



## **Lüderitz Blue School Handwriting Policy**

### **1. AIM OF HANDWRITING POLICY**

At Lüderitz Blue School, we aim to encourage the progression and development of each child's handwriting into a legible, fluent, and individual style. We believe that when learners have good handwriting, it can be adapted for various purposes including spelling and composition. Our aims in teaching Handwriting are:

- To support learners' writing in a consistent, well-presented, and legible format.
- To ensure learners have a consistent approach across the school.
- To ensure learners use a cursive writing style across the school.
- To ensure all learners know the difference between lower and upper case letters.
- To ensure the skills mastered in Key Stage One (up to and including Grade 2) continue to develop throughout a learner's primary education and further.

## **2. METHODOLOGY**

The school uses cursive handwriting as the agreed writing style. This ensures continuity of handwriting style from Grade 0 onwards. We believe that wholly joined cursive handwriting encourages:

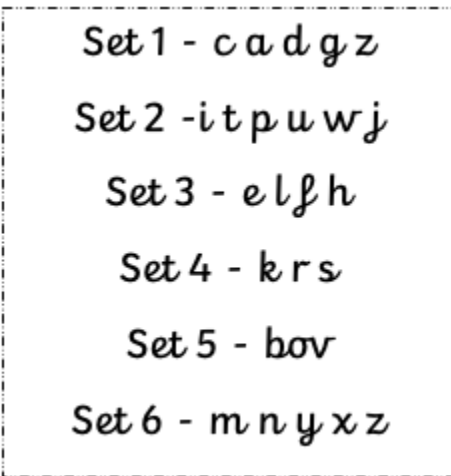
- Natural movement
- Correct letter formation
- Less load on memory, aiding movement from left to right
- Clearer spacing
- Increased speed
- Development of a personal style
- Less focus on the mechanics and more on the product of writing
- Improved spelling

## **3. ORGANISATION**

- i) Learners are taught Handwriting in regular sessions focusing on letter formation, consistent size and shape of letters and accurate joining.
- ii) Learning is differentiated based on the needs and development of the child.
- iii) Handwriting is applied in all writing and modeling, in some displays and is a consistent marking focus.

#### 4. LETTER FORMATION

- i) Teachers will provide opportunities to demonstrate and reinforce correct letter formation, allowing a natural lead-in to the correct starting point for each letter.
- ii) Letters are taught in this particular order:



- iii) Learners are taught in this particular order because the letters are grouped according to the pencil's route from the line.
- iv) The letter 'c' is first since it forms the basis for the letters 'a' and 'g,' which follow, and the bowls of 'd', and 'q' with 'i' following as a variant.
- v) Children who are confident with the individual letters learn the letter combinations.
- vi) Capital letters are not joined because they do not start from the line. They stand alone.

## 5. KEY STAGE ONE

- i) Children in Key Stage One should be able to:
  - write in their books or pages from left to the right and from top to bottom.
  - write letters correctly in a cursive style.
  - form regularly sized and shaped letters.
  - space between letters and words.
  - have pride in their written work and the overall presentation.
- ii) In Key Stage One, all learners will receive a daily Handwriting session for 10-15 minutes.
- iii) Learners will be encouraged to develop gross motor control using large equipment, such as finger paints, paint brushes, chalk, foam, and so on.
- iv) Learners will develop their fine motor skills and use various mark-making tools such as crayons, pens, and pencils.
- v) As learners progress, they will be taught to form letters correctly. The school will use guidance from the 'Read Write Inc' scheme on letter formation, focusing on their mnemonics to aid the correct letter formation.
- vi) Letter formation is taught alongside phonic development.
- vii) The school's aim is that by the end of Key Stage One, all learners should be able to hold a pencil correctly and correctly form all numbers and letters.
- viii) When learners have trouble with pencil grip and letter formation, these errors will be addressed immediately, modeled, and corrected.
- ix) Initially, learners will use unlined paper to focus on correct formation rather than size or positioning.

## **6. KEY STAGE TWO**

- i) In Key Stage Two, learners should be confident in their handwriting and presentation.
- ii) Handwriting will be taught once a week in a scheduled session.
- iii) If necessary, learners may receive top-up sessions for their handwriting for a minimum of 10 minutes.
- iv) Learners with neat and legible handwriting may be awarded a 'pen license' at the discretion of the class teacher.

## **7. HANDWRITING EQUIPMENT AND AIDS**

- i) Learners will use line sizes appropriate to their stage in writing.
- ii) Learners should also use a sharp HB pencil for all writing initially.
- iii) Learners may sometimes use pencil grips or pens with a particular grip.
- iv) In all classes, pencil pots with suitable materials are available for learners to work at their tables.
- v) Classrooms are equipped with various writing implements, line guides, word lists, and dictionaries.

## **8. LEFT-HANDED LEARNERS**

- i) Left-handed learners are encouraged to reposition the paper the other way.
- ii) They may sit to the left-hand side if seated next to a right-handed child.

## **9. CAPITAL LETTERS**

- i) Capital letters stand alone and are not joined to the following letter.
- ii) Children must practice starting sentences and writing names using a capital letter and not joining the subsequent letter.
- ii) The teacher should model this during English and Phonics sessions.

## **10. HANDWRITING PRINCIPLES**

To achieve the above aims, the following principles must be followed:

- Handwriting is taught regularly and systematically in classes, groups, or individually as appropriate.
- Patterns are used initially by writing with various tools and multisensory methods to help with free-flowing hand motions.
- Correct pencil hold and letter formation are taught from the beginning, and handwriting is frequently linked with spelling.
- When marking or writing comments, staff members use cursive handwriting as appropriate.
- Display writing throughout the school includes cursive writing and computer-generated writing using 'Twinkl', 'Comic Sans', 'Roboto' or similar scripts.

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