



Handwriting Policy

Rationale

At Loders CE Primary Academy, all children begin the process of learning cursive handwriting when appropriate. We believe this raises standards in handwriting throughout the school, developing confidence, accuracy, fluency, writing stamina and presentation.

The rules of the Cursive Style help:

- to minimise confusion for the child as every letter starts on the line with an entry stroke and leads out with an exit stroke.
- with the flow of Cursive Writing as letters naturally flow into each other, it is impossible to write separate letters without joining.
- form spacing between words as the child develops whole word awareness
- develop a child's visual memory
- all children's writing skills regardless of academic ability

All children begin by writing with a pencil, moving to a pen as appropriate. There is an expectation for Years 5 and 6 to write with a handwriting pen.

Policy outline

Gross and fine motor skills: activities to develop gross and fine motor skills are essential to the development of good handwriting. This is of particular importance in EYFS and early KS1, but may be required as an appropriate intervention in KS2.

Posture: As they move through the school, children should be taught the importance of sitting upright and correctly on their chair, with their feet on the floor and their chair tucked in.

Pencil grip: children should use a tripod grip, and be given constant reminders until this is established. Shaped pencil holders are available in school for children who find them helpful.

Position of paper: left handed children should be encouraged to tilt their paper slightly to the right to improve their view of what they are writing, and to reduce smudging later on when they write in ink. Right handed children may find it helpful to tilt paper slightly to the left. Paper should be steadied with the free hand.

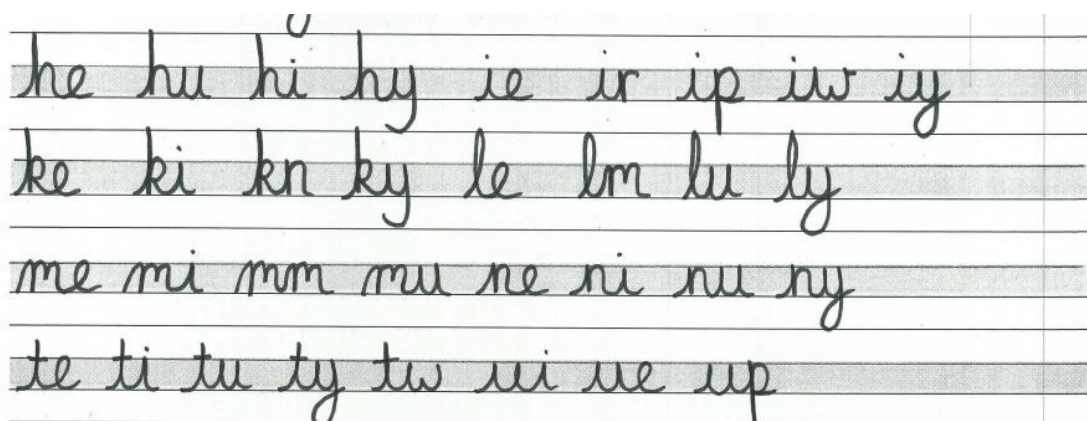
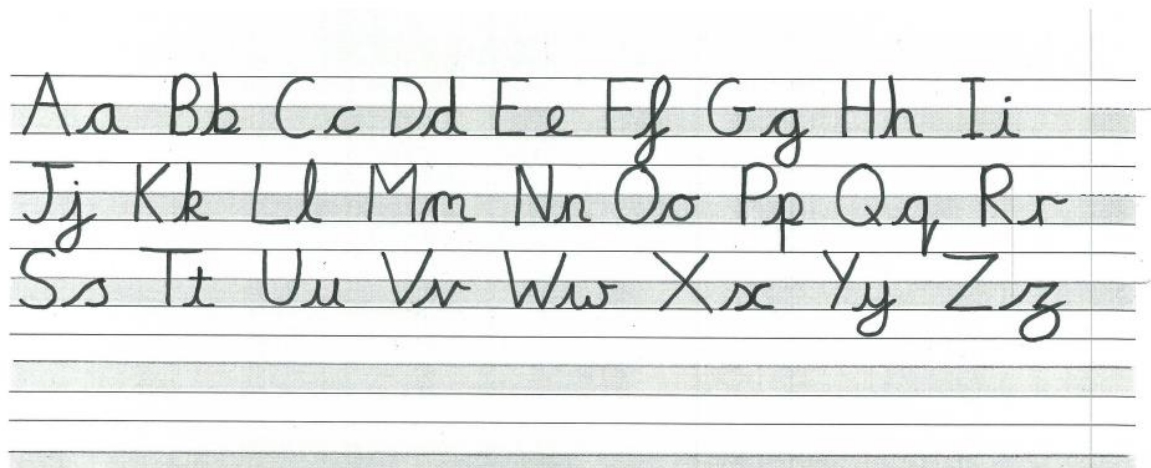
Paper: early writers will make marks on and eventually write on unlined paper, whiteboards or other surfaces so that they are able to write at a size appropriate to their needs. As soon as children are beginning to control the size of their writing, they will be given handwriting paper and exercise books appropriate to their developmental stage. Where work is redrafted and presented for display, children may use plain paper and guidelines, with the same line spacing.

Correct letter formation: children are taught to form letters correctly, paying attention to the starting point for each letter, the direction of pencil movement, the shape and orientation of the letter, and the relative heights of the body of each letter, and any ascender and descender. Teaching will be multi-sensory and appropriate to the needs of the child. Our policy is to teach unjoined letter shapes with the correct formation, progressing to joining letters in a systematic order. Letter formation for cursive writing is available to staff and pupils on the handwriting mats in Appendix I.

Correcting mistakes: use of rubbers is to be discouraged except in the case of work in pencil for display. Otherwise, mistakes in pencil or ink should be crossed out using a single horizontal line and a ruler, and the whole word rewritten.

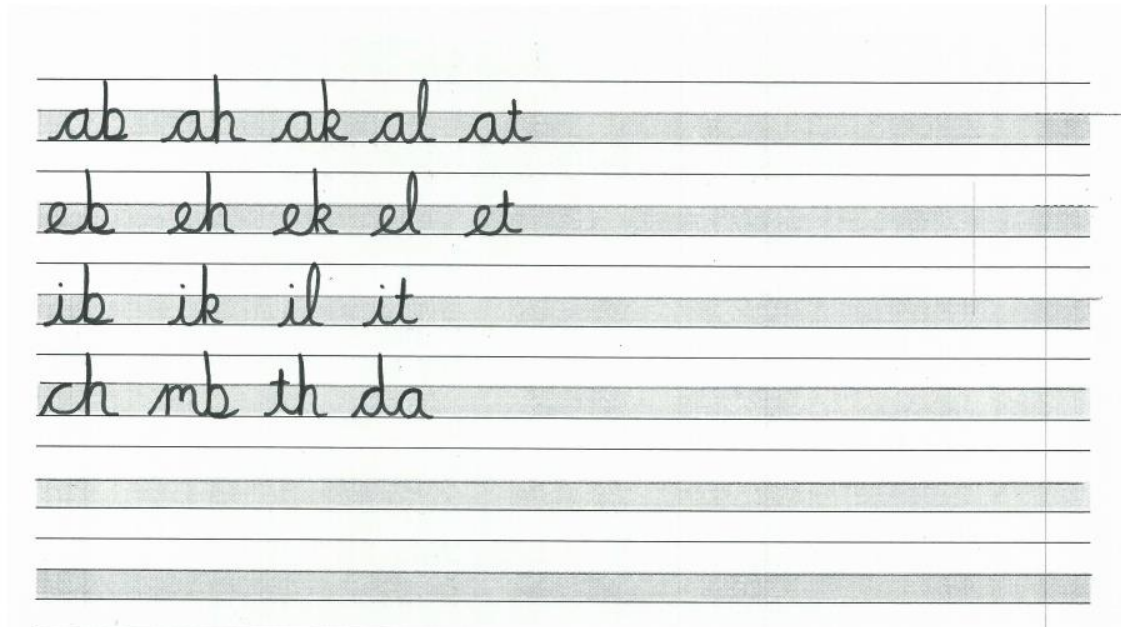
Appendix 1

Cursive letters – whole alphabet (uppercase and lowercase)

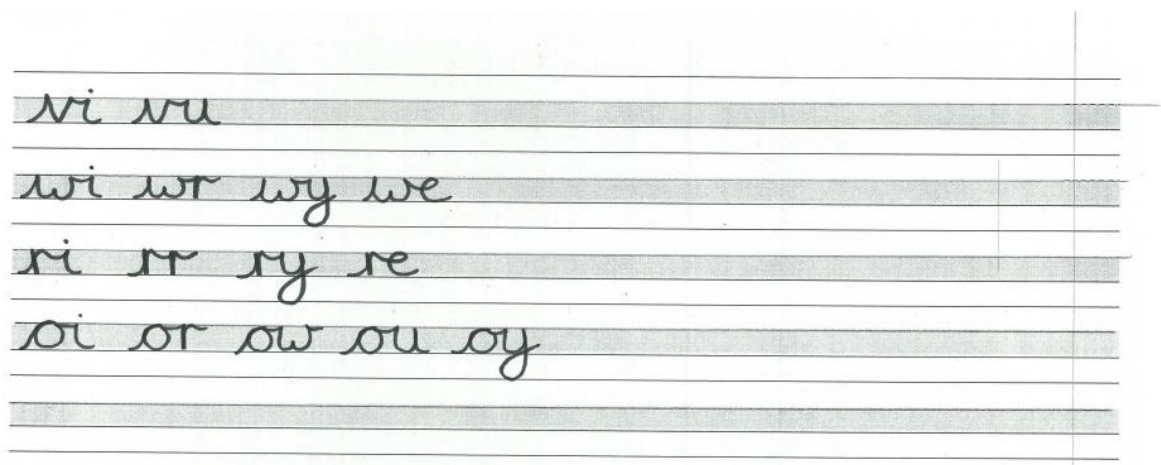


Appendix 2

Diagonal joins to ascenders



Horizontal joins to x-height letters



Appendix 3

Horizontal join to x-height letters (continued)

na no

wa wo

ra ro rd rg

oa oo od og

Diagonal joins from descenders (and s) to x-height letters

qa qe qi qo qu

ga ge gi go gu

ja je ji jo ju

ya ye yi yo yu

za ze zi zo zu

si sh sl se st sa sy