**Newport Church of England Junior School**

**Handwriting Policy**

Reviewed: Summer 2018

Handwriting Policy

Children must be able to write with ease, speed and legibility to maximise the fluency, quality and quantity of their work.

Cursive handwriting teaches pupils to join letters and words as a series of flowing movements and patterns.

If linked with spelling practice it can also aid accurate spelling as it helps children to develop a sense of whole words and common letter strings.

All children begin in pen from the start of Year3.

Children will be provided with a black pen.

Aims

• To provide equal opportunities for all pupils to achieve

 success in handwriting

• To produce clear, concise, legible handwriting

• To present work to a variety of audiences neatly

• To develop accuracy and fluency

• To help children recognise that handwriting is a form of

 communication and as such should be considered

 important in order for it to be effective

• To promote confidence and self-esteem

• To encourage children to take pride in their work

• To build in cross curricular links to broaden experience

• To help children recognise that handwriting as a life-long

 skill and will be a fundamental element of all forms of

 written communication throughout their lives

• To display neatly presented work around the school as a

 model of excellence for others to aspire to

Teaching and Learning

Pupils will learn to write in a cursive joined style through regular direct teaching and practice in class.

Children who start with us in Year 3 will have been using a cursive handwriting style since they were in Key Stage 1 and it is our policy to maintain this style.

Handwriting may be taught directly or discreetly through such activities as spelling, grammar, reading responses, writing the date, notes to teacher etc. Regular practise will lead to fluency and accuracy.

Children will either use a black pen (for the majority of their writing), a purple pen (for editing and improving their work) or a pencil (in maths).

It may be appropriate to put a child back into pencil if handwriting becomes untidy.

Approaches

* Correct pen and pencil hold and letter formation are taught from the beginning and handwriting is frequently linked with spelling.
* Handwriting is directly and indirectly taught.
* Handwriting may be taught whole class or in smaller groups.
* Handwriting may be given as homework.
* Some children may address specific handwriting targets as recorded in their Provision Maps
* Direct Handwriting Sessions may include the practice of:
* individual letters
* joins
* letter patterns
* families of letters
* whole words
* spellings
* cursive patterns
* poems and rhymes
* Indirect teaching of handwriting will happen as teachers model writing in class, writing of the date etc.
* Teachers will give children handwriting letters or joins to practice as part of on-going marking of writing (this may be in any book as appropriate)
* When marking, members of staff will use cursive handwriting as appropriate to model what is expected from the children.
* Teachers model cursive script by using it on Smartboard and whiteboards.
* Teachers have access to a cursive font when word processing, to produce their worksheets etc.

Resources which may support handwriting include;

* Guidelines will help to size letters correctly
* Letter shapes
* Magnet boards
* Sand trays
* Pencil grips

The SENDCO will be able to provide further support for those children who have specific difficulties with fine motor skills.

Some children may use a laptop to engage with the majority of their learning. However, we believe all children should have the opportunity to develop fine motor skills through the use of handwriting.

Provision for left handed children

Consideration will need to be given for left-handed children to sit on the left side of right-handed children, so their elbows don’t bump and jog each other. They are encouraged to find a comfortable orientation for their book or paper, usually slightly to the left of centre of their body, and to have their fingers about 1.5 cm from the point of their pencil.

We find ways to celebrate good handwriting.

(House points, Headteacher’s Award, display etc.)

Our expectations for handwriting are the same for **all** writing in **all** books.

Children need to know that handwriting in their Science book should also show their best handwriting.

A. Rotherham

April 2018

Cursive Style of Handwriting

|  |  |
| --- | --- |
| A a | N n |
| B b | O o |
| C c | P p |
| D d | Q q |
| E e | R r |
| F f | S s |
| G g | T t |
| H h | U u |
| I i | V v |
| J j | W w |
| K k | X x |
| L l | Y y |
| M m | Z z |

|  |
| --- |
| aa cc dd oo ggg qqq qu qu  |
| ttt lll hhh bbb fff kkkk |
| iii uuu mm nn vvv www  |
| eee rrr sss zzz ggg yyy ppp jjj |
| and sand hand panda meander  |