



# *Handwriting Policy*

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## Statement of Intent

*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. Handwriting skills should be taught regularly and systematically.*

*The cursive handwriting scheme being used at JCSC is PenPals for Handwriting. Penpals for Handwriting is a complete handwriting scheme for 3–11 year old children that offers clear progression through five developmental stages of handwriting.*

*These are:*

- *physical preparation for handwriting;*
- *securing correct letter formation;*
- *beginning to join along,*
- *securing the joins*
- *practicing speed, fluency and developing a personal style.*

*The Foundation content is in line with the EYFS Framework and the Year 1–6 content supports frequent, discrete and direct teaching of handwriting for 5 –11year old children, as required by National Curriculum 2014.*

# 1. Aims

At JCSC our aims when teaching handwriting are that pupils will:

- Achieve a neat, legible style of writing with correctly formed letters in accordance with the cursive font.
- Develop flow and speed
- Produce letters automatically and evidenced within their independent writing.

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

# 2. Teaching and Learning

In the first 10 minutes of every English lesson, English teachers will teach and develop handwriting using the Penpals scheme. The teaching sequences will be shared with all teaching staff, LSPs and additional support staff within KS2 to allow a consistent approach and level of expectations across all the curriculum subjects.

When we are teaching and developing handwriting, the following principles will be followed:

- Skilful direct and indirect teaching that is daily across KS2.
- All staff to model handwriting at all times including whiteboards, books, feedback and planners.
- Interactive whiteboards – Sassoon Penpals font, un-joined, will be used on all interactive whiteboards with Microsoft PowerPoint due to incompatibility.
- Identifying the appropriate starting point for each class and student from the five developmental stages:
  1. Physical preparation for handwriting
  2. Securing letter formation
  3. Beginning to join along with a focus on relative size and spacing
  4. Securing the joins along with a focus on break letters, legibility, consistency and quality
  5. Practising speed, fluency and developing a personalised style for different purposes.
- Encourage children to take pride in the presentation of their work and therefore study handwriting with a sense of enjoyment and achievement.
- Understand the importance of clear and neat presentation in order to communicate meaning clearly.
- To be able to write in different styles for different purposes.

### 3. Planning and Delivery

All English teachers will have access to all Penpals age-related programmes to support the planning and delivery of handwriting. This will allow for teachers to see age-related expectations for all required age groups so that effective and appropriate personalisation can be provided when teaching handwriting.

### 4. Provision for left-handed children

Left-handed children have their own additional challenges to handwriting which includes pushing the pencil across the page rather than pulling it across the page. To support left-handed children, the following recommendations are followed:

- Seat the child so that their left elbow is free to move without colliding into a right-handed child's elbow.
- Teach and encourage children to hold their pencil between 2 and 5 centimetres from the point. This enables them to see their writing and lifts their hand away from the page.
- Encourage the left-handed child to place their paper or whiteboard at a greater angle than you would expect for a right-handed child. The lower arm should be at a right-angle to the bottom edge of the paper.
- Establish the expectation that the hand is below the writing line and the wrist is straight. Discourage children from hooking their hand around their writing.
- Left-handed children may benefit from using a writing slope to reinforce this angle.

### 5. Disabilities and Equalities Statement

All children are given full access to the National Curriculum. Staff will endeavour to ensure that all children reach their full potential, irrespective of race, gender, age, home-background or ability.

When planning and teaching handwriting, staff will make reasonable adjustments to promote equality of opportunity.

### 6. SEND and students with fine motor difficulties.

Students with fine motor difficulties will find handwriting more challenging but all teachers, LSPs and additional support staff at James Calvert Spence College aspire to help them improve from their individual starting points. Students who are identified as having these difficulties will access support for handwriting through fine motor strengthening activities, use of fine motor activities through a bespoke intervention programme and access to pencil grips to support the handwriting posture.

## 7. Letter formation

### 7.1 Capital Letters

Capital letters stand alone and are not joined to the next letter. This should be modelled by the teacher – see [Appendix 2](#).

### 7.2 Speed and Fluency

Children should be working towards writing 12 – 13 words a minute while they are composing text and faster when copying. Children whose writing speed is below 10 words per minute may qualify for extra time in SATs.

### 7.3 Glossary of Terms

See [Appendix 1](#).

### 7.4 Joining for KS2

See [Appendix 2](#).

## 8. Resources

Each teacher will hold a folder of resources. Our handwriting style should be displayed in every classroom and, where needed, available on tables for children to refer to.

Parents and carers will be provided with laminated copies of the handwriting guidelines to promote and support consistency of handwriting between home and school - see [Appendix 3](#).

## Appendix 1 – Glossary of Terms

- **Lower case letter** (*a, b, c*)
- **Capital letter** is used in preference to 'upper case letter'.
- **Letter with ascender** (*l, b, t*)
- **Letter with descender** (*p, y, f*)
- **x-height letter** is used to describe a letter with no ascender or descender
- **Break letter** – a letter that is not generally joined from (*g, y, j, f, z, x*)
- **Curve** is used to describe the curved movement at the bottom of down strokes such as *t, g* and the top and bottom of *f*.
- **Cross bar** is used to describe the left-to-right line on *t* and *f*. It may also be used in relation to letters that feature a left-to-right horizontal line (e.g. *e* and *z*)
- **Diagonal join** to ascender (e.g. *at*), diagonal join (no ascender) (e.g. *du*), diagonal join to an anticlockwise letter (e.g. *ho*)
- **Horizontal join** to ascender (e.g. *oh*), horizontal join (no ascender) (e.g. *re*), horizontal join to an anticlockwise letter (e.g. *wo*)

Other important terminology used includes **vertical, parallel, joined, sloped, anticlockwise**.

## Appendix 2 – Penpals Alphabet

*abc*

*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*  
*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*  
*0 1 2 3 4 5 6 7 8 9*

### Examples of joining

*stationary*      *Stationary*

*their*            *Their*

*whether*          *Whether*

*goodbye*        *Goodbye*





## JCSC Handwriting

*abc*

*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*  
*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*  
*0 1 2 3 4 5 6 7 8 9*

Capital letters join  
examples

*Whether*

*Whatever*

*Who*

Lowercase joins examples

*whether*

*whatever*

*who*

## How to support your child's handwriting

### Posture and Pencil Grip



#### Right Handers

Is there a circle gap between your thumb and finger?



Is your paper tilted at a slight angle?

#### Left Handers



Is there a circle gap between your thumb and finger?

Is your paper tilted at a slight angle?