



Timothy Hackworth Primary School

'Respectful and resilient; being the best that we can be.'

Handwriting

This should be read in conjunction with the CRC and Respectful Relationships Policy.
CRC Article 28: All children have the right to an education.
All policy and practice in Timothy Hackworth Primary School respects children's dignity.

Intent

At Timothy Hackworth Primary School, it is our intent to promote legible, fluent and joined handwriting, which is of a consistent style and aesthetically pleasing. We feel that it is vital to encourage pupils to gain satisfaction from a neatly presented piece of work.

We strive to ensure that our pupils have the opportunity to demonstrate resilience, resourcefulness, reflectiveness and reciprocity and have the ambition to be successful learners.

Implementation

At Timothy Hackworth Primary School, we follow both the Penpals and Letterjoin handwriting schemes.

The Penpals scheme is used from Reception to the end of the Spring Term in Year 2 with the aim being to support the development of a legible, printed style of handwriting with accurate letter formation.

The Letterjoin scheme is used from the Summer Term in Year 2, to the end of Year 6, with the aim being to build upon the printed style through the development of a legible, accurately joined and fluent script.

Handwriting is specifically taught from Y1 to Y3. In Years 4, 5 and 6, handwriting will be practised on a weekly basis, with specific intervention, where necessary, for identified children.

During lessons, we ensure that children are reminded of the correct seated posture, alongside appropriate paper / book position. Children are taught and reminded to hold their pen or pencil correctly, using their other hand to hold their work firmly.

Progression

Early Years Foundation Stage

In order for children to acquire a legible and fluent style, they need to develop skills including: good gross and fine motor control, a recognition of pattern and language to talk about shapes and movements, which link to basic letter shapes.

Gross motor control is the term used to describe the development of controlled movements of the body. Of particular importance in relation to handwriting, is the development of good posture and balance. The children in the Early Years take part in activities such as dancing, playing football, using small apparatus, peddling tricycles, twirling ribbons, sky-writing and building with large-scale construction kits to develop gross motor control.

Fine motor control is the term used to describe smaller movements, usually of the hand and fingers. To improve fine motor skills, the children in the Early Years make patterns using pegboards, take part in weaving activities, they chop and peel in cooking activities, use screwdrivers and hammers, play finger rhymes, count on their fingers, use small construction toys, use their fingers in sand and water play including sieving, pouring and picking up toys using tools etc. To develop the pincer movement, they use tweezers; they peg numbers on washing lines; take part in art activities, for instance, using finger paints or sprinkling glitter on paper. Children strengthen their fingers ready for handwriting by using clay and play dough for modelling. They make letters, shapes and patterns using a range of media. Dexterity is developed by: cutting out large letter shapes or patterns; colouring in a picture, or completing a dot-to-dot; tracing along lines, shapes and letters.

The size of the writing implement should not be too large for a pupil's hand, and should be able to be held correctly.

The PenPals handwriting scheme teaches 'shape families'. The letters of the alphabet are organised into four movement groups. Having shape families helps the children to become familiar with the shapes of letters, and helps the children to remember the starting points of letter formation. The children practise gross motor skill movements before starting fine motor skill letter practice, for example, by tracing, or by copying using a variety of materials.

Once the children have developed their gross motor skills and fine motor control, they are then ready for learning to form letters using the correct letter formation.

Key Stage 1 / Year 1

Children practise a printed handwriting style using the PenPals scheme. In the Summer term, children use a formal handwriting exercise book. They use standard sized HB pencils.

Key Stage 1 / Year 2

Children continue to practise their printed handwriting style using the Penpals Scheme. Handwriting is taught on a daily basis. In the Summer Term, pupils are moved on to the Letterjoin Scheme to begin to join their letters.

Key Stage 2

Children continue to use a joined script during the week and across Key Stage 2 using the Letterjoin scheme. The teaching of handwriting takes place on a daily basis in Year 3. In Years 4, 5 and 6, handwriting is taught and intervention provided for identified children as necessary.

Pen Licence

Children use blue ballpoint pens when they have been awarded their Pen Licence. To gain their licence they must demonstrate joined handwriting that is correctly formed, orientated and sized.

Pencils should continue to be used throughout the school for all Maths work, diagrams, charts and maps. Children should be encouraged to always write with a sharp pencil and to use rubbers to correct mistakes, or cross through with a single ruled line as specified in the Marking and Feedback Policy.

A printed style of writing is used for the labelling of maps, diagrams or data, writing an email address, or for algebra and capital letters, for example, for filling in a form. Children use a printed style for spelling tests.

Exercise Books for Handwriting

Yellow exercise books, of 11mm lines, will be used in Reception, to the end of the Spring Term in Year 1. Yellow formal handwriting books will be used in the Summer Term of Year 1. These books will be used until the end of Year 3. Children in Years 4-6 will practise handwriting in their English books, unless there is a specific need.

Left-Handed Children

At Timothy Hackworth Primary School, class teachers know who the left-handed children in their classes are, so that the children can be appropriately supported.

In order for left-handed children to write comfortably, they must be seated at the end of a table on the left-hand side, with no right-handed child next to them, so that any contact with another child's hand when writing, can be avoided. Alternatively, two left-handed children could sit next to each other, as the same principle would apply.

The left-handed child pushes their pencil or pen across the paper rather than pulling it. Left-handed children should hold their pencils or pens at approximately 1.5cm away from the point and at an angle so that they can see their writing.

Left-handed children should receive specific teaching to meet their needs.

Golden Standard Handwriting

The Whole World is One Nest.

We are the birds of the same nest,

We may wear different skins,

We may speak different tongues,

We may believe in different religions,

We may belong to different cultures,

Yet we all share the same home - Our Earth.

Born on the same planet, covered by the
same sky,

Gazing at the same stars, breathing
the same air,

We must learn to happily progress
together.

by Atharva Veda

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Impact

Children will be able to produce joined handwriting in all areas of the curriculum of a similarly high standard, demonstrating accurate letter formation, legibility, pace and fluency. Children will write fast enough to keep pace with what they want to say. Children will also have pride in the presentation of their own work.