



DANES HILL SCHOOL  
STRONG & SAGACIOUS

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## Handwriting Policy



## Danes Hill School Handwriting Policy:

At Danes Hill School we aim to help pupils develop clear, legible and joined handwriting so that they write fluently at an appropriate speed.

### Transition:

In Transition, the children's manipulative skills and fine motor control are developed through media such as art, tweezers, puzzles, construction toys, soft dough modelling, cutting, the creation of colourful collages and the use of the computer mouse. The children are encouraged to develop an age appropriate grip on the tools used. Pencil grip and control is encouraged through free drawing and pattern exercises.

Children learn to form the letter shapes in a variety of ways, including tracing using tactile materials such as foam, paints and a variety of surfaces including sand and paper. They practise the lower case letter shapes in a variety of ways. As the children's fine motor skills and letter recognition develop, they are encouraged to attempt to form the letters independently using the correct orientation of letter formation.

As the year progresses, the children are expected to write their name clearly and legibly. They are encouraged to copy words below those written by the teacher, in addition to free mark making in the early stages of emergent writing. Children also practise drawing patterns to improve their pencil control.

Transition	Content:	Targets:
	Pencil control Hand-eye co-ordination Movements necessary to form letters	Make controlled pencil movements Join two points with line Follow sequence of movements

### Reception:

Writing skills are practised daily in a variety of forms, usually linked to other curriculum areas such as topic work. The major emphasis remains upon the correct formation of the letters ready to progress to cursive writing. The children develop their skills using a variety of forms including tracing over writing, copying beneath the teacher's writing, copying at near and far point, creating their own sentences with the use of a wordbook and emergent writing.

The upper case alphabet is taught in the Summer Term. The children are encouraged to take pride in the appearance of their written work for display and personal achievement.

Reception	Content:	Targets:	EYFS – Physical Development and Literacy:
	Pencil control Letter-like movements Recognition of lower case and upper case letters Numbers 0-9	Produce comfortable pencil grip Produce lower and upper case letters using correct sequence of movements	Use efficient pencil grip Write letters with correct sequence of movements

### Year One:

The children are taught to join their writing and use the cursive handwriting style.

Year One:	Content:	Targets:	Requirements:
	Lower case letter formation and joins in a cursive style using common rime patterns Main punctuation marks	To reinforce the link between handwriting, spelling and the recognition of phonic patterns and letter strings To practise correct letter orientation, formation and proportion	To practise handwriting in conjunction with spelling and independent writing, ensuring correct letter formation and proportion, in a style that makes letters easy to join later.

### Year Two:

The children continue to write in pencil and develop the correct grip.

Year Two:	Content:	Targets:	Requirements:
	High frequency word practice Letter joins through common spelling patterns and strings Beginning of self-assessment	Practice in basic sight vocabulary Reinforcement and practice using the four basic handwriting diagonal and horizontal joins Linking handwriting to phonic and spelling knowledge and patterns Conceptual awareness of space required for printing headings, posters, labels and notices	To begin practising the four basic handwriting joins: Diagonal joins to letters without ascenders e.g. ▪ <i>ai ar un</i> Horizontal joins to letters without ascenders e.g. ▪ <i>ou vi wi</i> Diagonal joins to letters with ascenders e.g. ▪ <i>ab ul ti</i>  horizontal joins to letters with ascenders e.g. ▪ <i>ol wh ot</i>

### Years Three to Eight:

Handwriting lessons continue into Years 3 and 4. All pupils are encouraged to use a joined cursive script. They change to pen in Year 4 when they are able to write with sufficient control and legibility. Pupils write in blue ink and are encouraged to maintain a fluent, well-formed cursive script with an emphasis on letter size, letter shape, spacing, appropriate slant and speed.

Pupils with aspects of dysgraphia are referred to an Occupational Therapist after testing in the LSC. LSC staff provide additional support lessons for pupils experiencing difficulties with letter formation and fine motor control. Those experiencing significant difficulties with handwriting are considered for using laptops and special examination arrangements involving additional time and the JCQ guidelines are used.