



AJ GROUP OF SCHOOLS

Title: HANDWRITING POLICY	Issue Date: April/Sept 2016
School: Al Ain Juniors	Next Revision Date:
Reference No.: AJS-GDC-001	Version No.: 6

HANDWRITING POLICY

At Al Ain Juniors Schools, we believe that neat, well-formed handwriting and presentation of written work helps to raise standards as the pupils take pride in and have a sense of ownership of their work.

There are four main purposes to this policy:

- ❖ To establish an entitlement for all pupils;
- ❖ To establish expectations for teachers of this subject;
- ❖ To promote continuity and coherence across the school;
- ❖ To state the school's approaches to this subject in order to promote parents' and carers' understanding of the curriculum.

Why is a handwriting policy important for a primary school?

Handwriting is a skill which, like reading and spelling, affects written communication across the curriculum. Given effective teaching, handwriting can be mastered by most pupils by the time they are seven or eight years old enabling them, with practice, to go on to develop a faster and more mature hand ready for secondary school and adult life. The surest way to ensure consistent teaching and the development of legible, fluent joined handwriting throughout the school is to have a written policy agreed and put into practice by all staff.

Handwriting is a movement skill; children need to practice handwriting movements correctly and often. The first handwriting lessons are vital and the most important issue is to ensure that the children we teach learn to form the letters of the alphabet with the correct sequence of strokes from the beginning. The correct formation of all letters needs to become quite automatic and may require a lot of practice.

Aims:

At AJ Group our aims in teaching handwriting are that the pupils will:

- Achieve a neat, legible style with correctly formed letters in accordance with ZPS chosen cursive style
- 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 EYFS, Key Stage One and Key Stage Two.
- Develop a recognition and appreciation of pattern and line and be given support in finding a comfortable grip.



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- Understand the importance of 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 to use their skills with confidence and pride in real life situations.

Teachers should take care to use the correct script when writing on the board when marking and when writing for display purposes.

Knowledge, Skills and Understanding:

EYFS

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 recognizable letters most of which are correctly formed, with a final flick to ensure ease of transition to a joined style later on. 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. As letter blends are taught, they will be done so in joined script. 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 will be able to write legibly, using upper and lower-case letters appropriately and correct spacing between words. Children should be taught handwriting in short bursts each day linked to Letters and Sounds.

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 be able to adapt their handwriting for different purposes, such as: a neat, legible hand for finished, presented work, a faster script for note making and the ability to print for labelling diagrams etc. By Key Stage 2 children should understand the language of handwriting e.g. descenders, ascenders, orientation etc.

When children are able to write fluently and neatly in a joined style, they will begin using pens to write with.



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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;
- 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.
- children should be encouraged to have the correct sitting posture for good handwriting e.g. the bottom of the back to go into the back of the chair.

Teaching Sequence and Whole School Expectations:

Across the Early Years Foundation Stage

Children will have:

- Opportunities to watch adults writing and for children to write for themselves.
- Attempt writing for various purposes using features of different forms such as lists, stories and instructions.
- Write their own names and other writing forms such as labels and captions and begin to form simple sentences, sometimes using punctuation.
- Use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words.
- Use a pencil and hold it effectively to form recognizable letters and numbers, most of which are correctly formed.

By the end of Foundation Stage 2

By the end of Reception year children will have been introduced to:

- a comfortable and efficient pencil grip
- producing a controlled line which supports letter formation
- writing letters using the correct sequence of movements
- pattern-making and letter/number formation in various media
- correct formation of lower case letters.

YEAR 1

Term 1: Develop a comfortable and efficient pencil grip.
 To form lower case and capital letters correctly.



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Term 2: To practice handwriting in conjunction with spelling and independent writing, ensuring correct letter orientation, formation and proportion.

Term 3: To practice handwriting in conjunction with spelling and independent writing, ensuring correct letter orientation, formation and proportion.

YEAR 2

Term 1: To practice handwriting patterns from Year 1.

To begin using and practicing the four basic handwriting joins:

- diagonal joins to letters without ascenders, e.g. ai, ar, un
- horizontal joins to letters without ascenders, e.g. ou, vi, wi
- diagonal joins to letters with ascenders, e.g. ab, ul, it
- horizontal joins to letters with ascenders, e.g. ol, wh, ot

Term 2: To practice handwriting patterns from Year 1.
To practice handwriting in conjunction with the phonic and spelling patterns.
To use and practice the four basic handwriting joins:

- diagonal joins to letters without ascenders, e.g. ai, ar, un
- horizontal joins to letters without ascenders, e.g. ou, vi, wi
- diagonal joins to letters with ascenders, e.g. ab, ul, it
- horizontal joins to letters with ascenders, e.g. ol, wh, ot

Term 3: To use the four basic handwriting joins with confidence and use these in independent writing:

- diagonal joins to letters without ascenders, e.g. ai, ar, un
- horizontal joins to letters without ascenders, e.g. ou, vi, wi
- diagonal joins to letters with ascenders, e.g. ab, ul, it
- horizontal joins to letters with ascenders, e.g. ol, wh, ot

YEAR 3

Term 1: To practice correct formation of basic joins from Year 2:

- diagonal joins to letters without ascenders, e.g. ai, ar, un
- horizontal joins to letters without ascenders, e.g. ou, vi, wi
- diagonal joins to letters with ascenders, e.g. ab, ul, it
- horizontal joins to letters with ascenders, e.g. ol, wh, ot

To ensure consistency in size and proportions of letters and the spacing between letters and words.

Term 2: To practice correct formation of basic joins from the use of the four basic handwriting joins from Year 2:

- diagonal joins to letters without ascenders, e.g. ai, ar, un
- horizontal joins to letters without ascenders, e.g. ou, vi, wi



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- diagonal joins to letters with ascenders, e.g. ab, ul, it
- horizontal joins to letters with ascenders, e.g. ol, wh, ot

To ensure consistency in size and proportions of letters and the spacing between letters and words.

To build up handwriting speed, fluency and legibility through practice.

Term 3: To practice correct formation of basic joins from the use of the four basic handwriting joins from Year 2 and use these in independent writing:

- diagonal joins to letters without ascenders, e.g. ai, ar, un
- horizontal joins to letters without ascenders, e.g. ou, vi, wi
- diagonal joins to letters with ascenders, e.g. ab, ul, it
- horizontal joins to letters with ascenders, e.g. ol, wh, ot

To ensure consistency in size and proportions of letters and the spacing between letters and words.
To build up handwriting speed, fluency and legibility through practice.

YEAR 4

Term 1: To use joined handwriting for all writing except where other special forms are required.

To know when to use:

- a clear neat hand for finished, presented work;
- informal writing for rough drafting etc.

To ensure consistency in size and proportions of letters and spacing between letters and words.

Term 2: To use joined handwriting for all writing except where other special forms are required.

To build up speed, particularly for notes, drafts, lists etc.

To know when to use:

- a clear neat hand for finished, presented work;
- informal writing for rough drafting etc.

To ensure consistency in size and proportions of letters and spacing between letters and words.

Term 3: To build up speed and ensure consistency in size and proportions of letters and spacing between letters and words.



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To use a range of presentational skills, e.g.:

- print script for captions, sub-headings and labels;
- capital letters for posters, title plates, headings;
- a range of computer-generated fonts and point sizes.

YEAR 5

TO USE FLUENT JOINED UP HANDWRITING FOR ALL WRITING EXCEPT WHERE OTHER SPECIAL FORMS ARE REQUIRED.

YEAR 6

TO USE FLUENT JOINED UP HANDWRITING FOR ALL WRITING EXCEPT WHERE OTHER SPECIAL FORMS ARE REQUIRED.

Inclusion:

The vast majority of pupils are able to write legibly and fluently. However, some pupils need more support and provision will be made for this within the class. 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.



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Handwriting

A Parent's Guide

This leaflet is to explain why and how we teach handwriting at Al Ain Junior School. It also includes ideas on ways in which you can help to develop your child's handwriting.

At AJ Group, our aim is that pupils will be supported to develop a cursive handwriting style which is clear, joined and fluid. Inevitably some will be neater than others, but each child can acquire a consistent and fluent style. Cursive style letters start from the line and are taught in families. It is important that children hold their pencil correctly and ensure their posture is correct.

Pencil hold

- Pencil held between finger and thumb
- Middle finger provides extra support

Posture

- Feet flat on the floor
- Head up, not resting on the desk or hand
- Paper at the correct angle
- Spare hand steadies the paper

How can you help your child?

- ➡ Have a small selection of handwriting materials readily available at home. Soft pencils fibre-tip pens and some sheets of A4 typing paper are enough for a start.
- ➡ Encourage your child to write on a line, even if they have to draw it themselves
- ➡ Encourage your child to join his/her writing in any work brought home
- ➡ Let handwriting play a part in your family's daily life, for example:
 - ❖ making lists and labels
 - ❖ keeping a family diary
 - ❖ leaving notes for each other in busy households
 - ❖ keeping in touch with distant friends and relatives
 - ❖ designing and making home-made notepads and greetings cards.
- ➡ Many children like to do their homework lying on the floor, but don't let them! So do your best to provide somewhere where your child can work, the end of the kitchen table is perfect!
- ➡ Praise! Praise! Praise!



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The Rockin' Round Letters

- a* - lead up, rock back, lead on
- c* - lead up, rock back
- d* - lead up, rock back, three quarter up, three quarter back, lead on
- o* - lead up, rock back, loop round, lead on
- g* - lead up, rock back, drop down, loop round

The Tallees

- b* - lead up, three quarter line, drop back down, pop, lead on
- h* - lead up, three quarter line, drop down, over the hill, lead on
- k* - lead up, three quarter line, drop down, pop, lead on
- l* - lead up, three quarter line, drop down, lead on
- t* - lead up, three quarter line, drop down, lead on. Cross over

The Rollercoasters

- e* - lead up, loopde loop
- s* - lead up, curly-murly, lead on
- x* - lead up, backwards c, forwards c
- z* - lead up, zig, zag, zog
- f* - lead up, three quarter line (with a hat), drop down, three quarters, loop to lead on

The Up-downs

- y* - lead up, drop down, smiley, drop down, loop
- u* - lead up, smile, lead on
- i* - lead up, drop down, lead on. Dot
- m* - lead up, drop down, over the hill, over the hill, lead on
- n* - lead up, drop down, over the hill, lead on
- r* - lead up, drop down, back up, lead on with a hat
- v* - lead up, zig zag, lead on
- w* - lead up, down, up, down, up, lead on

The Drop-downs

- j* - lead up, drop down, three quarters, loop round, lead on
- p* - lead up, drop down, three quarters, back up, pop, lead on
- q* - lead up, rock back, drop down