



St PAUL'S (C OF E) PRIMARY SCHOOL

Handwriting Procedure

FAITH – HOPE - LOVE

Reviewed: October 2020

Next Review: October 2021

At St. Paul's our aim is for children to develop legible, fluent, efficient handwriting.

In handwriting, as in other skills, children will develop at different rates; for that reason, it is important that there is a consistent style of handwriting throughout the school, and that all staff consider themselves to be teachers of handwriting, with a clear understanding of the progression of skills, and of how to remedy errors.

We follow the Progression of Skills as set out in the National Curriculum.

Key Points:

Gross and fine motor skills: Activities to develop gross and fine motor skills are essential to the development of good handwriting. These skills should first be developed in EYFS so children can build the muscles in their hands and fingers via the use of playdough, threading objects etc. These should then be built on using things such as sand trays, cornflour, large sheets of paper, felt pens etc.

Posture: Children should be taught the importance of sitting upright and correctly on their chair, with their feet on the floor. Chairs and tables must be the correct height and this may mean a need for different sized tables and chairs with the same class OR upturned trays with foot rests if children are shorter than average

Pencil grip: Children should use a tripod grip, and be given constant reminders until this is established. Triangular section pencils and shaped pencil holders are available from the SENCO, for children who find them helpful.

Position of paper: Left handed children should be encouraged to tilt their paper slightly to the right to improve their view of what they are writing, and to reduce smudging later on when they write in ink. Right handed children may find it helpful to tilt paper slightly to the left. Paper should be steadied with the free hand.

Correct letter formation: Children are taught to form letters correctly, paying attention to the starting point for each letter, the direction of pencil movement, the shape and orientation of the letter, and the relative heights of the body of each letter, and any ascender and descender. Progression of handwriting skills should be taught in accordance with the statutory requirements in the National Curriculum. See appendix 1.

Flicks for joining are used but not lead ins – letter formation should follow the model below:

abcdefghijklmnopqrstuvwxyz

For class display of letter formation see appendix 2.

Paper: Early writers will write on unlined paper so that they are able to write at a size appropriate to their needs. As children progress through the school they use lines of narrowing intervals. For details of each book type please see appendix 3.

Pens: EYFS should have access to a range of different writing implements to be used in a range of environments. KS1 write using pencils, which must be sharp enough for writing to be clear. From UKS2 upwards children use a blue biro when writing. Children with specific needs or difficulties may need to be provided with a suitable alternative to meet their needs.

Correcting mistakes: When mistakes are made in writing, children should strike through with one straight line.

At St. Paul's we...

- Have high expectations and display this by consistently modelling neat, controlled, fluent handwriting.
- Continuously model handwriting to the children. We do not lead in but must ensure that all modelled handwriting has flicks necessary so that letters can eventually be joined. (By modelling, we mean writing that is done in front of the children as well as writing in books for marking and feedback, teacher-writing on display and any other hand-written resources.)
- Model joining each digraph and trigraph as they are taught from Reception onwards; this will support children's ability to join later on as well as spelling
- Join suffixes as they are taught in order that children see these as letters that belong together within the context of grammar and spelling
- Use handwritten signage as part of displays to help the children to see the audience and purpose of published pieces. Aim for at least one display in your classroom to be mostly handwritten rather than using typed signage. Model writing this and displaying this alongside the children.
- Address misconceptions on a case-by-case basis e.g. children who never correctly position and upper case letter P to work alongside an adult to address this.
- Use transition meetings at the end of the Summer Term to communicate any ongoing concerns about children with a specific handwriting issue to the teaching staff who will be working with them in the following academic year.
- Use Nelson materials (all available on the shared area) for handwriting interventions or for addition discrete lessons where needed.
- Ensure the same high expectations are in place for all writing across the curriculum including homework.