

Greenways Primary Academy

A part of Windsor Academy Trust



Our Approach to Teaching Handwriting.

Greenways Primary Academy believes that handwriting, similar to reading and spelling, can affect pupils' progress and achievement across the entire curriculum. When taught effectively, handwriting is mastered by the majority of pupils during the primary phase, allowing them to develop a more effective style of handwriting by the time they begin secondary school.

At Greenways Primary, we use Letter-join as the basis of our handwriting approach that covers all the requirements of the National Curriculum. Handwriting is a basic skill that influences the quality of work throughout the curriculum. At the end of Key Stage 2 all pupils should have the ability to produce fluent, legible, joined-up handwriting at pace, and to understand the different forms of handwriting used for different purposes. We aim to make handwriting an automatic process that does not interfere with creative and mental thinking.

By the end of year 6 pupils will understand the importance of neat presentation and the need for different letterforms (cursive, printed or capital letters) to help communicate meaning clearly.

Method

Our teachers are encouraged to use neat handwriting for any modelling to the children, written marking in books and communication to parents in line with the year group that they teach. In EYFS and year 1 we use print script and pre-cursive is introduced in year 2 ready for the children to join in KS2.

Pupils should experience coherence and continuity in the learning and teaching of handwriting across all school years and be encouraged to take pride in the presentation of their work. Our aim is to help pupils enjoy learning and developing their handwriting with a sense of achievement and pride.

Handwriting frequency

Handwriting is a cross-curriculum task and is taken into consideration during all lessons. Formal teaching of handwriting is carried out regularly and systematically to ensure Key Stage targets are met.

For our youngest pupils we aim for two to three weekly sessions that will include the following:

- Movements to enhance gross motor skills such as air-writing, pattern making, dancing.
- Exercises to develop fine motor skills such as making marks on paper, whiteboards, blackboards, sand trays, iPads and tablets.
- Letter learning to familiarise letter shapes, formation and vocabulary.

Key Stage One and Year 3:

Tuition will continue with two or three weekly sessions:

- Gross and fine motor skill exercises.
- Cursive handwriting reinforcement, learning and practise (at the end of year 2 and in year 3).
- Numerals, capitals and printed letters: where and when to use, learning and practise.

Years 4 to 6:

More advanced handwriting techniques are be taught during two or three weekly sessions:

- Cursive handwriting re-enforcement.
- Form-filling/labelling using printed and capital letters.
- Dictation exercises to teach the need for quick notes and speedy handwriting writing.

Once the teacher feels that a child in KS2 can write consistently legibly, fluently and with correct joins, they may award a pen licence to the pupil. This means pupils can write in a blue handwriting pen.

Our Fonts

Link pen 2a print - this will be used in EYFS and Year 1.

abcdefghijklmnopqrstuvwxyz

Link pen 2b join - this will be used in year 2 to introduce lead in lines.

abcdefghijklmnopqrstuvwxyz

Link pen 2b join (with advanced settings) – this will be used in KS2 if children are confident at previous stages.

abcdefghijklmnopqrstuvwxyz

If a pupil is displaying confidence in handwriting for their age range, they can be challenged to the next year group's expectations.

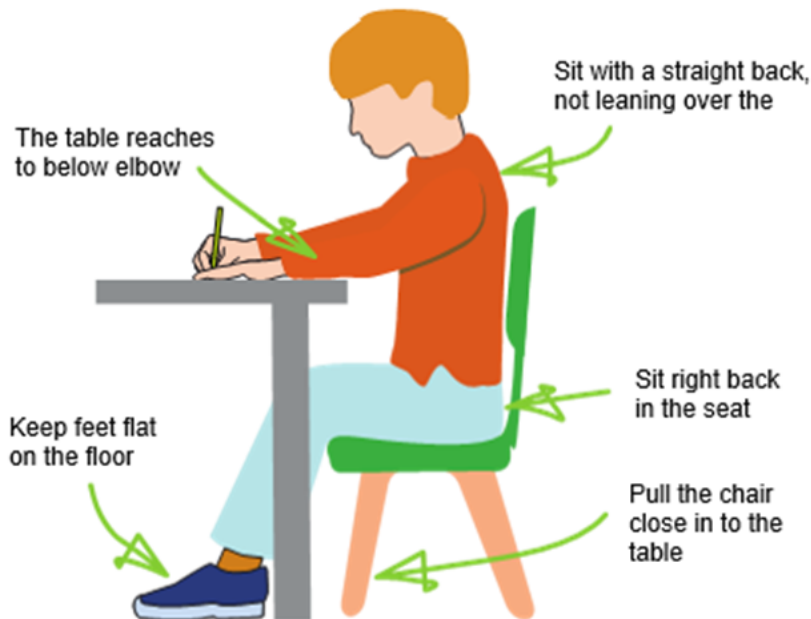
Inclusion:

Children whose handwriting is limited by problems with fine motor skills, including left-handed children, and children with special educational needs, will be given one-to-one tuition to help achieve their optimum handwriting level.

Correct posture and pencil grip for handwriting:

Pupils should be taught to sit correctly at a table, holding a pencil comfortably and correctly.

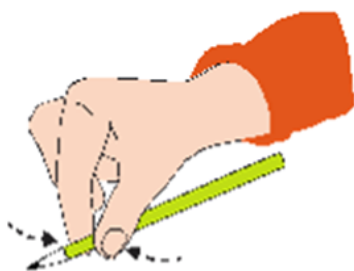
SITTING POSITION



Paper position for right-handed children

Both right and left handed children should be encouraged to use the tripod grip which allows the pen/pencil to be held securely whilst allowing controlled movements of the pen/pencil nib.

1

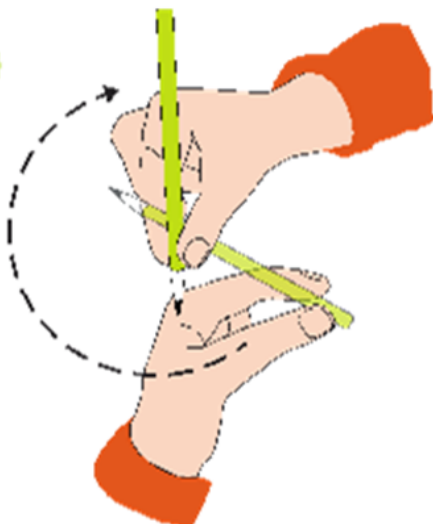


1) Grip the pencil with your index finger and thumb with the nib pointing away.

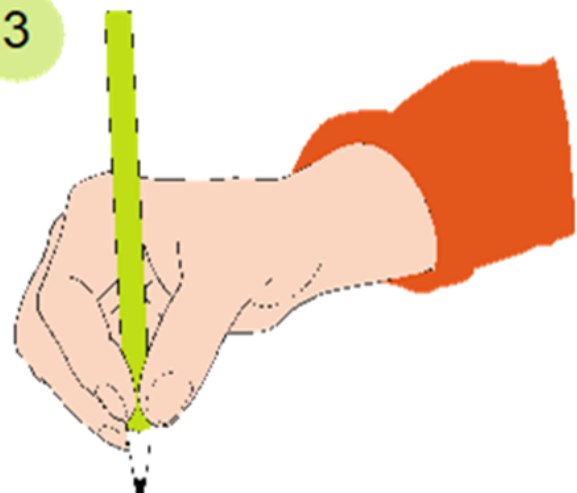
2) With your free hand, spin the pencil from underneath.

3) Use your middle finger to support the underside of the pencil.

2



3



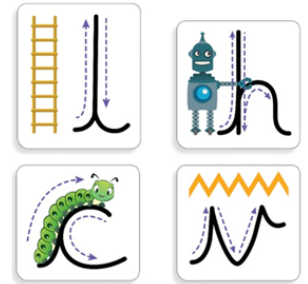
Pens and Pencils:

Children are encouraged to start handwriting using a soft pencil. When fine motor skills have been established a handwriting pen can be used. More competent pupils can use a ballpoint pen

Key Stage Teaching:

Reception:

- Hold a pencil in an effective manner for writing and be encouraged to correct any errors in grip or stature.
- Understand that letters are written on a base line and that all letters 'start on the line' and 'end with a hook'.
- Begin to form recognisable lower case letters, capital letters and numerals.
- Have an understanding of writing their own name.
- Understanding different shaped letter families.



Key Stage One:

- Write legibly using upper and lower case letters with correct joins.
- Ensure that letters sit on the base line and are consistent in size with ascenders and descenders that are the correct length and formation.
- Leave the correct space between words.
- Form capital letters and use where appropriate.
- Form numerals that are consistent in size and sit on the base line.
- Begin to form printed letters and understand when they are to be used.
- Improve the speed of writing and begin to write automatically so promoting creativity in independent writing.

Key Stage Two:

Improve quality, speed and stamina of handwriting.

Quality: Ensure letters are consistently sized with equal word spacing and that ascenders and descenders are parallel and do not touch words on the lines above and below.

Speed: Improve speed of handwriting to allow creative writing to take precedence over the task of handwriting and be able to take 'quick notes' at a faster pace.

Stamina: Have the strength and mobility to be able to write for longer periods of time without fatigue.

Have full knowledge and ability of the different forms of handwriting for different purposes:

- Neat, joined, cursive letters for writing passages and large amounts of text, lists and letters.
- Printed or capital letters for posters, notices, headings, labelling, and form filling.
- Speedy handwriting for note-taking and dictation where neatness is not as important and shortcuts, such as + instead of 'and', can be used.

Assessment:

Assessments to show progress in writing will take place at the end of the academic year using the Letter-join assessment tools. This end of year assessment will act as a baseline for the next year group and progress can be monitored. The child's individual handwriting assessment tracker will follow them from Reception to year 6.