

# PERRYFIELDS PRIMARY PRU



## Handwriting Policy

Review Date	Reviewed Date	Reviewer	Action
September 2017	October 2017	Staff	Ratified by Management Committee: 17.10.2017
September 2020			

## Perryfields Primary PRU Handwriting Policy

September 2017

A fluent, cursive and legible handwriting style empowers children to write with confidence and creativity. This is an entitlement that needs skilful teaching if each individual is to reach their full potential.

Perryfields Primary PRU's aim is that the children will be able to write clearly, fluently and quickly so that they can cope with the everyday demands of life and school both at Perryfields and back in their mainstream setting.

The British Dyslexia Association suggests that advantages to using cursive script are that:

- Making each letter in one movement
- Children's hands develop a 'physical memory' of it
- Making it easier to produce the correct shape
- Because letters and words flow from left to right, children are less likely to reverse letters which are typically difficult (like b/d or p/q);
- There is a clearer distinction between capital letters and lower case;
- The continuous flow of writing ultimately improves speed and spelling
- The children are taught the pre-cursive script, forming letter shapes with 'leads-in and out', leading to cursive script when ready.

Through purposeful (daily) guided practice they foster a comfortable and legible cursive handwriting style. If Perryfields receive children within the Foundation stage, they are taught according to the Early Years Foundation Stage curriculum. They will learn good control and co-ordination in both large and small movements, learning how to handle equipment and tools effectively, including pencils, for pre-cursive writing. Throughout the rest of the school, handwriting practice will take place in the Learning Log (yellow) books and during IEP time.

A display for individual letters should be available for all children on view in classrooms.

### Aims and Objectives

- To understand the importance of clear and neat presentation in order to communicate their meaning clearly.
- To take pride in the presentation of their work and therefore study handwriting with a sense of achievement.
- To be able to write quickly to aid expressing themselves creatively and imaginatively.

- To use their skills with confidence in real life situations.
- To develop a fluent, joined and legible style of writing where letters are accurately formed and consistent in size, and ascenders and descending letters are in proportion and predominantly parallel.
- To enable children to achieve correct letter movement for both left and right-handed writers.

#### Key Stage One:

Children are involved in pre-writing activities to develop their fine motor coordination skills, manipulative skills and hand-eye co-ordination. Children practise forming letters using a variety of materials, such as sand and paint. Children learn the letter shape with the letter sound. The correct pencil grip will be taught. Children will also be taught to use the 'leads in' as they are taught phonic sounds. Differentiation according to a child's developmental stage will be paramount in Foundation Stage. Some children may be ready to 'join' earlier than others who require more general hand co-ordination activities.

#### KS1 pupils:

Children continue to be taught the correct formation of the letters in handwriting lessons and in conjunction with phonic work. 'Leads-in' are consolidated and leads out introduced. Joining of short words such as 'in', 'on' will take place. Children who require more support will be identified. The correct pencil grip will be reinforced and where necessary, corrective rubber pencil grips for those needing them will be used. By the end of the year it is expected that all children will be using the leads in and out strokes. Handwriting is taught frequently and discretely through direct teaching so that pupils form letters correctly and confidently. Handwriting will be taught daily.

#### Y1: Pupils should be taught to:

- Sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place.
- Form capital letters correctly.
- Form digits 0-9.
- Understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these.

## Year 2:

Children continue to be taught handwriting regularly (daily), and move swiftly during the first term to joining letters after consolidating leads in and out and continuing to check letter formation.

Handwriting will continue to be taught in discrete lessons but will start to be used in all written work. Pupils are taught to write with a clear and joined style as soon as they can securely form letters with the correct orientation. Subsequent terms will consolidate this and will focus on refining joins and overall presentation of handwriting. By the end of Year 2 it is expected that all children will be joining words with confidence and control.

Pupils should be taught to:

- Form lower-case letters of the correct size relative to one another.
- Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.
- 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.

## Key Stage Two Years 3 and 4:

Children will have regular handwriting practice to reinforce the joins learned in KS1 and to develop an independent style of handwriting that is fluent and legible. They will continue to practise joined writing to aid presentation, legibility and the finer points of the joins. Children who have not yet developed a fluent handwriting style in independent writing by the end of Year 3 will be placed on an individual handwriting program

### Y3/4:

Pupils should be taught to:

- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.
- Increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the down-strokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descending of letters do not touch]

## Years 5 and 6:

Children who have not yet developed a fluent handwriting style in independent writing will be placed on an individual handwriting program. Those who have not will be monitored in all written work. Within the 'Literacy/Writing' period, children

will be given opportunities and be encouraged to use different styles of writing for different purposes. Children will need reminders about joins and any inconsistencies of style should be worked on. It is recognised that older children like to develop a more personal style. However this must be consistent with the school style. Children will need to practise different presentation styles – varying heights, use of capitals etc.

Pupils should 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.
- Independently selecting a writing implement that is best suited for a task.

### Left-handed children

Left-handed children may experience more difficulty with handwriting than right-handed children. As long as support is given, there is no reason why the left-handed child should not achieve a fluent legible hand. Left-handed children should be seated to the left of any right-handed child, but not with their left to a wall or other obstruction. There must be sufficient space to the left of the left-hander to enable them to place their paper in a comfortable position. Young left-handed children tend to hold their pencils close to the lead and thus cover their writing with their hand. This means that although they know there are spaces between the words, their writing appears without any. Teachers are to ensure that the pencil grip is high enough from the paper to leave a gap, yet remain comfortable. This can be achieved, if needed, by using the corrective rubber pencil grips.

### Teacher's Handwriting.

The teacher's handwriting is the model for the children. All teachers should aim to produce quality writing at all times. (In books, on home-school sheets and on all correspondence.) It should match the school style at all times. When a teacher is demonstrating handwriting they will take the left-hander into account and ensure that the demonstration allows the child to copy movements accurately.

### Support Staff.

Support staff should use the school style when writing in the children's books so that the models offered to the children are consistent.

### Worksheets / Whiteboard work.

Where possible, this should match the cursive style of the handwriting policy.

Displays.

There should be a model for letter formation accessible to children at all times. Displays should also reflect the cursive script. Some displays may use un-joined script as a model for how text looks in books.

S.E.N.D

At Peryfields Primary PRU, we teach handwriting skills to all children, whatever their ability (See also SEND Policy). Teachers will need to be sensitive to the needs of children with Special Educational Needs and to genuine developmental needs. Children with fine or gross motor problems will have opportunities for extra support in a small group. Work can be adapted as necessary.

At Perryfields Primary PRU, we aim to identify and support all children following the guidance as laid out in our SENd Policy and following advice offered by outside/expert agencies such as advice offered by occupational and Physiotherapists and the Worcestershire Dyslexia Support Group Policy.

- Policy Review date: September 2020
- Appendix 1 – see next page for cursive font