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Signature of Chair of Governors:	
Signature of Headteacher:	

At Hollingbourne Primary School, joined up handwriting is taught with a sequential and progressive approach. Children are introduced to this style from Early Years as it is considered the most natural development of children's earliest attempts at writing. Teachers and TA's are expected to model the handwriting style.

Handwriting is a taught skill and it is important that teachers are seen to put a high value on teaching and sustaining neat handwriting. We believe that children's self-esteem and pride in their work can be raised by high quality presentation.

Our aim in this policy is to teach children correct letter formation, joining and good handwriting habits, so that they can write fluently and legibly and begin to develop their own personal and distinctive style.

At Hollingbourne Primary School our **aim** is:

- To **teach** correct letter formation.
- To **teach** children to write with a flowing hand which is legible and to the best of their ability
- To **support** the development of correct spelling and to aid in the elimination of letter reversals by the learning of word patterns and the correct joining of letters.
- To **ensure** that children of differing abilities are provided with appropriate and achievable goals.
- To **assist** children in taking pride with the presentation of their work.
- To **instil** in children the importance of clear and neat presentation in order to communicate meaning effectively.
- To **enable** children to develop their own style of handwriting as they progress through their later primary years.

Rationale

Children must be able to write with ease, speed and legibility. If they have difficulty, this will limit fluency and inhibit the quality and quantity of their work. It is important that the child's handwriting becomes a skill that requires little effort and thought, so that creative and physical energy can be focused on the content of writing, rather than upon the act.

We adhere to The British Dyslexia Association's recommendation that children learn the continuous cursive style. The key advantages are:

- By 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.

Aims

- To raise standards in writing across the school.
- To have a consistent approach to handwriting across both the EYFS, Key Stage One and Key Stage Two.
- To adopt a common approach towards handwriting by all adults when writing in children's books, on the whiteboard, on displays and resources.
- For pupils to achieve a neat, legible style with correctly formed letters in cursive handwriting.
- For pupils to develop flow and speed whilst writing, so that eventually they are able to write fluently and with confidence.
- For pupils to automatically use clearly formed and joined handwriting in all of their writing.
- For pupils to use their skills with confidence, in real life situations.

Teaching and Learning:

In order to achieve these aims, the following principles are followed:

- Patterns relating to letter formations are first introduced using a variety of tools and multi-sensory methods. This develops free flowing hand movements and muscle strength.
- Letters are also introduced in varied, multi-sensory sessions, for example, writing letters in the air; on backs or hands; Write Dance; dough-disco; orally describing letter shapes and joins with children using 'letter speak'; using a variety of writing materials including whiteboards, chalk, paints, felt pens, crayons, plasticine, sand, shaving foam etc.
- Correct pencil hold and letter formation are taught from the beginning and handwriting is frequently linked with spelling/phonics.
- The cursive font, with entry and exit strokes (see appendix 1), is taught as a specific skill as soon as children are ready.
- As digraphs are introduced, their corresponding joins are taught.
- Displays around the school and classroom should model clear joined handwriting as well as other fonts.
- The cursive font should be displayed in classrooms to ensure familiarity with the style. (appendix 1)
- Older children, especially those joining the school, will not be expected to adopt the cursive joined style if they already have a fluent, legible handwriting style.

Entitlement and Curriculum Provision

Handwriting is to be taught regularly through short, focussed sessions and may be linked with spelling, grammar or phonics objectives. Teaching generally occurs outside English lessons, although shared and guided writing also provides additional opportunities for the modelling and monitoring of handwriting.

In EYFS children will use a cursive style, with entry and exit strokes when they have the necessary motor skills to form letters; children will not be taught to 'print' letters.

In KS1, children will be taught handwriting, or have the opportunity to practise their handwriting daily. In KS2, the time will reduce depending on the needs of the class and individual children. It is expected that by Y6, very few whole class formal handwriting sessions will be required.

The daily phonics session in Foundation Stage and Key Stage 1, provides opportunities to correct handwriting errors and staff should be aware that it is appropriate to correct pencil grip, letter formation, letter joins etc. at this time.

Children will have the opportunity to write in pen at the teachers' discretion.

Celebrating Success

- A 'Handwriter of the week' will be chosen and rewarded in the weekly achievement assembly.
- Good examples of children's handwriting will be shared on the school website and/or on social media.
- Examples of WAGOLL will be displayed in classrooms and corridors.



Aa Bb Cc Dd Ee Ff Gg Hh Ii

Jj Kk Ll Mm Nn Oo Pp Qq Rr

Ss Tt Uu Vv Ww Xx Yy Zz