



Marriott Primary

Achieving Together

HANDWRITING POLICY

Adopted	4th November 2020
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Reviewed (Due November 2022)	
Signed (Headteacher)	

Aim

At Marriott Primary School, cursive handwriting is taught with a sequential and progressive approach. Children are introduced to this style from early years as it is considered to be the most natural development of children's earliest attempts at writing. Teachers and Learning support assistants will model the cursive handwriting style across all year groups.

Handwriting is a skill which, like reading and spelling, affects written communication across the curriculum. Given effective teaching, handwriting can be mastered by most pupils by age 7 or 8 enabling them, with practice, to go on to develop a faster and more mature hand ready for secondary school and adult life. Handwriting is a movement skill which is best taught directly by demonstration, explanation and practice. We believe that children's self-esteem and pride in their work can be raised by good quality presentation.

Our aim is to teach children correct letter formation, joining and good handwriting habits, so that they can write fluently and legibly and by the end of KS2 begin to develop a distinctive style. Priority is given to teaching the correct letter formation and children should achieve this before attempting to join.

At Marriott we:

- teach children to write with a flowing hand which is legible, swift and pleasant to look at.
- allow children to develop their own style of cursive handwriting as they progress through Key Stage 2.
- support the development of correct spelling and aid in the elimination of letter reversals by the learning of word patterns and the correct joining of letters.
- ensure children of differing abilities are provided with appropriate and achievable goals.
- assist children in taking pride with the presentation of their work.
- teach correct letter formation.
- appreciate handwriting as an art form.
- display excellent examples of handwriting in every classroom and around the school.

Teaching and Organisation

Our handwriting policy fulfils the requirements of the new primary and Early Years Foundation Stage Curriculum. Planning is based on these objectives ensuring the correct coverage and a progressive structure. Teachers are able to use planning for different year groups for certain groups of children and individuals if appropriate in order to ensure progress.

It is important that in the early years and key stage 1 Children are observed closely during lessons to ensure that letter formation is correct. In addition to specific handwriting lessons children are expected to apply their learning in their exercise books and to show care for the presentation of their work. During phonics lesson in Early years and KS1, children will also practice cursive letter formations on whiteboards which will then support the children when coming to write in their exercise books.

It is extremely important for teachers to set a good example to children by modelling cursive handwriting when writing on the board, IWB or when marking children's books. Teachers strive to model the cursive style and use the appropriate joins, demonstrating the fluency and legibility of

the style. Children are expected to show care for their work-books, present their work with care and not make any marks on the covers

Scheme of Work

At Marriott we use the Letter-Join handwriting scheme throughout the school. This is a whole school programme from Foundation One to Year 6. It uses the cursive font which uses lead ins and exit flicks from letters. Letter-Join uses warm up exercises to develop gross and fine motor skills. These prepare children for writing and promote good posture. It is a kinaesthetic approach to handwriting with lots of opportunities for sky writing and tracing over letter patterns which helps children to develop their pencil control and ultimately their pencil flow.

Within Letter-Join there are five key developmental stages as outlined below. These stages allow children to sustain efficient handwriting over long periods of time and legible handwriting under speed.

- Mark making, creativity and basic letter formation in the Early Years.
- Joining is introduced in the middle of Year 1.
- Joining is secured by the end of Year 2.
- Speed and fluency are concentrated on in Years 3 and 4.
- Year 5 and 6 concentrate on project based sessions. Speed and fluency are still practised but there is a further emphasis on presentation skills and developing a personal style.

In every year whole class teaching sessions are delivered where teachers are able to pause the letters at different points and slow down the writing to allow the children to clearly see how they are written. Children first try by tracing the letters in the air before trying themselves on paper. If children are struggling with the join individual letters from the alphabet can be shown separately. Capital letters for all letters of the alphabet are also included in this scheme.

Good posture and pencil control are crucial for good handwriting. Children are encouraged to find a comfortable position for writing. Children can look at pictures and videos to see good posture and pencil control. Children who find it difficult to find a comfortable position for writing can also use a writing mat which shows where to position the paper or book.

Those children who are forming letters clearly with the correct lead ins and exits will begin to learn how to join their letters as soon as possible. Children will only attempt to join up once they can form all of their letters correctly. Joining patterns begin in Reception as a preparation for the flow of joining letters in words.

Expectations for each year group

Foundation Stage 1

By the end of Nursery children will have been introduced to:

- Begin to form a comfortable and efficient pencil grip
- Be made aware of starting points for letter formation
- Recognising and writing their own name
- A variety of both fine and gross motor skills
- Mark making which leads into cursive formation

Foundation Stage 2

By the end of Reception year children will have been introduced to:

- a comfortable and efficient pencil grip
- producing a controlled line which supports letter formation
- writing letters using the correct sequence of movements
- pattern-making and letter/number formation in various media

Year 1

- Term 1: Develop a comfortable and efficient pencil grip.
To form lower case letters correctly.
- Term 2: To practise handwriting in conjunction with spelling and independent writing, ensuring correct letter orientation, formation and proportion.
- Term 3: To practise handwriting in conjunction with spelling and independent writing, ensuring correct letter orientation, formation and proportion.

Year 2

- Term 1: To practise handwriting patterns from Year 1.
To begin using and practising the four basic handwriting joins:
- diagonal joins to letters without ascenders, e.g. ai, ar, un
 - horizontal joins to letters without ascenders, e.g. ou, vi, wi
 - diagonal joins to letters with ascenders, e.g. ab, ul, it
 - horizontal joins to letters with ascenders, e.g. ol, wh, ot
- Term 2: To practise handwriting patterns from Year 1.
To practise handwriting in conjunction with the phonic and spelling patterns.
To use and practise the four basic handwriting joins:
- diagonal joins to letters without ascenders, e.g. ai, ar, un
 - horizontal joins to letters without ascenders, e.g. ou, vi, wi
 - diagonal joins to letters with ascenders, e.g. ab, ul, it
 - horizontal joins to letters with ascenders, e.g. ol, wh, ot
- Term 3: To use the four basic handwriting joins with confidence and use these in independent writing:
- diagonal joins to letters without ascenders, e.g. ai, ar, un
 - horizontal joins to letters without ascenders, e.g. ou, vi, wi
 - diagonal joins to letters with ascenders, e.g. ab, ul, it
 - horizontal joins to letters with ascenders, e.g. ol, wh, ot

Year 3

- Term 1: To practise correct formation of basic joins from Year 2:
- diagonal joins to letters without ascenders, e.g. ai, ar, un
 - horizontal joins to letters without ascenders, e.g. ou, vi, wi
 - diagonal joins to letters with ascenders, e.g. ab, ul, it

- horizontal joins to letters with ascenders, e.g. ol, wh, ot

To ensure consistency in size and proportions of letters and the spacing between letters and words.

Term 2: To practise correct formation of basic joins from the use of the four basic handwriting joins from Year 2:

- diagonal joins to letters without ascenders, e.g. ai, ar, un
- horizontal joins to letters without ascenders, e.g. ou, vi, wi
- diagonal joins to letters with ascenders, e.g. ab, ul, it
- horizontal joins to letters with ascenders, e.g. ol, wh, ot

To ensure consistency in size and proportions of letters and the spacing between letters and words.

To build up handwriting speed, fluency and legibility through practice.

Term 3: To practise correct formation of basic joins from the use of the four basic handwriting joins from Year 2 and use these in independent writing:

- diagonal joins to letters without ascenders, e.g. ai, ar, un
- horizontal joins to letters without ascenders, e.g. ou, vi, wi
- diagonal joins to letters with ascenders, e.g. ab, ul, it
- horizontal joins to letters with ascenders, e.g. ol, wh, ot

To ensure consistency in size and proportions of letters and the spacing between letters and words.

To build up handwriting speed, fluency and legibility through practice.

Year 4

Term 1: To use joined handwriting for all writing except where other special forms are required.

To know when to use:

- a clear neat hand for finished, presented work;
- informal writing for rough drafting etc.

To ensure consistency in size and proportions of letters and spacing between letters and words.

Term 2: To use joined handwriting for all writing except where other special forms are required.

To build up speed, particularly for notes, drafts, lists etc.

To know when to use:

- a clear neat hand for finished, presented work;
- informal writing for rough drafting etc.

To ensure consistency in size and proportions of letters and spacing between letters and words.

Term 3: To build up speed and ensure consistency in size and proportions of letters and spacing between letters and words.

To use a range of presentational skills, e.g.:

- print script for captions, sub-headings and labels;

- capital letters for posters, title plates, headings;
- a range of computer-generated fonts and point sizes.

Year 5

To use fluent joined up handwriting for all writing except where other special forms are required.

Year 6

To use fluent joined up handwriting for all writing except where other special forms are required.