



Talavera Junior School
Handwriting Policy

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Talavera Junior School
HANDWRITING

POLICY CHANGE HISTORY

Version	Date	Status	Policy Owner	Governor Approval	Comment
1.0	May 2009		Claire Furzland		
2.0	December 2014		Maxine Cutforth		
3.0	November 2015		Maxine Cutforth		
4.0	August 2016		Maxine Cutforth		
5.0	September 2017		Maxine Cutforth		
6.0	September 2018		Maxine Cutforth		
7.0	September 2019		Heather Partington		
8.0	January 2022		Alexis Pinto		
9.0	September 2023		Alexis Pinto		Edit to handwriting joins
10.0	September 2024		Alexis Pinto		Include new pen licence incentive



Talavera Junior School Handwriting Policy

Aims

Talavera Junior School aim to:

- ~understand that guidance on handwriting is subjective to each and every individual.
- ~encourage children to use a well-formed, cursive style of handwriting.
- ~raise attainment for all pupils in handwriting through a consistent approach to the teaching of handwriting throughout the school.
- ~ensure that children are consistent in the way in which they form individual letters by following the Cambridge Penpals handwriting programme
- ~supporting children to be consistent in the way in which they join letters i.e. it must be remembered that some letters **never** join:
 - All capital letters
 - x, and z
- ~use all opportunities to model the agreed cursive style of handwriting when writing on the board or marking work.
- ~provide a range of opportunities for writing as handwriting practise, regardless of subject.

Practice

- >Handwriting practice is based on whole class or individual's needs. Practice will take place for 30 minutes each week. This can be taught in a 30-minute block, two 15-minute block or three 10-minute blocks. This is not a copy from the board session but a teaching session to show letter joins and establish if further intervention is necessary.
- >The children practise their handwriting using a black pen if the class teacher feels that they are ready, otherwise they will continue to use a pencil.
- >In Year 3, children continue to practise correct letter formation according to Cambridge Penpals handwriting programme. The emphasis is on building upon the joins established in Year 2 and using spellings as a basis for handwriting practise.
- >In Year 4, children continue to practise correct letter formation according to a cursive handwriting programme and the school's agreed letter formation. The emphasis is on ensuring consistency in size and proportion and using joined writing for all writing except where other special forms are required. This work will take place in topic books.
- >In Years 5 and 6, the cursive handwriting programme assume handwriting skills should be established and that children should have their own developed cursive style. However, in reality, this is not always the case. Children in Years 5 and 6 then will have opportunities to revisit the basics and work on the presentation side of their handwriting. Children should also be given opportunities to practise handwriting in conjunction with spellings. Most handwriting work will take place in normal lined books - not handwriting lined books.
- > Individual children who are identified as needing extra support will be targeted during early morning work, group interventions and extra homework, which will be sent home after parents have been consulted.
- >When required, advice will be requested from Occupational Therapists or other relevant agencies to help with specific individual problems.
- >Notes on handwriting should be recorded in IEPs where relevant.

Common Approaches

All children will lose their pens in September and earn it back with their new teacher to encourage standards and maintain high expectations.

Children who struggle with handwriting will also receive OT with a TA during a pm session. Packs will be provided for children with weak motor skills to help them to form letters correctly.

Paper

Children practise their handwriting in handwriting books which have lines to guide letter formation, so that the transition from handwriting practice to writing in other curricular areas is easier. This will then move into topic books to show that the expectation is there regardless of which lesson is being taught.

Years 5 and 6 will use topic books without handwriting lines so that they have more opportunity to practise. Some children in year 5/6 will use handwriting lines if necessary.

Posture

Children should be encouraged to sit up straight with their feet on the floor. The non-writing hand must be used to steady the book or paper. Handwriting slopes may be used if necessary.

Pen Grip

The pen or pencil should be gripped comfortably between forefinger and thumb with the second finger below to steady it. Pencil and pen grips are available for children who are identified to have a specific need with handwriting.

Guidance for Left-handers

Special rules apply for left-handers. They should sit on the left-hand side of double desks or tables. Children should be discouraged from hooking their left hand above the line of writing to avoid smudging. Left-handers are recommended to use handwriting pens in preference to metal nibbed pens. Different cultures have different attitudes towards left handedness, teachers should take this into consideration when teaching handwriting.

Guidance for Children with English as an Additional Language

Children with English as an Additional Language may have a very different experience of learning to write, the script may have been different and children will therefore need support to be able to orientate their letters.

Checklist for Teachers

If a child's handwriting is to develop into a pleasing and consistent style, it is helpful to examine each piece of writing in the light of the following criteria:

1. Shape - are all letters properly formed and clear?
2. Joining - are as many letters as possible joined consistently?
3. Slope - is the slope of letters consistent? Letters should either be all perpendicular or all sloping (predominantly a forwards slope will be used, however backwards slopes can be developed).
4. Evenness - are letters of a consistent and reasonable size? Capitals can be too big, tall letters too tall, small letters too small.

5. Floating and Sinking - do letters sit on the line? Words sometimes float above or sink below the writing line. This happens because the writing hand is not moving steadily across the page.
6. Particular Letters - which letters are really well formed? Which ones need careful practise?

Pen Licence

Pupils who demonstrate handwriting in accordance with our policy are allowed to complete their written work (pencil is still to be used in mathematic books) in a black, handwriting pen (supplied by the school). Teachers should use the checklist in accordance with our new incentive whereby children with the 'S Factor' become members of the 'S Club'. The S Factors consist of: shape, size, sitting, spacing. Children must maintain their handwriting standard in order to keep their handwriting pen.

