



Laughton Community Primary School Handwriting Policy

We believe a fluent, cursive and legible handwriting style is vital and that the teaching of a cursive script from an early age benefits the child, throughout their school-life and into adulthood. The process of writing should become an automatic skill so that the child's attention can be focused on the content of their writing. Learning the skill of joining from the very beginning will ensure that the flow and speed of writing are a natural progression. Our aim is that the children will be able to write clearly, fluently and quickly so that they can cope with the everyday demands of life and school. The British Dyslexia Association suggests that advantages to using cursive script are that:

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

The children are taught the pre-cursive script, forming letter shapes with ‘leads-in and out’, leading to cursive script when ready. Children in EYFS are taught strategies in order to develop good control and co-ordination in both large and small movements and learn how to handle equipment and tools effectively, including pencils, for pre-cursive writing. Throughout the rest of the school, handwriting practice will take place regularly using the cursive joins for each letter. The model for individual letters are adapted from material on Twinkl. The poster showing these letters should be available for all children on view in classrooms.

Aims and Objectives

- To provide the children with a fluent, neat and legible handwriting style of which they can be proud.
- To teach the children the correct method of forming letters and letter formation families.
- To develop the children’s confidence in themselves as writers.
- To use handwriting as an aid to spelling and reading – it makes blends easier to recognize.
- For the children to derive pleasure from developing an aesthetically pleasing writing style.

EYFS

Children to be introduced to pre-cursive and cursive script at the earliest stages of writing.

- Children in the Foundation Stage should be writing in the pre-cursive script to enable an easier transition in Year 1 into the cursive script, depending on their ability. However, the expectation is that by the end of EYFS, pupils will start to transfer towards a cursive script depending on their skill and ability.
- Displays in EYFS should include models of cursive script.
- Material such as sand, paint, shaving foam and water, and implements such as chunky triangular pencils, large chalks and chunky pens etc. are used by pupils to rehearse skills on paper, chalk boards, pavement etc.

KS1

- Children continue to be taught the correct formation of the letters in handwriting lessons and in conjunction with phonic work. Children will be taught handwriting regularly and move swiftly during the first term to joining letters after consolidating leads ins and lead outs. Handwriting will continue to be taught in discrete lessons but will start to be used in all written work. Pupils are taught to write with a clear and joined style as soon as they can securely form letters with the correct orientation. Subsequent terms will consolidate this and will focus on refining joins and overall presentation of handwriting. By the end of Year 2 it is expected that all children will be joining words with confidence and control.

KS2

Children will have regular handwriting practice to reinforce the joins learned in KS1 and to develop an independent style of handwriting that is fluent and legible. They will continue to practise joined writing to aid presentation, legibility and the finer points of the joins.

Children who have not yet developed a fluent handwriting style in independent writing will have extra support to consolidate their skills, using a range of learning styles. Children will need reminders about joins and any inconsistencies of style should be worked on. It is recognised that older children like to develop a more personal style. However this must be consistent with the school expectations. Children will need to practise different presentation styles – varying heights, use of capitals etc.

Left-handed children

Left-handed children may experience more difficulty with handwriting than right-handed children. As long as support is given, there is no reason why the left-handed child should not achieve a fluent legible hand. Left-handed children should be seated to the left of any right-handed child, but not with their left to a wall or other obstruction. There must be sufficient space to the left of the left-hander to enable them to place their paper in a comfortable position.

Young left-handed children tend to hold their pencils close to the lead and thus cover their writing with their hand. This means that although they know there are spaces between the words, their writing appears without any. Teachers are to ensure that the pencil grip is high enough from the paper to leave a gap, yet remain comfortable. This can be achieved, if needed, by using the corrective rubber pencil grips.

Appendix I- Poster of cursive joins to be used and displayed in classes

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