

# **Grand Avenue Primary and Nursery School**

## **A Policy for Handwriting**

### **Statement**

At Grand Avenue Primary and Nursery School we have high expectations with regards to handwriting and take particular care in our handwriting style. We believe that handwriting is a basic skill that influences the quality of work throughout the curriculum.

Grand Avenue Primary and Nursery School uses cursive handwriting as an agreed writing style. This ensures that there is a continuity of handwriting style from Early Years Foundation Stage through to the end of Key Stage 2. By the end of Key Stage 2 all pupils should have the ability to produce fluent, legible and, eventually, speedy cursive handwriting. Our intention is to make handwriting an automatic process that does not interfere with creative and mental thinking.

Fully joined cursive handwriting encourages:

- Natural movement
- Correct letter formation
- Less load on memory, aiding movement from left to right
- Clearer spacing
- Increased speed
- The development of a personal style
- Less focus on the mechanics and more on the product of writing
- Improved spelling

At Grand Avenue Primary and Nursery School we use the Letter-join programme to support our teaching of handwriting. This programme will form the basis of handwriting lessons. Staff will have access to the programme in which modelled examples of letters, joins and patterns can be shown to the class.

### **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 all written work.
- For pupils to understand the importance of neat presentation and the need for different letterforms (cursive, printed or capital letters) to help communicate meaning clearly.

## Connecting Handwriting to Spelling

At Grand Avenue Primary and Nursery School the Read, Write Inc (RWI) programme to ensure is adopted to ensure children have a structured and confident start to understanding literacy and language. RWI is a teaching method based on phonics (the units of sound within words) and children are taught to recognise and apply the phonics in both their reading and spelling. Where possible, the learning of handwriting is connected to the learning of spelling through methods such as teaching the joins when introducing new digraphs in phonics and when learning common exception words.

eg

ay eye

## Home Learning

Years 1, 2 and 3 will receive a weekly handwriting task as part of home learning; to be completed with the support of the Letter-join programme. Where possible, this will be linked to the learning of spelling.

## Teaching Strategies and Expectations

Handwriting is taught in explicit, regular sessions focusing on letter formation, consistent size and shape of letters, as well as accurate joining. Learning is differentiated based on the needs of the child. Handwriting is applied in all writing and modelling, as well as in displays, where appropriate, and is a consistent marking focus.

### EYFS (Daily sessions)

Children will be taught to:

- Use exercises to warm and strengthen muscles ready for writing
- Use 'left to right' orientation
- Hold a pencil/pen correctly



- Print and form letters accurately and include a lead-out stroke where appropriate
- Group letters according to letter families
- Space letters and words
- Introduction of capital letters
- Begin to write on lines and join letters when ready



← Accurate formation of letters including lead-out strokes where appropriate.

### Year 1 (Minimum 5 x 10 minutes sessions per week)

Children will be taught to:

- Print and form letters accurately and include a lead-out stroke where appropriate
- Begin to join letters by extending the lead-out stroke
- Form capital letters
- Form digits 0-9
- Understand which letters belong to which handwriting “families” (i.e. letters that are formed in similar ways)
- Form lower case letters of the correct size relative to one another
- Form descenders and ascenders accurately
- Leave word spaces



← Examples of extending the lead-out stroke to form diagonal and horizontal joins.

**Year 2** (Minimum 4 x 10 minute sessions per week)

Children will be taught to:

- Form lower case letters of the correct size relative to one another
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
- Use spacing between words that reflects the size of the letters
- Join letters by extending the lead-out stroke

**Year 3** (Minimum 3 x 15 minute sessions per week)

Children will be taught to:

- Develop writing formation so that it sits on the line and begins next to the margin.
- Ensuring consistency of size of writing.
- Develop fluency in joined writing
- By the end of Year 3, most children will use joined handwriting at all times.
- In Year 3 children will start working towards gaining their pen license.

**Year 4** (3 x 15 minute sessions per week)

Children will be taught to:

- Be aware that at times, other specific forms of writing are required e.g. printing on a map, a fast script for notes.
- Increase the legibility, consistency and quality of their handwriting e.g. ensuring that the down strokes of letters are parallel and equidistant and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.

**Year 5 and Year 6** (Handwriting to be taught through specific intervention sessions with those pupils that require continued support)

Children will be taught to:

- Write legibly, fluently and with increasing speed by:
- Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- Choosing the right implement that is best suited for a task.
- The aim is for all children to have achieved their pen license by the end of year 6.