

Handwriting Policy 2023-2024



OUR VISION

Our vision is to be a nurturing and inclusive school, proudly reflecting the diversity of our community, where every child is treated as an individual and no matter what their starting point will achieve their true potential within a safe and secure environment.

By the end of their journey, we want our children to be respectful, resilient role-models, having a self-belief in themselves and their abilities, ready to go from strength to strength.

Our Values

All Saints' has an ethos built around our core Christian values of Compassion, Koinonia (community)

and Love. Our key aims are linked to scripture (See full mission statement), culminating in our strap line of '*Growing Stronger Together in God's Love.*'

Compassion

Be kind and compassionate to one another, learning from our mistakes and forgiving others for theirs.

Koinonia (community)

Value and celebrate diversity, welcoming families from all faiths and backgrounds.

Love

The love within our school is one of family and friendship, enabling each child to grow and flourish

At All Saints' 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 teaching 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

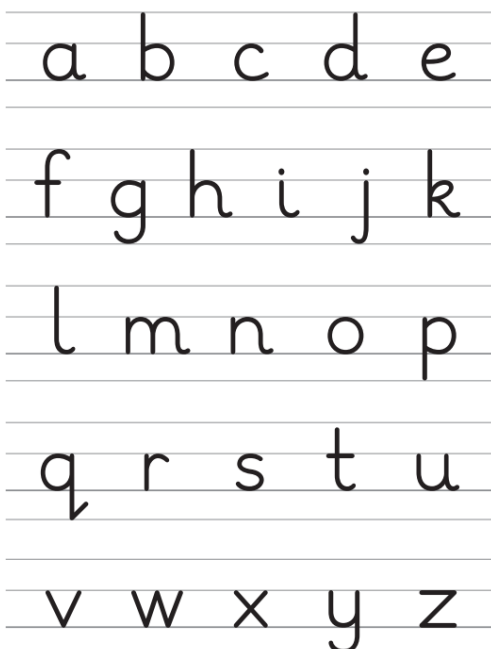
Pupils are encouraged to practise their handwriting at home by using the Pupil log-in for Letter-join. Teachers can set Home Learning Tasks which may include:

- 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.

Printed Plus lower case letters



Cursive Lower Case Letters



Our school's

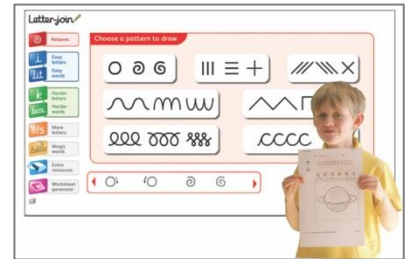
cursive letterforms:

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



Lesson Planners

***Module 1 Print: Early Years** teaches handwriting using the printed method. 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
- easy letters and words
- harder letters and words

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



***Module 1 Cursive: Early Years** teaches pre-cursive patterns and cursive, lower case letters. It starts with fine and gross motor skills warm-up exercises, correct sitting position and tripod pencil grip.

The first module is divided into three sections covering:

- pre-cursive patterns
- easy letters and words
- harder letters and words

At the end of this module, children should be able to recognise and form all the cursive, lowercase letters of the alphabet and write words using the correct joining techniques.

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

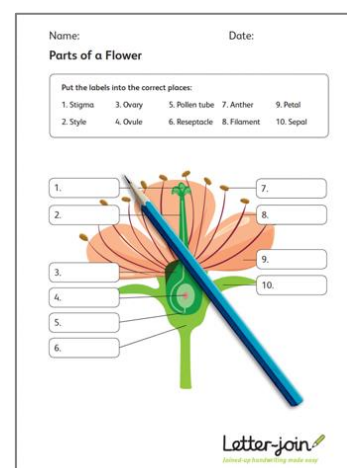
On finishing this module, children should be confident in writing all the capital and printed letters, numbers and symbols and start to become familiar with the orientation of cursive letters.



***Module 2 Cursive** contains lessons for teaching how to write capital letters, printed letters, numbers and symbols, whilst reinforcing cursive handwriting using Letter-join's on-line and printed resources. It is divided into three sections covering:

- warm-ups, letter families and capital letters
- printed letters
- numbers and symbols

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 their use.



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.



***Module 3 Cursive: Year 2** includes lessons to improve letter formation and orientation of letters through regular practice and to support spelling, grammar and punctuation in readiness for KS1 SATs. The sections in this module cover:

- 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.

Name: _____ Date: _____

Sequencing Sentences 1: 1
Rewrite these sentences in the correct sequence:

Meg gave it to Mum.
She picked the flower.
Meg saw a flower.
Meg saw a flower.
She picked the flower.
Meg gave it to Mum.

The sun was warm.
He fell asleep.
Grandad sat in a chair.
Grandad sat in a chair.
The sun was warm.
He fell asleep.

He got wet and muddy.
Spot jumped in a puddle.
It was raining.
It was raining.
Spot jumped in a puddle.
He got wet and muddy.

Letter-join

Lower Key Stage 2: Years 3 and 4

Handwriting lessons will continue twice a week in Lower Key Stage 2.

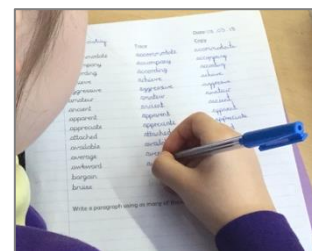
Lesson Planner Module 4 for Year 3 is targeted at children in lower KS2 where pupils should be using a cursive style throughout their independent writing in all subjects, helping to refine their handwriting in line with the requirements of each lesson. This module covers topics such as dictation, double 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.

Lesson Planner Module 5 for Year 4 focuses on using handwriting practice to support other subjects in the curriculum and, at the same time, builds on fluency and consistency. This module aims to promote meaningful links with other subjects such as English, maths, science, geography, French and Spanish. Making such links enables children to apply the skills they are learning in context and also provides depth to the curriculum.

Learners will continue to build on producing fluent, consistent and legible handwriting through the regular practice offered in this module's lessons.

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:

precarious precarious precarious
precarious precarious precarious

Use a dictionary to find 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:

insecure risky hazardous
treacherous unsafe dangerous

Write some antonyms of this week's word:

safe fixed strong
secure protected stable

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®

Upper Key Stage 2: Years 5 and 6

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

Lesson Planner Module 6 for Year 5 continues to build on combining fluent handwriting with other subjects across the curriculum.

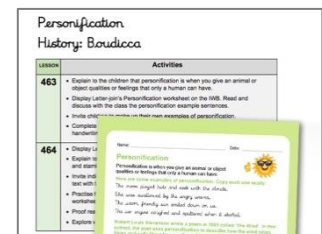
In this module, learners will have plenty of opportunity to develop the stamina and skills to write at length, with accurate spelling and punctuation. With Letter-join's wide range of resources they will be able to work towards producing consistently neat and well-presented handwriting in all curriculum subjects.

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.

Lesson Planner Module 7 Year 6 presents learners with a range of tasks where they have to decide on an appropriate style of handwriting. Promoting speedy, fluent writing continues to be a strong feature. Challenging dictation exercises will refine pupils' revising and checking skills as well as boosting their handwriting speed, stamina and fluency. A range of curriculum-based worksheets will give pupils the opportunity to practise writing at length.

Module 7 also contains a series of worksheets to aid KS2 SATs SPaG revision. They are designed to support year 6 pupils in meeting expected standards for spelling, punctuation and grammar, with lots of SPaG preparation and plenty of handwriting practice.

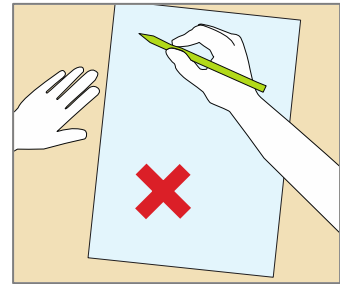
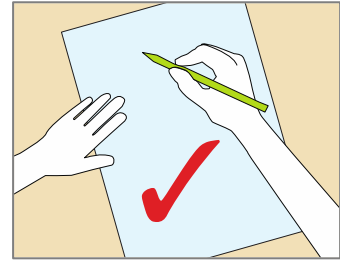
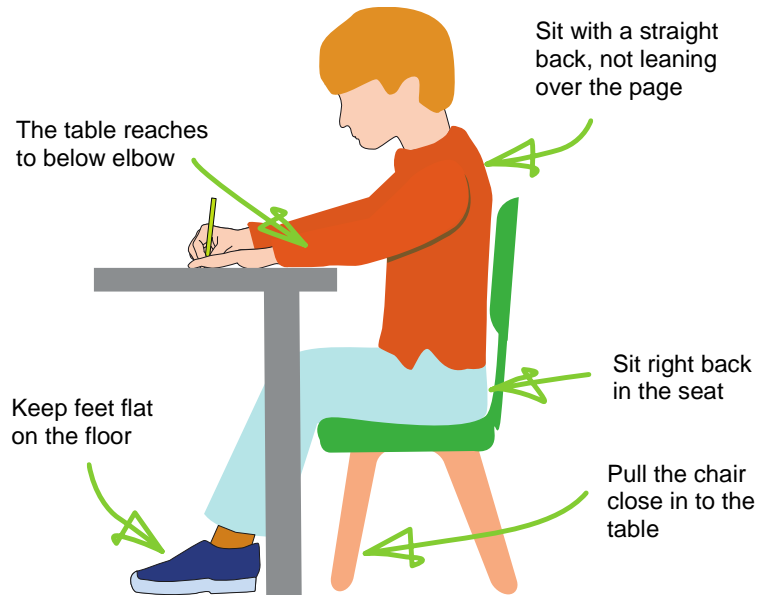
By the end of this module, children should be able to adapt their handwriting for a range of tasks and purposes and to create different effects. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes, a final handwritten version, an un-joined style or capital letters. All of these writing styles are covered in this module.



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

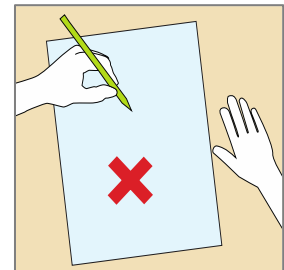
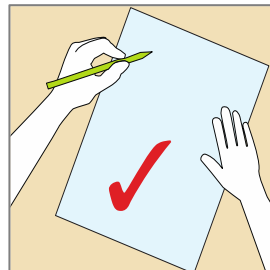
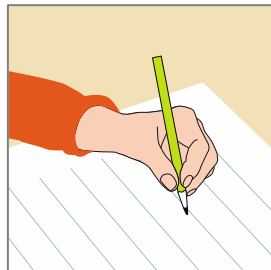
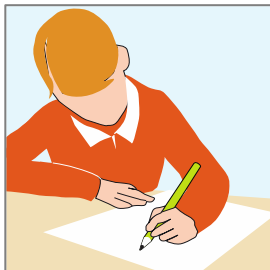


Paper position for right-handed children.

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.

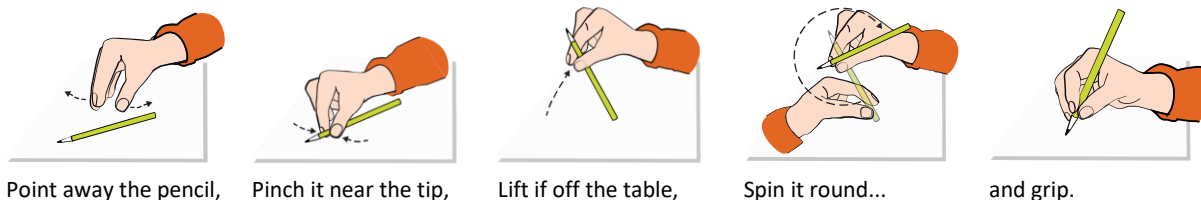


Paper position for left-handed children.

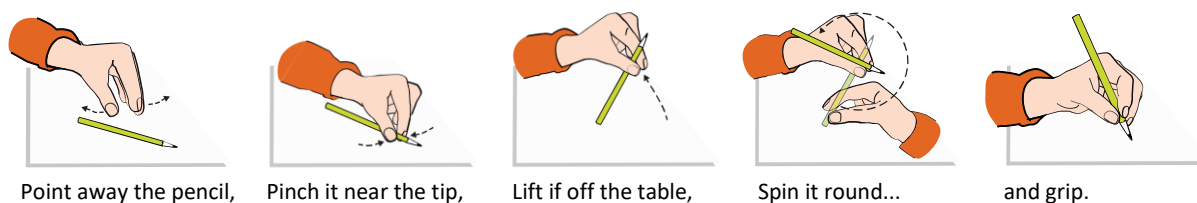
The Tripod Pencil Grip

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:

Right-handed pencil grip



Left-handed pencil grip



When do we ‘fix’ pencil grasps?

Just because it isn't pretty or 'age appropriate' does NOT mean it isn't functional.

Factors to consider:

- Age - 4 years vs 8 years
- Pain
- Fatigue – use of extrinsic vs intrinsic muscles
- Control and Fluidity
- Speed

Therefore, when it is atypical/ineffective AND causing dysfunction, fix a child's pencil grasp.

Strategies to assist with improving Desk Posture:

- Alternative forms of seating: Block under feet
- Sensory tools: Wedge and wobble cushion, Resistance bands around legs of chairs, Pool noodles
- Movement Breaks
- Correct paper position
- Playing games in prone
- Working on vertical surfaces
- Writing slope



How can we support children who have..

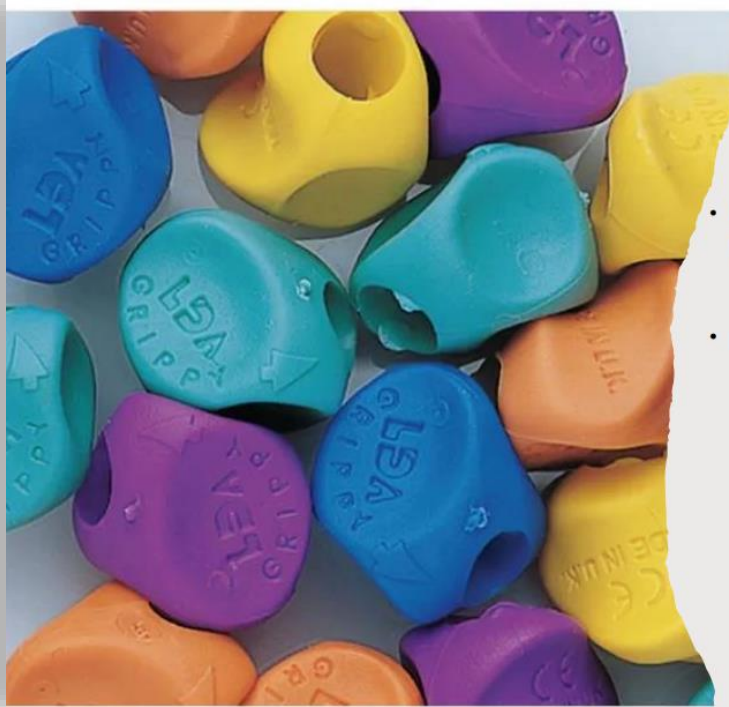
1. **Poor Muscular Postural Components** e.g. issues with strength, shoulder stability, endurance, wrist dissociation, hand dominance and midline crossing)

Difficulties with hand strength

- Theraputty and Playdough
- Scissor use and cutting different thicknesses of paper
- Fidget tools that incorporate elements of strength
- Working on fine motor skills
- In-hand manipulation and pincer grasp
- Scrunching paper and un-scrunching it
- Resistance tools
 - Spray bottles
 - Tweezers and pegs



2. **Poor Sensory Processing Components** e.g. press hard or lightly or fluctuate between the two)



Let's talk Pencil Grips

- Pencil grips are not a miracle cure for fixing an ineffective pencil grasp and the underlying issue should be addressed simultaneously.
- General principles to apply when choosing the best grip:
 1. Every child is unique. Not one grip fits all.
 2. If the grip shows improvements, then it needs to be applied to all writing tools.
 3. Pencil grips need to be taught and monitored.
 4. Muscle development, movement patterns and positioning come first.
 5. Know what you want to achieve – open webspace, finger placement, etc
 6. Social acceptability matters!

Strategies to assist with pencil grasp

- Develop pincer grasp
 - Tweezers, pegs
 - Short stubby crayons/ small pieces of chalk
 - Tearing different resistances of paper
 - Picking up coins and posting them
- Encourage hand stabilisation on page
- Scrunching paper and having flicking races (index and thumb fingers)



Pencil grips that promote tripod grasp and open webspace:

- The traditional pencil grip



CLAW grip



- Crossover and Start Right grips (hyperextended thumb)



Pencil grips for inconsistent pencil pressure

Pencil grips for too much pressure

- Classic Foam



- Ultra Pencil Grip



DIY Pencil grip – Balloons or stretchy fabric around the shaft



Mechanical Pencil



Pencil grips for too little pressure

- Weighted pencils





Pencil grips for pencil placement in webspace

- Handwriter band trick

The Elastic

3. **Visual Perception and Visual Motor** (e.g. Issues with forming letters, eye-hand coordination)

Letter Formation

- Use consistent terminology
 - Directional terms
- Mark starting points for each letter
 - Crayon, marker, stickers
- Visual cues
- Check pre-writing skills
- Multi-sensory approach
- Handwriting programs
 - Handwriting Without Tears
 - Write from the Start
 - Speed Up
 - Magic Link

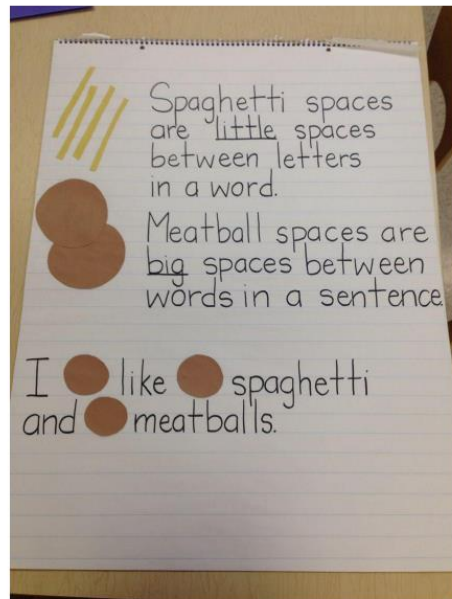


Name: _____

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
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

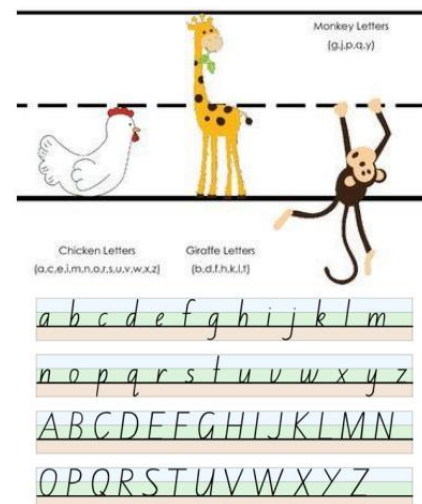
Sizing and Spacing of letters and words

- Physical spacers
 - Popsicle sticks
- Visual and tactile cue
 - Raised lines
 - Block/graph paper
 - Highlighter
 - Wax sticks
- Spaghetti and Meatball handwriting trick
 - Size Matters Handwriting Program



Alignment on lines

- Correct letter formation
- Terminology
 - Top, middle, bottom
 - This can be incorporated into movement
- Handwriting Paper
 - Sky – grass – soil
 - Highlighter lines
- Tall, short, tail letters
 - Chicken, giraffe and monkey

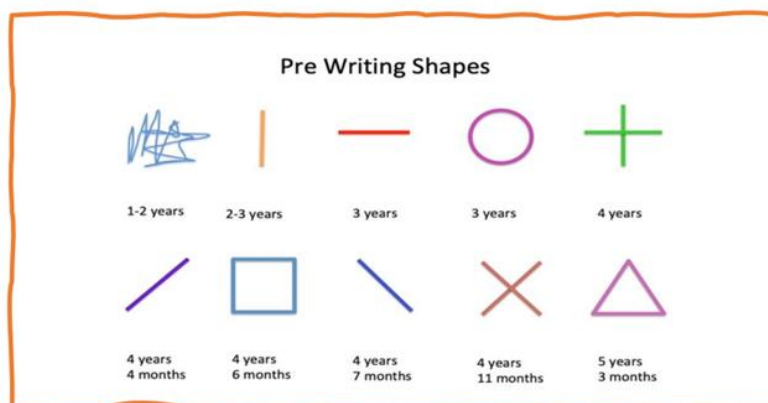


Highlight the bottom half of the line

When will the SENCo refer to Occupational Therapy?

- Postural control and fine motor skills are underdeveloped
- Effortful drawings and handwriting
- Tires easily and slow work speed
- Have other tasks related to fine motor that seem hard for them
- Buttoning, zipping, using utensils, putting on shoes

Appendix 1- Fine Motor Development

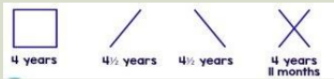



Age	Fine motor skill norms	Handwriting norms
2-3 years	<ul style="list-style-type: none"> • Begins to use one hand consistently in most activities • Strings 3-4 large beads • Builds a tower of 3-5 small block • Turns single pages of a book • Snips with scissors • Picks up small items with thumb and one finger • Rolls, pounds, squeezes, and pulls playdough • Eats without assistance • Completes insert puzzles 	<ul style="list-style-type: none"> • Holds crayon with thumb and fingers (not fist) <ul style="list-style-type: none"> - Digital pronate grasp • Imitates circular, vertical, and horizontal strokes



Age	Fine motor norms	Handwriting norms
3-4 years	<ul style="list-style-type: none"> • Builds tower of nine small blocks • Opens zip lock bags, containers and lunch boxes • Manipulates clay material (rolls balls, makes snakes, cookies) • Uses non-dominant hand to assist and stabilize the use of objects • Snips paper using scissors • Cuts roughly around pictures • Completes 4-6 piece interlocking puzzles • Dresses independently including large buttons, socks and shoes 	<ul style="list-style-type: none"> • Copies circle • Imitates cross • Hold a pencil with thumb and fingers on opposite sides of the pencil <ul style="list-style-type: none"> - Four fingered grasp



Age	Fine motor norms	Handwriting norms
4-5 years	<ul style="list-style-type: none"> • Clear dominant hand which is used for most activities • Cuts along a line continuously • Copies 9 block tower • Colours inside the lines • Traces along a line with control • Dresses and undresses independently (excluding shoelaces) • Independently draws a range of pictures • Copies simple pictures using geometric shapes 	<ul style="list-style-type: none"> • Copies circle, cross and square • Starts to write name and numbers 1-5 independently • Copies letters • Hold pencil with a tripod grasp 

Age	Fine motor norms	Handwriting norms
5-6 years	<ul style="list-style-type: none"> • Cuts out simple shapes • Designs own lego models • Cuts and pastes objects • Uses a knife and fork for soft foods • Completes a 20 piece puzzle 	<ul style="list-style-type: none"> • Uses a 3 fingered grasp of pencil and uses fingers to generate movement. <ul style="list-style-type: none"> - Dynamic Tripod Grasp • Copies triangle • Writes numbers 1-10 independently • Able to write known letters independently 

Age	Fine motor norms	Handwriting norms
6-7 years	<ul style="list-style-type: none"> • Cuts neatly around shapes • Draws detailed pictures with recognizable objects • Ties shoelaces 	<ul style="list-style-type: none"> • Forms letters and numbers correctly • Writes consistently on the lines • Develops good pencil control • Good endurance for writing tasks 