



Diocese of Norwich  
Education and  
Academies Trust

# **Kessingland Church of England Primary Academy**

## **Handwriting Policy**

## Handwriting Policy

Handwriting is a skill which, like reading and spelling, affects written communication across the curriculum. Children must be able to write with ease, speed and legibility. Cursive handwriting teaches pupils to join letters and words as a series of flowing movements and patterns. Handwriting skills should be taught regularly and systematically through our handwriting scheme - Cambridge Handwriting D'nealian.

### Aims

At Kessingland Church of England Academy our aims in teaching handwriting are that the pupils will:

- Achieve a neat, legible style with correctly formed letters in accordance with the chosen font.
- Develop flow and speed.
- Eventually produce the letters automatically and in their independent writing.

In order to achieve these aims, the following principles are followed:

### Teaching and Learning

- Children should experience coherence and continuity in learning and teaching across the Nursery and School.
- Develop a recognition and appreciation of pattern and line and be given support in finding a comfortable grip.
- Understand the importance of clear and neat presentation in order to communicate meaning clearly.
- Encouraged to take pride in the presentation of their work and therefore study handwriting with a sense of enjoyment and achievement.
- Be supported in developing correct spelling quickly through a multi-sensory approach to handwriting.
- Shown how to be able to write quickly to aid expressing themselves creatively and imaginatively across the curriculum and for a range of purposes.
- Encouraged use their skills with confidence and pride in real life situations.

## Knowledge, Skills and Understanding

### **Early Years**

Children take part in activities to develop their fine and gross motor-skills and recognition of patterns, for example, to form letters using their index finger in sand or using paint. Children should begin to learn how to correctly hold a pencil. Then how to use a pencil, and hold it effectively to form recognisable letters most of which are correctly formed. They should be given the opportunities to develop their handwriting to their full potential at that age.

### **Key Stage 1**

Children will continue to develop fine and gross motor-skills with a range of multi-sensory activities. Handwriting should be discussed within and linked to phonics sessions. Teachers and support staff continue to guide children on how to write letters correctly, using a comfortable and efficient pencil grip. Children should now be leaving spaces between words accurately. By the end of Key Stage 1 children, children will be able to:

- Use the diagonal and horizontal strokes needed to join letters in some of their writing.
- Write capital letters and digits of the correct size, orientation and relationship to one another.
- Use spacing between their words that reflect the size of the letters.

### **Key Stage 2**

During this stage the children continue to have direct teaching and regular practice of handwriting. We aim for them to develop a clear, fluent style and by the end of Year 6, children will be able to:

- Maintain legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.

### Provision for left-handed children

At least 10% of the population are left-handed, the majority of whom are boys. All teachers are aware of the specific needs of left-handed pupils and make appropriate provision:

- paper should be positioned to the left for right handed pupils and to the right for left handed pupils and slanted to suit the individual in either case;
- pencils should not be held too close to the point as this can interrupt pupils' line of vision;

- pupils should be positioned so that they can place their paper to their left side;
- left-handed pupils should sit to the left of a right-handed child so that they are not competing for space;
- extra practice with left-to-right exercises may well be necessary before pupils write left-to-right automatically.

Teachers are aware of the fact that it is very difficult for left-handed pupils to follow handwriting movements when a right-handed teacher models them. Teachers demonstrate to left-handers on an individual or group basis, even if the resulting writing is not neat.

### Capital letters

Capital letters stand alone and are not joined to the next letter. Children must practise starting sentences and writing names using a capital letter and not joining the subsequent letter. This should be modelled by the teacher during Literacy and Phonics sessions.

### Inclusion

The vast majority of pupils are able to write legibly and fluently. However, some pupils need more support and provision will be made through our school provision map. Teachers of children, whose handwriting is limited, by problems with fine motor skills, should liaise with the SENCO to develop a programme designed for the individual child.

### Assessment

A uniformed handwriting style should be consistent throughout the school; this will be evident in book scrutinies. Handwriting is currently assessed and recorded on Pupil Asset.

### The Role of Parents/Carers

Parents/Carers are made aware of our agreed handwriting style and encouraged to practise this with their children at home.

### Review

This policy will be reviewed before the start of each new academic year.