

## **Handwriting Policy**

### **Introduction**

This policy is intended to provide a clear framework for a shared understanding of teaching handwriting and ensuring continuity across Simpson's Lane Academy. Handwriting is the skill of fluid movement where memory holds the shapes because it has made them so often. This is why children need to be taught through demonstration, explanation and practise. The correct formation of letters needs to be automatic before children can move to learn a fluent, joined handwriting style.

### **Aims of the Penpals Handwriting Scheme**

Formal handwriting skills will be taught daily and systematically through the use of the Penpals Handwriting scheme (Cambridge University Press). Children will move from gross and fine motor skills to refining their joins through their time at Simpson's Lane Academy.

### **Posture**

Children should be taught the importance of sitting upright and correctly on their chair, with their feet on the floor.

### **Pencil grip**

Children should use a tripod grip. Children should be shown how to place their pencil on the table in front of them with it pointing towards their bodies and to then pick it up and allow the pencil to fall back into the tripod grip. Any children having difficulty with this will be provided with a pencil grip.

### **The Sassoon Font**

Penpals uses the Sassoon font. All classes will have the appropriate font (before or after joining) displayed in their classroom and on worksheets. 'Sassoon penpals joined' should be used in all KS2 classrooms and in KS1 when joining is introduced. Prior to this 'Sassoon penpals' should be used. When modelling joins they should not start on the line with the lead in but the letters should have the exit flicks.

### **Handwriting teaching in the Early Years Foundation Stage**

In the Foundation Stage children need to develop skills which will later enable them to acquire a legible, fluent and fast handwriting style. In nursery and reception children will develop:

- Gross and fine motor skills through sensory activities
- Recognition of pattern and language to talk about shapes and movement e.g. forming shapes and letters in sand/ shaving foam
- Shaping of patterns and basic letter movements

- A comfortable tripod pencil grip (between the thumb and forefinger with the pencil resting on the third finger) that allows for efficient control of the pencil
- Correct formation of all lower case letters

### **Handwriting teaching in KS1 and KS2**

Handwriting should be taught daily for 10-15 minutes in each class. This should start with the penpals warm up then move onto the join. The children should watch the example then watch the teacher model with input from the children on letter placement (e.g. ascenders and descenders). The join should then be used in a word and practised. There should be a maximum of 1 line of join practise and the word should be written 3-4 times (to fill a line). If a misconception or error is identified another line may be used.

### **Handwriting Feedback**

Marking should be timely, relevant and follow policy. Teaching staff should give immediate feedback during handwriting lessons, modelling correct formation and joins in pupil's books.

### **Pen licenses**

When a child consistently joins their handwriting neatly, the handwriting lead will look at a range of their books and give a pen license if this is shown across all subjects.

### **Inclusion**

The vast majority of pupils are able to learn to write legibly and fluently. However, some pupils need more support. This will be decided on by the class teacher and appropriate measures put in place. For example, joins modelled in children's books during the lesson and small group intervention using a range of pre-writing activities (see Foundation 1 and Foundation 2 Penpals teacher handbooks). Additional resources will be provided by the SENCO where deemed necessary such as sloping surfaces, special seat cushions and pencil grips.