

# Stottesdon CofE Primary School



...we really care and  
make learning fun.

Head Teacher  
Mrs. K. Jones

## Policy Statement for Handwriting

### Rationale

Our aim is that children will leave our school with a fluent, joined and legible cursive script. Children will understand the importance of presentation in order to communicate their ideas as clearly as possible.

### Purpose

- To achieve a neat, legible style with correctly formed letters in cursive handwriting
- To develop accuracy and fluency
- To improve spelling patterns
- To encourage children to take a pride in their work
- To provide equal opportunities for all pupils to achieve success in handwriting
- To help children recognise that handwriting is an important lifelong skill
- To learn that there are different forms of handwriting for different purposes e.g. Capital letters for posters, title pages and heading; print script for labelled diagrams, captions, sub-headings and labels; a faster script for notes or a clear neat hand for finished presented work.

### Guidelines

In KS1 children should be taught:

- Handwriting daily
- A comfortable and efficient pencil grip (triangular pencils, special design pencils and pencil grips should be used if children are having problems)
- That their feet should be balanced equally on the floor, a straight back is important with chairs touched in closely to the table (the children know this as 'giving your chair a hug').
- To place their paper or book at an angle according to whether they are left or right handed and that the arm that they are writing with is supported on the table
- The correct orientation, size and shape (ascenders and descenders) of upper and lower case letters including appropriate spacing between words
- Handwriting/physical exercises (e.g. Speed Up, Nelson exercises, Storycise) to support strength and co-ordination

## Early Years Foundation Stage (EYFS) Handwriting Policy

Children in the Early Years Foundation Stage are involved in a variety of activities to develop their physical development. Both gross and fine motor skills develop in a 'top down' approach. These emerge from the shoulder joint, then to elbow and lastly to wrist and finger joints. These skills will later enable them to acquire a legible, fluent and fast handwriting style.

In the Early Years we support and progress this development in the following ways:

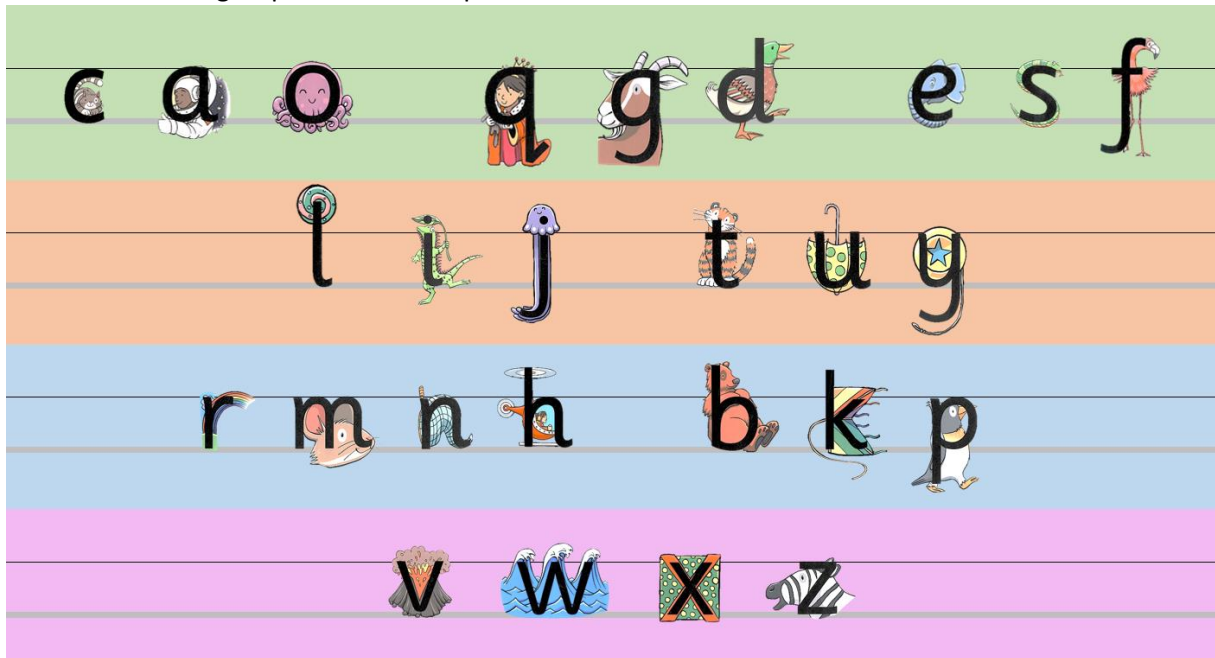
- Developing gross and fine motor skills through daily sensory activities where the children have the opportunity to practise new movements on a range of tactile surfaces, such as shaving foam or bubbles. This promotes gross and fine motor skills, as well as explicit movements
- Recognition of pattern and language to talk about shapes and movement
- Shaping of pre-writing patterns and pre-writing skill
- A comfortable tripod pencil grip (between the thumb and forefinger with the pencil resting on the third finger) that allows for efficient control of the pencil
- Storycise: A program that follows story themes. Each story has a series of actions and movements to go with it.
- Finger Gym rainbow Challenges: A station in classrooms where fun challenges are set out to develop various fine motor skills such as eye hand coordination, or pincer grip
- Fine Motor Skills Intervention groups: this aims to provide children with lower motor skills chances to learn and develop in this area, leading to better balance, coordination and mark making

Opportunities for mark making are planned in both the inside and outside environment. Children are offered a range of materials and experiences for mark making developed across all six areas of learning. When teachers are modelling activities, they demonstrate and encourage correct pencil grip.

Below is an overview of how letter formation is taught and the graphics and rhymes used to support:

 Under the snake's chin, slide down and round its tail.	 Around the astronaut's helmet and down into space.	 From the tiger's nose to its tail, then follow the stripe across the tiger.	 Down the penguin's back, up and around its head.	 Down the iguana's body, then draw a dot (on the leaf) at the top.	 Down the stick, up and over the net.	 Down, up and over the mouse's ears, then add a flick on the nose.
 Round the duck's body, up to its head and down to its feet.	 Round the goat's face, up to his ear; down and curl under his chin.	 All around the octopus	 Curl around the cat.	 Down the kite, up and round, down to the corner.	 Around the elephant's eye and down its trunk.	 Down and around the umbrella, stop at the top and down to the bottom and flick.
 From the cloud to the ground, up the arch and over the rainbow.	 Down, up and over the helicopter.	 Down bear's back, up and round his big tummy.	 Down the flamingo's neck, all the way to its foot, then across its wings.	 All the way down the lollipop.	 All the way down the jellyfish. Dot on its head.	 Down to the bottom of the volcano and back up to the top.
 From the top of the wave to the bottom, up the wave, down the wave, then up again.	 Start at the top, then across to the bottom of the box. Start at the top, then across to the bottom of the box.	 Down and round the go-go, then follow the string round.	 Zip across, zag down and across the zebra.	 Round the queen's face, up to her crown, down her robe with a flick at the end. Quick, it's the queen!		

Below letters are grouped into similar patterns:



#### Approach to joining:

- taught at KS1 once children are secure with letter formation and have writing confidence
- attached is our agreed handwriting style which is available on computers
- lined paper which helps guide ascender and descender length is used where appropriate
- videos to model and support parents can be found on our [website](#)

Below is suggested order to support pupils:

- letters with similar ascender pattern: l, i, t, h, k, u
- letters with similar anti-clockwise movement: c, a, d, s, qu, f, e
- letters with repeated vertical movement: m, n
- letters that join from a backward direction on the line: p, b
- letters that don't join from the line: w, v, o, r
- letters we don't join (break letters): x, y, g, z, j

Handwriting is also taught in discrete class sessions and children are given time to practise it regularly in independent sessions.

Children with specific handwriting needs will be supported accordingly. Where appropriate learning walls and class displays will use examples of cursive script.

a aaa b bbb c ccc d  
ddd e eee f fff g ggg h  
hhh i iii j jjj k kkk l ll  
m mmm n nnn o ooo p  
ppp qu qu r rrr s sss t  
ttt u uu v vv w www  
x xxx y yyy z zzz  
box wax axe lazy  
zoo after fox

The quick brown fox jumps over the  
lazy dog. Jackdaws love my big  
sphinx of quartz. Heavy boxes  
perform quick waltzes and jigs.

ABCDEFGHIJKLMNOPQRSTUVWXYZ  
0123456789