

“A unique family working together to be the best”

Forest Lodge Community Primary School



Handwriting Policy



Handwriting

The Forest Lodge Community Primary
School Approach

What are the priorities for the teaching of handwriting?

- Legibility – a means of communication.
- Speed – the objective should be cursive (joined up). Therefore it is important to insist on the correct movement in the early days to ensure smooth progress to a flowing hand.
- Promoting a personal hand – ‘No imposed hand can be as fast or consistent as a natural hand. Too great an imposition can repress creativity and unnecessary tensions.’
- The aim is a flowing and natural hand by the age of 11.

Handwriting is a motor skill and needs to be taught as such.

Practical factors

- **Posture, seating and writing surface.**

The child should be comfortable, sitting straight on a chair suited to the height of the desk or table.

- **Light**

No shadows over the paper.

- **Paper position**

Slanted to the right for right handers, slanted to the left for left handers OR

In a central position for both.

- **Writing implement**

Following Forest Lodge Presentation Policy.

- **Paper**

Allows for free flowing writing but not loss of control.

N.B. When writing on a hard top surface with a single sheet of paper this can be difficult. Can be cushioned by a book or several sheets of paper.

- **Pencil or pen hold**

The conventional Tri pencil grip is preferable if possible but another acceptable alternative is with the pencil between the index and middle finger.

- **Lines**

At least a base line. Double or fourfold can be helpful in certain circumstances.

What are the priorities when choosing a model?

- A flowing first alphabet that leads naturally into cursive – separate letters with joining strokes.
- Slightly oval rather than perfectly rounded.
- Emphasis on the exit stroke, not the entry stroke.

The Forest Lodge model is in the next sheet. This is called pre-Cursive 3 and is in the list of font types on your computer.

There is also a 'JoinitPC3' icon on your desk top which will convert your text from individual to joined writing.

The Forest Lodge model

(Pre-Cursive 3)

Aa Bb Cc Dd Ee Ff Hh Ii Jj Kk Ll

Mm

Nn Oo Pp Qq Rr Ss Tt Uu Vv

Ww Xx Yy Zz

What is the process for teaching the model?

N.B This is described in stages rather than ages to allow for individual child development

Early stage - individual letters and name

- A TAUGHT session AT LEAST once per week.
- Demonstrate with children copying using gross motor action. ‘Talk the action’ (this part can be taught with whole class).
- Model on the whiteboard.
- Children write over model (possibly with directional arrows) then continue independently.
- Incorrect formation picked up immediately, more practice (small group with teacher/TA).
- Sequence follows phonics, spelling work – single letters, pairs, blends, phonemes, graphemes etc all as individual letters.

- Any child experiencing difficulties to have extra individual practice with teacher/TA.

What is the process for teaching the model?(cont.)

Second stage – Joins

- **Taught lesson once a week (can be more)**
- As soon as a child is forming all letters correctly they should be encouraged to join **Before starting a check sheet should be completed showing the child has correct individual letter formation.**
- The sequence of teaching joins can follow phonics, spelling work and/or through simple exercises devised by using combinations using the 'families of joins'.
- Children experiencing difficulty to be given extra individual help by an adult

It is not always necessary to insist on every letter being joined when children are writing independently. They should 'join where comfortable'

Third stage – regular practice

- Opportunities given to practice good handwriting each week as often as possible.

Milestones in handwriting development

Ultimately:

- By the end of Key stage 1 all children should form all letters correctly formed. The more able should have begun to join
- At the end of lower Key stage 2 all will be joining
- By the end of Key stage 2 all children should have a 'flowing and natural hand'
- There may be 'catch up' with some children and teachers will have to assess where children are and plan for which point to start.

- As a school we need to provide as many opportunities to practise as possible. Also we need to promote this through acknowledging and celebrating good practice.
- Staff need to ensure that they are modelling good practice in books, on whiteboards etc. (Practice!)

N.B when practising handwriting numbers as well as letters can be incorporated