Joy Lane Primary School Handwriting Policy



Named Leaders	Miss Sidders / Mrs Harkins
Date	March 2023
Date to be reviewed	September 2024

Handwriting Policy

At Joy Lane 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.

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

Formal teaching of handwriting will be carried out regularly and systematically to ensure Key Stage targets are met.

Handwriting is a cross-curricular task and will be taken into consideration during all lessons.

Pens and pencils

Children will start handwriting using a soft pencil. When fine motor skills have been established a handwriting pen can be used.

Key Stage 1

Towards the end of Year 1, children will begin to use a handwriting pen when doing a 'special' piece of writing. In Year 2, children will always use a handwriting pen when creating a final piece.

Key Stage 2

As children enter Key Stage 2 (Year 3), children will write in their books with a handwriting pen and complete all final pieces in pen. Children may use a pencil in their books if they are still working on finetuning their letter formation.

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, in line with their Individual Provision Map (if appropriate). 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.

Children can also watch the word and letter animations and practice and explore other handwriting resources on Letter-join.





Key Stage Teaching

We adapt the sequence and teaching of the Letter-Join programme to match the starting points of the children.



Early Years

For our youngest pupils, we teach short handwriting lessons which will include the following:

- enhancing gross motor skills such as air-writing, patternmaking 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, At the end of this module, children should be able to recognise and form all the printed, lowercase letters of the alphabet.

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

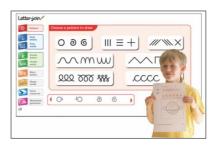
Module 2 Lesson Planners – Year 1

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.

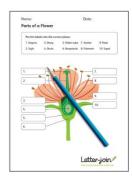
It is divided into three sections covering:

- 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 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



With the regular handwriting practice throughout this module, children should now be developing the fluency and speed of their writing.

Lower Key Stage 2: Years 3 and 4

Handwriting lessons will continue 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.





ord of the We		nous
ite this week's word	six troos:	
precarious	precarious	precarlous
precarious	precarious	precarious
e a dictionary to find	the definition of this v	week's word :
If something	is precarious, it	is not safe and
likely to fall	off or fall over.	
	of this week's word:	
insecure	risky	hagardous dangerous
treacherous	unsafe	dangerous
ite some antonyms	of this week's word:	
safe	Arred	strong
secure	protected	stable
ite a sentence using	this week's word :	
The cat was i	n a precarious po	sition in the tree.
Beware: this d	iff edge is precar	ious.
	hat precarious, of	
The stranded a	limber was in a j	precarious situation.

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.

Upper Key Stage 2: Years 5 and 6

More advanced handwriting techniques will be taught during handwriting lessons in upper Key Stage 2:

- 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.

Key Stage 2 Traditional stories and
poems.
Hansel and Gretel
and the second
Suddenly the door
opened, and an old woman came out.
Dictation exercises using extracts from traditional storie



ESSON	Activities	
463		children that personification is when you give an animal or is or feelings that only a human can have.
		join's Personification worksheet on the IWB. Read and he class the personification example sentences.
	· Invite child***	the methan can their men examples of personification.
	Complete handwrite	
464	Display La Exclusion to	Personification
	and stars	Personalization in whether whether and the second s
	Invite Indi IseC with 1	deallies or beings that only a human can have been one house examples of particulation. Copy with one weath The norm ploget hole and soft soft of the stock.
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		The users, prandig sun smilled down on us
	Proof real	The sam angue coughed and epidemic when it shorted.
	Explore x	Bolast Loops Warantan price a poer, in 1925 color: The Word' in the extent, the post store percentilization to standard here the word colors, Mines and a site like a former. Guy: We prove in your best location than

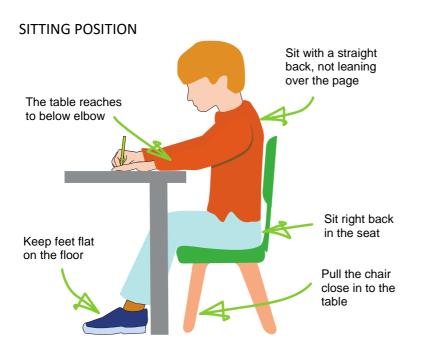
ime:			Date:
pelling 1			
Words ending in	oious andt	ious	
098	Trace	Copy	Gover and write
telicious	delicious.	delicions	delicious.
anecious	preciais	precious	preciois
conscious	conscious.	concious	concious.
spacious	spacinus	Apaciou	Spacieus.
Aclous	Ancieus.	vician	incious
suspicious	Auspieime.	suspicións	suspicious
nfectious	infactions.	infections	interious.
autious	autions.	onutions	canting
mbitious	antidious.	ambitious	ambiting
scrumations	sourghous	ecountions	scrimptions
superstitious	superstitions	sucontitions	superstitions
ubritious	nutritionis	nutritions	nutritions.
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Fonts

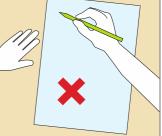
_etter-join fonts	
Letter-join Plus A continuous cursive font with lead-in and lead-out lines.	the dog ran
Letter-join Air Plus Used when wanting to teach continuous cursive letters that are not joined.	the dog ran
Letter-join No-lead Does not include the lead-in line at the start of each letter but has a lead-out line that joins to the following letter.	the dog ran
Letter-join Air No-lead Does not include a lead-in line, letters are not joined.	the dog ran
Letter-join Print Plus Has simple exit strokes for letters that end 'on the line'.	the dog ran
Letter-join Basic Use with Smart Notebook and other software without options for scripts fonts.	the dog ran

Correct posture and pencil grip for handwriting

Pupils should be taught to sit correctly at a table, holding a pencil comfortably and correctly.





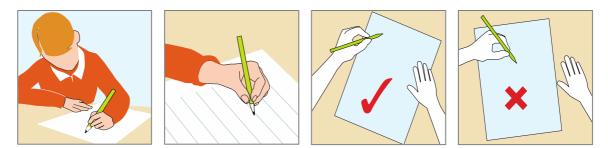


Paper position for righthanded children.

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





Point away the pencil,

Pinch it near the tip,







Lift if off the table, Spin it r

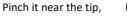
and grip.

Left-handed pencil grip





Point away the pencil,









Spin it round...



and grip.

Spin it round...