

HANDWRITING & PRESENTATION POLICY

Reviewed

Spring 2023			
Spring 2024			



DIOCESE OF SOUTHWELL
& NOTTINGHAM
MULTI ACADEMY TRUST

Cotgrave Church of England Primary School

Handwriting Policy

Introduction

"Handwriting is a skill that modern technology will not replace for some time to come. In the early years the child needs writing for recording and communication. Later on, and more important still, writing is the medium through which children and then adults express most of their thinking and ultimately much of their creativity. A good hand is a pleasure and an asset for life."

Rosemary Sassoon, *The Practical Guide to Children's Handwriting* (1983)

Within and alongside English lessons we give children in our school the opportunity to learn how to write in the school's adopted cursive style and to use a natural, often 'tripod', grip. Cursive handwriting teaches pupils to join letters and words as a series of flowing movements and patterns. Handwriting skills should be taught regularly, systematically and discretely. Underpinning beautiful work is the imperative to draft, take feedback which is precise, robust and kind, redraft and repeat. Then we are ready to showcase the work, but work for a purpose. The 'Pen Licence' is held up within the school as a mark of quality. It is both a goal to be aspired to and a quality to be attained. Its value is carefully guarded and its achievement is appropriately praised and celebrated within the context of the 'Wednesday Celebration' service in Church. The award of the 'Pen Licence' indicates mastery of the cursive handwriting style.

Key Aims of our Handwriting Policy

- To provide children with a fluent, neat and legible handwriting style of which they can be proud.
- To develop the children's confidence in themselves as writers.
- To enhance pleasure and pride from developing an aesthetically pleasing writing style.
- To provide children regardless of their academic ability with success in their handwriting.
- To minimise typographical errors eg reversals.

Key Features of our Handwriting Style

- The majority of letters start on the line with an 'approach stroke'.
- The majority of letters end on the line with a 'flick'.
- The pencil does not leave the paper until the word is complete.
- 't's and 'x's are crossed and 'i's are dotted when the whole word is complete.

Key Goals of our Handwriting Teaching

- Developing joined handwriting for all writing except where other special forms are required.
- Developing speed and consistency in the size and proportion of letters and in the spacing between letters and words.
- Developing a range of presentational skills, eg: print script for captions, sub-headings and labels; capital letters for posters, title pages and headings.

Key Messages relating to the Continuous Cursive Style

The British Dyslexia Association (BDA) recommends that children learn the continuous cursive style. Often, when first learning to write, we 'print' our letters. We then move on to 'joined up' writing at a later stage. For children with dyslexia, learning two styles of handwriting can add an extra layer of difficulty and cause confusion. It is, therefore, much more helpful if a young child can learn to use a single system of handwriting right from the start. Our handwriting style is what is known as the 'continuous cursive' style. In other words it is joined-up writing where each letter is formed without taking the pencil off the paper - and consequently, each word is formed in one, flowing movement.

Key Advantages of Continuous Cursive Handwriting

- 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 (b/d or p/q)
- There is a clearer distinction between capital letters and lower case letters.
- The continuous flow of writing ultimately improves speed and spelling.

Progression through School

- Early Years: Children take part in a variety of early Phonics activities and activities to develop their fine and gross motor-skills and recognition of patterns, for example, to form letters using their index finger in sand or using paint and such activities as 'Squiggle Whilst You Wiggle'. Children also begin to learn how to correctly hold a pencil. Then how to use a pencil, and hold it effectively to form recognisable letters most of which are correctly formed. They should be given the opportunities to develop their handwriting, using the pre-cursive style, to their full potential at that age.
- Key Stage 1: Children will continue to develop fine and gross motor-skills within a range of multi-sensory activities. Handwriting should be discussed within and linked to phonics and spelling sessions, alongside discrete weekly handwriting lesson to learn the cursive script. Teachers and Teaching Assistants continue to guide children on how to write letters correctly, using a comfortable and efficient pencil grip. Children should now be leaving spaces between words accurately. By the end of Key Stage 1 children will be able to write legibly, using upper and lower-case letters appropriately and correct spacing between words using a cursive style.
- Key Stage 2: During this stage the children continue to have direct teaching at least weekly and regular and specific practice of handwriting. We aim for them to develop a clear, fluent style and by the end of Year 6 be able to adapt their handwriting for the for different purposes, such as: a neat, legible hand for finished, presented work, a faster script for note making and the ability to print for labelling diagrams etc.

Provision for left-handed children

At least 10% of the UK population are left-handed. Teachers must be aware of the specific needs of left-handed children and make appropriate provision:

- paper should be positioned to the left for left handed children and to the right for right handed children and slanted to suit the individual in either case;
- pencils should not be held too close to the point as this can interrupt the child's line of vision;
- children should be positioned so that they can place their paper to their left side;
- left-handed children should, routinely, sit to the left of a right-handed child so that they are not competing for space;
- extra practice with left-to-right exercises may well be necessary to support children in learning to write left-to-right automatically.

Teachers must be aware that it is very difficult for left-handed children to follow handwriting movements when a right-handed teacher models them. Teachers will, therefore, often need to demonstrate to left-handed children on an individual or group basis, even if the resulting writing is not neat.

Capital letters

Capital letters stand alone and are not joined to the next letter. Children should be supported to practise starting sentences and writing names using a capital letter and not joining the subsequent letter. This will need to be modelled by the teacher.

Expectations

- 'Caterpillar' letters and 'Ladder' letters achieved as a minimum by the end of Year 1;
- 'One-Armed Robot' letters and 'Zig-zag Monster' letters achieved as a minimum by the end of Year 2;
- 'I can join my writing' achieved as a minimum by the end of Year 3;

- 'Pen licences' and named fine liner pen achieved by the end of Year 4 (50% by the end of Year 3 and 25% by the end of Year 2);
- Fountain pens in Year 5/6 - where 80% of the entire cohort has obtained pen licences.

Letter Formation

A	a	<i>a</i>	K	k	<i>k</i>	U	u	<i>u</i>
B	b	<i>b</i>	L	l	<i>l</i>	V	v	<i>v</i>
C	c	<i>c</i>	M	m	<i>m</i>	W	w	<i>w</i>
D	d	<i>d</i>	N	n	<i>n</i>	X	x	<i>x</i>
E	e	<i>e</i>	O	o	<i>o</i>	Y	y	<i>y</i>
F	f	<i>f</i>	P	p	<i>p</i>	Z	z	<i>z</i>
G	g	<i>g</i>	Q	q	<i>q</i>			
H	h	<i>h</i>	R	r	<i>r</i>			
I	i	<i>i</i>	S	s	<i>s</i>			
J	j	<i>j</i>	T	t	<i>t</i>			

The Four Basic Joins

- Diagonal joins to letters without ascenders, for example:
- Horizontal joins to letters without ascenders, for example:
- Diagonal joins to letters with ascenders, for example:
- Horizontal joins to letters with ascenders, for example:

ai, ar, us
ou, vi, wi
ab, ul, it
ol, wh, ot

The Four Groups of Letters

- Caterpillar Letters:

a c o d g q e s f



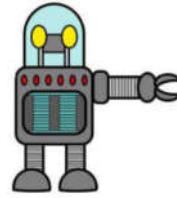
- Ladder Letters:

l i t u j y



- One-Armed Robot Letters:

r b n h m k p



- Zigzag Monster Letters:

N W X Z



Cotgrave Church of England Primary School



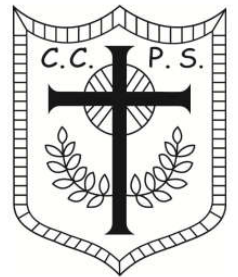
Pen Licence

Presented to

Craig Moxham

July 2020

Pen Licence No. 112



Having achieved your pen licence, you must remember to:

- Look after your pen and, when it finally runs out, have the old one to swap for a new pen from your Class Teacher.
- Ensure that you keep a clear name label on your pen and its lid at all times.
- Keep old pen lids from worn out pens in your tray, just in case you lose one - your pen will quickly run out without a lid.
- Write in pen for all literacy, topic, RE and other work as directed by your Class Teacher.
- Demonstrate that you are able to maintain a good standard of writing consistently, working neatly at all times, keeping a consistent, flowing, cursive script.
- Use pencil for all drawing, all mathematical work, all underlining and all lines for labels.
- Correct all errors by ruling through the incorrect word(s) with one single pencil line drawn with a ruler.
- Underline titles (not the date) using one single pencil line drawn with a ruler.

Don't forget:

- First impressions are important, and people will be impressed by a neat, consistent, legible handwriting style.
- Modern technology will not replace the need for handwriting any time soon.
- A good handwriting style is a pleasure and an asset for life.