

Handwriting POLICY

Prepared: June 2016

Reviewed: October 2016

Adopted: January 2016

Next Review: October 2019

**Handwriting Policy**

**Rationale**

The aim of our scheme is for all children to acquire, in the words of the Bullock report (1975), “a running hand which is simultaneously legible, fast-flowing and individual”, so that children can write clearly, fluently and quickly in order to cope with the everyday writing demands of life and school. At Ysgol Gymraeg Llundain we value the input of pre-writing activities which when developed lead on to a smooth transition to writing in the cursive style.

The cursive style lessens the chance of reversing letters by eliminating the need to lift the pencil between letters. The spaces between words become distinct and distinction between upper and lower case is clearer.

**Statement of Aims**

* All children at Ysgol Gymraeg Llundain should be using continuous cursive script in their handwriting. Children will begin working towards using cursive script in Reception Class.
* Teachers and Teaching Assistants should model neat cursive script in shared writing, marking and written feedback to children.
* All classrooms should have the example of cursive letters on display that clarify letter formation for pupils at Ysgol Gymraeg Llundain, Cursive handwriting should be used for at least one other classroom display.
* Learning Objectives, date etc. should be recorded cursively in the classroom for children to copy where the teacher expects children to do so
* Children should be able to record their ideas in cursive script.
* All homework books have a copy of the handwriting scheme so that parents can support their child at home.

All children will obtain the following skills

* How to hold writing material such as a pencil
* to write from the left to the write and from the top of a page to the bottom of the page
* to start and end letters according to the schools handwriting scheme
* to form letters that are consistent in size and shape
* to leave appropriate gap between words
* To understand how to uppercase and lowercase form as a step forward in size and shape.

**Early handwriting skills**

Throughout the EYFS and Year 1 pupils will be developing their handwriting skills through the provision of high-quality pre-handwriting activities. These activities are designed to encourage the muscle development of pupils’ fingers and hands, and to strengthen and refine their fine motor control skills.

Activities provided for pupils should focus on at least one of the following handwriting objectives, with all objectives receiving equal coverage throughout the academic year:

* pattern perception
* hand and arm muscle control
* correct pencil grip (\*see pencil grip information detailed below)
* keeping paper still
* left to right movement when following a pattern
* developing concentration

Some examples of early handwriting skill activities are:

* threading and sewing
* cutting with scissors, especially along lines or following a pattern
* using tweezers or chopsticks to pick up small objects
* jigsaw puzzles
* tracing line drawings
* following mazes with pencils or felt tips
* using a variety of tools and media to draw
* dot-to-dot pictures
* colouring or decorating pictures with crayons, pencils or felt-tips

**Handwriting style**

Pupils will be taught to print all letters with a “lead-in and lead-out” flick on letters for ease of joining later on.

We teach the letters in formation groups for handwriting eg **c o a g d** all these letters go back and round. all letters are grouped to benefit from consistency while grasping handwriting.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | c | o | a | g | d |  |
| 2 | b | h | n | m | p | r |
| 3 | f | i | j | l | t |  |
| 4 | u | w | y |  | | |
| 5 | e | s |  | | | |

Once pupils have mastered the single letter formation they will be introduced to digraphs graphemes, to aid pupils recall of the sounds that make up each digraph, these sounds will be taught as cursive groups of letters. Pupils are taught to write these sounds in cursive style in order to help them remember how the letters fit together.

These will be taught first as they are singular sound within the Welsh alphabet/

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | ph | ng | ch | dd | ff | rh |

|  |  |  |  |
| --- | --- | --- | --- |
| 2 | ai | ae | au |
| 3 | oe | oi | ou |
| 4 | ei | eu |  |
| 5 | iw | uw | yw |
| 6 | si | wy |  |

**Pencil grip**

All children will be supported to adopt an effective pencil grip as soon as possible to enable them to write effectively in a relaxed manner. In the natural tripod grip the pencil is held lightly between thumb and forefinger about 3cm from the point, with the middle finger providing extra support.

For left-handed pupils, the method of holding is much the same as for right handed pupils except that the grip should be about 4cm from the point. This makes it easier for pupils to see what they have written.

**Staff Handwriting**

All staff are expected to model the appropriate handwriting for the appropriate age group. When modelling handwriting for school starters and early writers, adults handwriting should be clearly printed with lead ins and outs to aid the transition to cursive. The handwriting should be cursive for the rest of the school.

**Classroom environment including display**

Pupils must be exposed to a variety of print styles for reading purposes. These styles should be used throughout the classroom environment on labels, displays and on signs and should include handwritten printed writing, handwritten cursive writing and writing typed on a computer. Having a variety of fonts in the classroom echoes the range of texts that children observe from day to day in their lives. It is extremely important that staff ensure they have cursive writing as well as print on display to ensure that pupils are familiar with cursive font. Staff should also give pupils regular opportunities to read words written in a cursive script.

**Next Review: October 2019**