stamina and presentation. All children learn cursive handwriting from year 1, following earlier mark making and basic letter shapes in EYFS.

### **The rules of the continuous cursive style help:**

- to minimise confusion for the child as every letter starts on the line with an entry stroke and leads out with an exit stroke.
- with the flow of cursive writing as letters naturally flow into each other; it is impossible to write separate letters without joining. The child keeps the pencil on the paper for the whole word, giving a very fluent style
- to form spacing between words as the child develops whole word awareness
- to develop a child's visual memory
- all children's writing skills regardless of academic ability
- to develop skills of punctuation and grammar Pupils should eventually develop the ability to produce letters without thinking. The automatic style releases the brain to concentrate on other ideas i.e. spelling, grammar, syntax, style and content.

### **What are the benefits of continuous cursive handwriting?**

- The motor memory in the child's hands and fingers help him/her to spell as each word is made up of one movement.
- It is proven to be beneficial to children with dyslexia as the continuous motor movement means the child does not have to think about the order of the letters
- There are less letter reversals when writing.
- Improvement in spelling.
- Consistent use of one style throughout the school in all areas of the curriculum.
- The fluency established by the early use of joined up letters helps the child to express ideas in written form more readily.

## **Policy Outline**

### **Teaching and learning**

Handwriting will be taught in every year, beginning in the Foundation stage with gross and fine motor activities and basic letter formations using the school phonics programme. The style, nature and frequency of handwriting lessons will be dependent on the needs of children in individual classes, but should comprise discrete handwriting lessons and those embedded within English and Phonics. Letter Join, in an online software subscription which aids in modelling the cursive approach. Resources from this website are used to support the teaching of handwriting across the school.

### **Gross and fine motor skills**

Activities to develop gross and fine motor skills are essential to the development of good handwriting. This is of particular importance in EYFS and early KS1, but may be required as an appropriate intervention in KS2.

### **Posture**

Children should be taught the importance of sitting upright and correctly on their chair, with their feet on the floor and their chair tucked in.

### **Pencil grip**

Children should use a tripod grip and be given constant reminders until this is established. Shaped pencil grips are available in school for children who find them helpful. All children begin by writing with a pencil, although older pupils are able to use ink pens once they are ready, normally from year 5.

### **Position of paper**

Left handed children should be encouraged to tilt their paper slightly to the right to improve their view of what they are writing, and to reduce smudging later on when they write in ink. Right handed children may find it helpful to tilt paper slightly to the left. Paper should be steadied with the free hand.

### **Paper**

Early writers will make marks on and eventually write on unlined paper, whiteboards or other surfaces so that they are able to write at a size appropriate to their needs. As soon as children are beginning to control the size of their writing, they will be given lined paper or exercise books, to encourage the correct placing of letters on the line. For the teaching and practice of handwriting, it may be necessary to use handwriting books/booklets with special lines and practice activities in KS1. In KS2 the aim should be for all handwriting work to be carried out on standard lined paper/books so that children can build their visualisation of letter heights.

### **Correct letter formation**

Children are taught to form letters correctly, paying attention to the starting point for each letter, the direction of pencil movement, the shape and orientation of the letter, and the relative heights of the body of each letter, and any ascender and descender. Teaching will be multi-sensory and appropriate to the needs of the child. Our policy is to teach un-joined letter shapes that resemble cursive lettering to early writers using

the current phonics scheme. Letter formation for cursive writing is available to staff and pupils in the appendix and also on the website listed below. The teaching of this should be grouped so that children learn or revise similar letter shapes together.

### **Helping left-handed children to write**

Left-handed children have very different needs to right-handed children when learning to write and we must remember these needs, if we expect the same high standards from these children. It is necessary to consider the following points:

Sitting position – The left-handed child should sit on the left hand side of the table so that his/her writing hand does not interfere with the writing hand of the child next to him/her.

- Book/paper position – The book/paper should be positioned a little to his/her left and tilted slightly to the right of vertical (the opposite for right-handers). This should help the child to be able to see what he/she has written and prevent smudging.
- Orientation – To help avoid the natural tendency of left-handers to write from right to left, a green marginal line or dots (green for go) on the left side of the page can be drawn when children first start writing.
- Using the pencil – To allow better viewing of what has been written a slightly higher grip, maybe 1" – 1.5" may be necessary. As left-handers tend to 'dig' into the paper, make sure that when writing with a pencil he/she is not gripping it too rigidly.

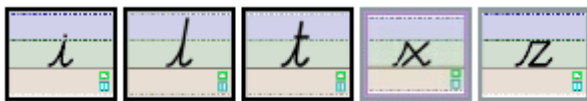
If these guidelines are followed, they should help minimise the difficulties experienced by left-handed children when writing. If we differentiate between the needs of left and right handed children, we can avoid the left-handers tendency to 'invent' methods of writing and having to reverse bad habits which are difficult to eradicate.

**Correcting mistakes:** Use of rubbers is to be discouraged. Mistakes in pencil or ink should be crossed out using a single horizontal line drawn with a ruler, and the whole word rewritten.

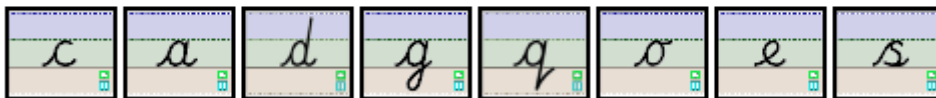
## Appendix 1

### The different letter shape groups to be taught

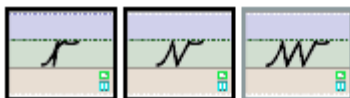
#### Handwriting straight line continuous cursive letters



#### Handwriting curves to start continuous cursive letters



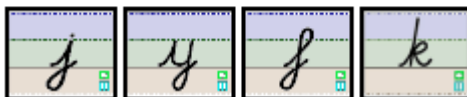
#### Handwriting top exit continuous cursive letters



#### Handwriting tunnel continuous cursive letters



#### Handwriting hooks, loops & line continuous cursive letters



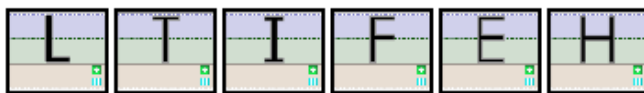
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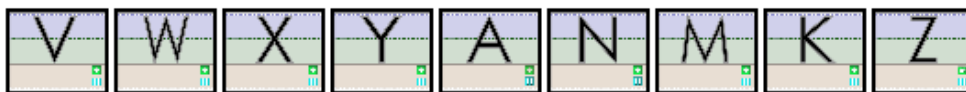
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\*\*This version of the 'f' will be used rather than the one shown in the whole alphabet example above.

#### How to form straight line capital letters



#### How to form straight & slant line capital letters



#### How to form straight & curly line capital letters



#### How to form curly line capital letters

