

Handwriting Policy – Lillington Nursery and Primary School



Intent

At Lillington Nursery and Primary School, we understand that handwriting is a skill which, like reading and spelling, affects written communication across the curriculum as well as wider-life opportunities. Children must be able to confidently write with ease, speed and legibility, particularly. Cursive handwriting teaches pupils to join letters and words as a series of flowing movements and patterns, and when mastered it allows children to apply their energy into the content and composition of their writing as opposed to the formation of the letters themselves. As a result, Twinkl Handwriting (a detailed and progressively sequenced whole-school scheme) is used in the teaching and learning of handwriting at Lillington to assure subject quality and sufficient depth and coverage of skills, in line with National Curriculum objectives and Early Learning Goals. The accurate implementation of the Twinkl Handwriting scheme ensures that handwriting skills are taught consistently and systematically throughout the school, and that the same technical vocabulary is used with, and spoken by, all teaching staff, children, parents and carers.

Our aims for the teaching and learning of handwriting at Lillington Nursery and Primary School are:

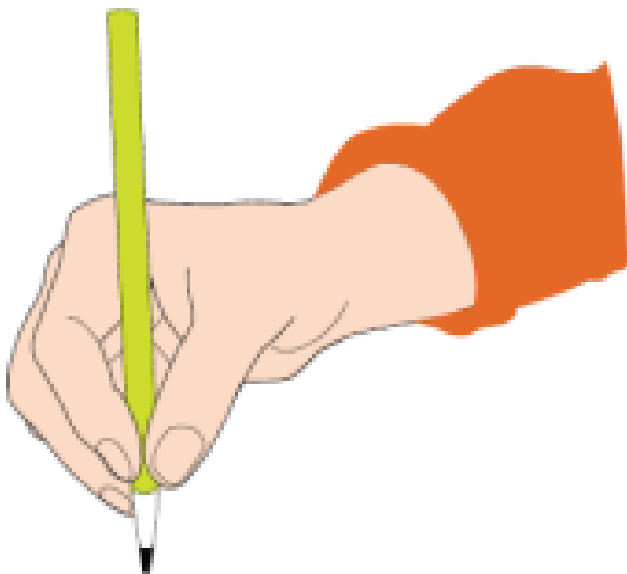
- To have a consistent approach with clear progression across Early Years, Key Stage 1 and 2 when teaching and displaying handwriting
- To enable children to confidently write in a consistent, well-presented and legible format
- To adopt a consistent approach towards handwriting by all adults when writing in children's books, on the whiteboard or displays/resources
- To ensure the skills taught at Key Stage 1 continue to develop throughout Key Stage 2
- To ensure that from the Spring Term of Year 1 to the end of Year 6, children are using and consolidating a cursive writing style (continuous joins)
- To make sure all children know the difference between lower and upper-case letters.

Implementation

Children will be taught to:

- hold a pencil correctly

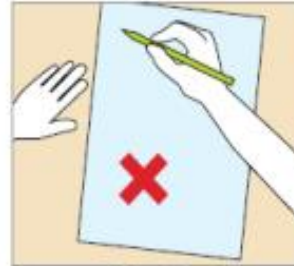
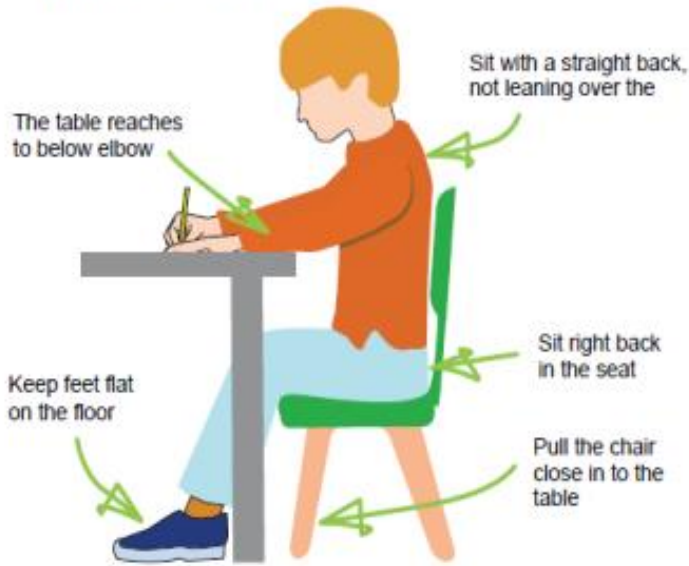
Children should be encouraged to use a tripod pencil grip, where the pencil is gripped between the index finger and the thumb. The middle finger is then used to support the underside of the pencil as shown below.



- and adopt the correct posture when writing.

(Children should be encouraged to adopt the correct writing position as shown below.)

SITTING POSITION



Paper position for right-handed children

(Children who are left handed should reposition the paper the other way and sit to the left-hand side if seated next to a right-handed child.)

- write from left to right and from top to bottom of the page
- start and finish letters correctly in a cursive style
- form regularly sized and shaped letters
- use regular spacing between letters and words
- take a pride in their written work and the overall presentation

The cursive script agreed at Lillington Nursery and Primary School is shown below.

a b c d e f

g h i j k l

m n o p q

r s t u v w

x y z

appear

arrive

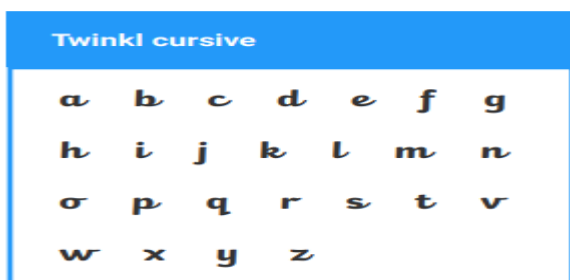
believe

bicycle

Early Years - Children receive a daily Twinkl Handwriting lesson for a minimum of 10 minutes (this can also be linked to phonics and/or targeted spellings and high frequency words). When appropriate, children in Early Years can use unlined paper as the focus is on starting points and correct formation rather than size or positioning.

Nursery - Children are encouraged to develop gross motor control through the use of large equipment for mark making such as big chalks, paint brushes, finger paints, shaving foam etc. They develop their fine motor skills using a range of mark making tools such as pencils, pens and crayons. Children are encouraged to talk about shapes and movement. They practise the main handwriting movements for the three basic letter shapes: c, l and r. As the children progress, they are increasingly taught cursive formation (lead froms) and encouraged to form letters correctly using Twinkl Handwriting's guidance, mnemonics and visual/display aids (cursive writing opportunities without lead to dependant on individual need).

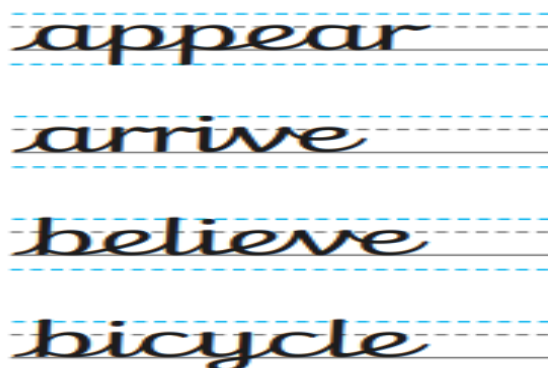
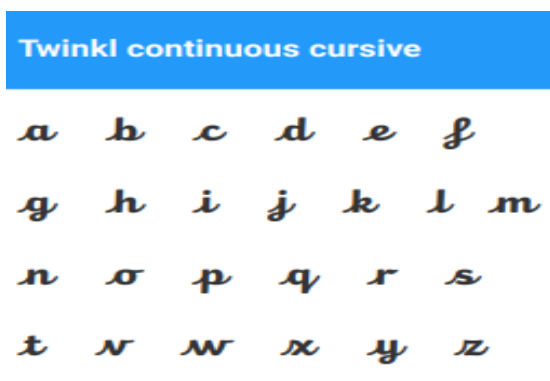
Reception - Children are taught to form letters correctly using Twinkl Handwriting's guidance, mnemonics and visual/display aids. Cursive letter formation (lead froms) is taught alongside phonics development and made frequent reference to. Our aim is for all children at the end of Early Years to hold a pencil correctly and form all letters and numbers correctly. Errors in pencil grip and letter formation will be immediately re-taught, modelled and corrected. The cursive formation script (lead froms) agreed at Lillington Nursery and Primary School for Early Years is shown below. (Children are exposed to, and move on to, pre-cursive letter formation (lead to/from) once secure in cursive.)



Key Stage 1 - Children receive a daily Twinkl Handwriting lesson for a minimum of 10-15 minutes (this can also be linked to phonics and/or targeted spellings).

Year 1 - In Autumn 1 Term, cursive formation (lead froms) is practised and consolidated. From the start of Autumn 2 Term, pre-cursive handwriting (lead to/from) is introduced, taught and modelled. Handwriting lessons can also be linked to phonic development with the introduction of new sounds written in a pre-cursive style during Bug Club lessons. Our aim is that by the end of Year 1, children will be forming all pre-cursive letters correctly with the application of some basic joins becoming increasingly evident/consolidated.

Year 2 - In Autumn 1 Term, all teaching staff will continue to model pre-cursive writing (lead to/from). From the start of Autumn 2 Term, basic and continuous joins are introduced, taught and modelled; starting with beginning each letter from the line and going up individually before then moving on to joining them together to form words. Children should transfer these joins into all their independent writing. They will also link their handwriting to their phonic development as they learn to write new sounds using a cursive writing style (in line with our agreed continuous cursive script below).



Key Stage 2 - All children receive a daily Twinkl Handwriting lesson for a minimum of 10 minutes focussing on the continued development and consolidation of cursive handwriting (continuous joins). This can also be linked to phonics and/or targeted spellings).

Year 3 - Children continue to develop their use of continuous joins within cursive handwriting, building upon the skills they have developed in Key Stage 1.

Years 4, 5 and 6 - Children are expected to use cursive handwriting (continuous joins) in all areas of the curriculum. Those children whose writing is neat and legible, may be awarded with a pen license and encouraged to use handwriting pens (in keeping with Twinkl Handwriting's 'Journey to Cursive' process).

If any child is identified as being 'not on track' with regards to reaching these expectations, they will receive appropriate support through responsive feedback, small group interventions and/or home-home-consolidation activities/practise.

Handwriting Equipment

Children use line sizes appropriate to their year group and/or stage of writing. During handwriting lessons, specific handwriting paper and guided supports are used appropriately. Children practise using the same sized lines as their other curricula books so that children skills are transferable and that the same expectation of handwriting is set across all writing. Children use a sharp HB pencil for all handwriting initially. When teachers assess that children are competent at joined handwriting (cursive with continuous joins), they should be allowed to use a blue handwriting pen (no biro type pens are used). Dependant on individual needs, children may use pencil grips or pens with a specific grip, including ICT software to model and support with their next steps in handwriting.

Assessment, Marking and Feedback

A uniformed cursive handwriting style should be consistent throughout the school; this will be evident in classrooms, on display boards and monitored through lesson observations, in/cross-phase moderations and 'Book Looks'. In keeping with Lillington Nursery and Primary School's responsive teaching approach, we understand the importance of, and emphasise the need for, immediate and constructive feedback. Therefore, in our feedback policy we have clear systems for feedback of children's work which is adhered to throughout Twinkl Handwriting lessons. During handwriting lessons and independent work, it is important that incorrect pencil grip and letter formation are identified, modelled and corrected at the point in which it occurs. Regular self and peer assessment opportunities are provided, where all children actively use our handwriting 'Checkers' (written and visual references) to review and improve their work against the expectations of handwriting, specific to each Key Stage.

Impact

At Lillington Nursery and Primary School, children will confidently write with speed and legibility throughout their time with us. Well before the end of Key Stage 2, children will use cursive handwriting (continuous joins) with flowing movements and patterns. This raised profile of handwriting, and subsequent mastery of such a fluid and effortless handwriting style, will enable children to apply their energy into the composition and content of their writing, as opposed to the formation of the letters themselves. Improvements in overall writing standards (through regular moderation, assessment and pupil/teacher voice) will inevitably follow.

In summary, Lillington Nursery and Primary School aims for its teaching and learning of handwriting not to be viewed as a chore for teachers, children, parents and carers, instead, as a meaningful vehicle to encourage a deeper sense of pride, confidence and awareness of the 'bigger picture' behind handwriting in all children's written work and wider-life learning.