

Moulsham

Junior School

Handwriting Policy

Adopted: January 2018

Review date :

Moulsham Junior School's Handwriting Policy

January 2018

Rationale

At Moulsham Junior School, we aim for all children to be able to 'maintain legibility in joined handwriting when writing at speed' – working at the expected standard for the end of KS2, 2018. Throughout the school, we teach the strokes and joins, as required by the National Curriculum, and, in UKS2, encourage children, who are confident, to develop their own, personal style, whilst still adhering to the 'expected standard' descriptors. The school uses a continuous cursive script and, through purposeful guided practice, teaches and fosters the development of an efficient, comfortable and neat handwriting style.

Aims:

- For all children to develop handwriting which is legible, joined, comfortable, adaptable, fast, automatic and sustainable;
- To establish a consistent, personal style by Year 6;
- To maintain a high profile of handwriting and presentation skills;
- To give children the tools to be able to express ideas;
- To use different forms of handwriting for different purposes;
- To use handwriting as a tool to support spelling;
- For all staff to model the guidance outlined in this booklet, thus providing consistency and continuity throughout the school.

Why Continuous Cursive?

- The motor memory in the child's hands and fingers help him/her to spell as each word is made up of one movement.
- It is proven to be beneficial to children with dyslexia, as the continuous motor movement means the child does not have to think about the order of the letters.
- There are fewer letter reversals when writing.

Teaching and Learning

Continuous Cursive Directives:

- Capital letters will not be joined to anything;
- Each letter starts on the line;
- All lower case letters begin in the same place: at the bottom left-hand corner;
- All ascenders will touch or be near to the top line.

The Role of the Teacher:

- To follow the school's policy to enable each child to develop legible and fluent handwriting;
- Use modelling of both right and left-handed movements, vocalising the size, shape and movement of the pencil/pen;
- Support other adults in the classroom to model handwriting correctly;
- Provide resources and an environment which promotes high standards of handwriting;
- Observe pupils, monitor progress and provide resources to best support all children;
- Encourage self and peer-assessment.
- Ensure staff handwriting is used on some displays and in books, as appropriate, as a model to the children.

Posture and Position:

Children are shown how to prepare and sit well:

- Back is supported by the chair;
- Body leaning slightly forward;
- Hips, knees and ankles at 90°, feet flat on the floor;
- Arms resting comfortably on the table;
- Sitting a 'fist distance' from the table;
- Non-dominant hand used to stabilise the paper;
- Have enough space, so that they are not jostling each other's elbows. Adults will be aware of right-handed and left-handed children and where they are best placed.

Books and Paper:

'Zoned' handwriting books will be used at the early stages of writing and as the staff feel appropriate. Handwriting skills and lessons will transfer into regular English books when appropriate.

Programme of Study:

Initially, and periodically, the letters are taught in the following letter groups:

Straight line letters



Curves to start letters



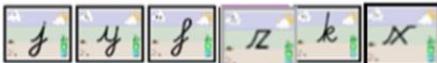
Top exit letters



Tunnel letters



Hooks, loops & line letters



Handwriting may be linked to spelling, however the handwriting must be modelled.

Year 3

Autumn: Write with joined handwriting consistently.

Spring: Make the move from pencil to pen in their handwriting.

Summer: Write with joined handwriting in pen consistently.

Year 4

Autumn: Improve the quality of handwriting by tackling any issues consistently.

Spring: Improve the quality of handwriting by tackling any issues consistently.

Summer: Write consistently with neat, legible and joined handwriting.

Year 5

Autumn: Begin to adapt handwriting to specific purposes e.g. printing, use of italics.

Use features of layout, presentation and organisation effectively in written and on-screen media.

Spring: Increase the speed of handwriting without losing legibility.

Combine written text and illustration to enhance the words and their meaning.

Summer: Combine written text, illustration, moving image and sound appropriately to enhance the words and their meaning.

Year 6

Autumn: Develop a neat, personal, handwriting style.

Choose the writing implement that is appropriate to the task.

Spring: Develop a neat, personal, handwriting style.

Summer: Consistently use a neat, personal handwriting style.

Timetabling of Handwriting

Years 3 and 4:

- 15 minutes explicit teaching 3 times a week.
- Early Morning Work.
- Extra intervention groups.

Years 5 and 6:

- 15 minutes a week as explicit teaching.
- Early Morning Work.
- Extra intervention.

Pen Passports

- All children in year 3 start by using a pencil and will work towards the use of a pen (Programme of Study for the Spring and Summer terms).
- Children can be awarded with a 'Learner Pen Passport' during year 3, once the teacher feels the child is ready: forming letters correctly and the writing is legible and neat. A 'Learner Pen Passport' allows the teacher to instruct when the child is able to use pen.
- Once the year 3 class teacher is confident that a child has a consistent handwriting style, they present him or her with a Pen Passport. This may still be reverted back to a Learner Passport if the standard of handwriting slips.
- In year 4, 5 and 6, most children will write in pen.

Use of Fonts

The Learning Objective and Success Criteria for each lesson is displayed using the Continuous Cursive font. This allows the children to copy the style and joins into their books.

Helping Left-Handed Children

Left-handed children have different needs to right-handed children when learning to write. We must remember these needs when expecting the same high standards from all children. It is necessary to consider the following points:

- Sitting position: A left-handed child should sit on the left-hand side of the table, so that his/her writing hand does not interfere with the writing hand of the child next to him/her.
- Book/paper position – The book/paper should be positioned a little to his/her left and tilted slightly to the right of vertical (the opposite for right-handers). This should help the child to be able to see what he/she has written and prevent smudging.

Pencil and Pens

- Use a good quality, sharp HB handwriting pencil
- For those using pen, they can use a black handwriting pen provided by the school.

Agreed Language

Staff use consistent language to describe handwriting: lower case, capital letters, ascenders, descenders, lead-in stroke, exit flicks, joining stroke.

Assessment Descriptors:

Year 3:

Write consistently with neat, legible and joined handwriting.

Year 4:

Write with joined handwriting in pen consistently.

Year 5:

Begin to adapt handwriting to specific purposes.

Increase the speed of handwriting without losing legibility.

Year 6:

Consistently use a neat, personal handwriting style.

Parental Involvement

The policy is online for parents.

Monitoring and Evaluation

The English Coordinator, in cooperation with the Senior Leadership Team, ensure that the school's policy for handwriting is being delivered throughout the school. The Governing Body are aware of Moulsham Junior School's handwriting policy and the school's consistent continuous cursive style. The Teaching Staff plan and deliver effective handwriting lessons which reflect the school policy. The SENCO provides support and additional resources for children with special educational needs, as required.

The handwriting policy will be reviewed in September 2018.