



Brereton C of E (A) Primary School

Handwriting Policy

Philosophy

We at Brereton C of E (A) Primary School believe that handwriting is an important communication skill which children must master in order that their written work can be read with ease.

Handwriting is a complex skill which involves a range of cognitive, linguistic and perceptual-motor activities. It is the way we record our thoughts on paper, using a generally understood system of symbols.

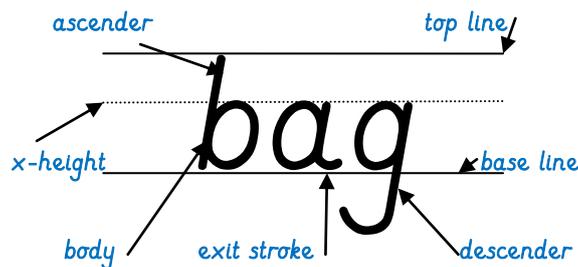
Aims

At Brereton C of E (A) Primary School we aim to:

- Develop the legibility of handwriting.
- Develop the speed at which pupils are able to write.
- Develop a fluent cursive style.

Practice

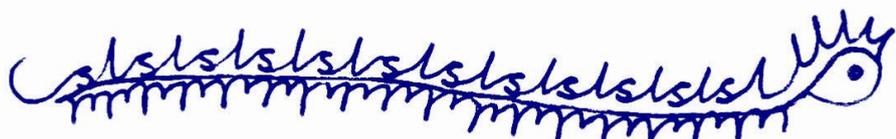
The language of handwriting:



- All staff should use the same terminology in order that we give children a consistent message.
- It is good practice to check that children understand the concepts of 'up' and 'down' before they start to write.
- Pupils in Preschool and Reception need to develop their gross and fine motor control in order to prepare for handwriting. Pre writing tasks include: bead threading, modelling, weaving, finger play, cutting, pasting, pattern work and warm up activities for handwriting (see Hands-up-for-handwriting).
- A good way to check if a child is ready for handwriting is to see if they can draw horizontal lines left to right, both straight and wavy; straight scribble; round and round scribble; a diagonal cross; an anti-clockwise circle; a clockwise circle; a vertical line in a downward direction; a vertical line in an upward direction.
- Little and often is the best way to learn handwriting skills. It is a great activity to use during registration time.
- Teachers should look out for specific teaching points in handwriting as in every other subject. To be told that your handwriting is untidy but not how to make it tidier will not benefit the individual.
- Pupils should be enabled to experiment with a variety of pencils, felt tips and pens.
- Pupils should be provided with a range of pencil grips in order to help them master the tripod grip.
- Reception will share correct letter formation with parents as soon as children start school (See Appendix A) Teaching how to form letters the correct way from the very beginning is crucially important as it is very hard to unlearn.
- Pre-writing handwriting patterns can also help older pupils who have difficulty with fluent movement.
- Key Stage One pupils should practice using widely spaced lines and once able to produce simple patterns they can move on to combine the patterns to produce attractive designs.



mm mm mm mm
 ccc ccc ccc
 uuu uuu uuu
 vvv vvv vvv
 wwww wwww
 nn nn nn nn
 ssss ssss ssss
 ttt ttt ttt





Brereton C of E (A) Primary School

- In order to develop a fluent style pupils must learn to form the letters following the correct movement pathways. Faults need to be corrected.
- It is easier to teach letter formation by teaching groups of letters which are formed with a similar movement together: i t l u y j / n m r h b p k / c a d g q o e / s f v w x z.
- These letter groupings are primarily concerned with movement and will not match the letters that are commonly used first in phonics teaching. However to teach handwriting skills these letter groupings are the most effective method (see *The National Literacy Strategy; Developing Early Writing part 3 section 3*).
- The 'patter'- little sayings that help young children to remember how to form letters is an important step in letter formation (see *Read Write Inc. resources*).
- At Brereton we encourage our pupils to finish each letter with a 'flick' so that letters are able to be joined easier when appropriate.
- Not all pupils are encouraged to form an entry stroke from the baseline as this can be confusing but it is advocated as an effective approach for pupils with dyslexia.
- Pupils should be specifically taught how to form capital letters and their relation to the lower case versions.
- At Brereton it is our aim to introduce a cursive style in Year 2 and it to be embedded before the end of Year 4.
- Joins should be taught to and from each letter. Again it is best to teach the joins in relation to movement groups.
- As soon as pupils are able to write in a cursive style they should use this for all written work.
- Particular attention should be paid to left handed pupils. For example they should be seated on the left hand side of the desk.
- Left handers should be encouraged to turn their book/paper 20-30 degrees clockwise so that the writer can see the words as they are written.
- Left handers often press heavily and a softer, padded surface can make writing more comfortable.
- Consider the pen that a left hander uses as often they will smudge the ink as their hand travels over what they have written. If possible encourage them to keep their hand below the writing line.
- If a teacher needs to guide the hand of a left hander they should use their left hand.
- Sitting correctly when writing helps pupils to adopt good handwriting. Sitting with the upper body reasonably upright, with feet on the floor and the non-writing hand supporting the work. Reminders should be given by teachers until this posture becomes habitual.



- Handwriting slopes are available for pupils with difficulties, as are a range of pencil grips.
- In upper-Key Stage Two pupils should be encouraged to develop the speed of their handwriting (see *Tips for Teaching Speeding Up*).



This policy should be read in conjunction with the following relevant policies: Presentation/Teaching and Learning/Inclusion

This policy was written and agreed by staff on 2nd September 2014

This policy was agreed by Governors on 13th October 2014

This policy will be reviewed in September 2017



Brereton C of E (A) Primary School

Appendix A

Handwriting and Letter Formation

To help you support your child with their handwriting, please find below Brereton CE (A) Primary School's agreed letter formation and handwriting.

Letter Formation

