



Norton St Nicholas CofE (VA) Primary School

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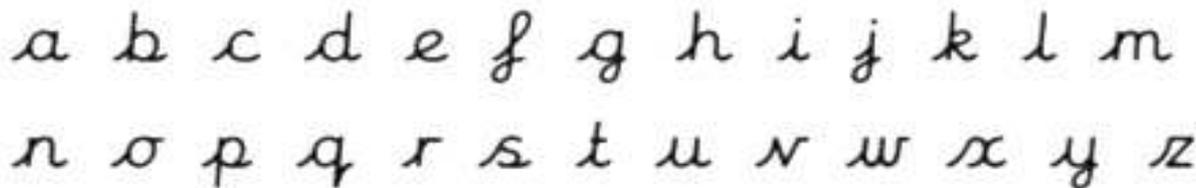
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Handwriting and presentation policy

At Norton St. Nicholas CofE (VA) Primary School we have adopted Continuous Cursive Handwriting throughout the school. This has been adopted in order to benefit children in the areas of both spelling and writing.

The cursive handwriting style presents a fluid style that is easy to learn, neat, legible and fast. The skill of handwriting needs to be taught. It is not a natural skill that will grow and develop like speaking or walking. Handwriting is a motor activity (a movement stored in the body, rather than a conscious memory).



What is Continuous Cursive Handwriting?

The main features of our style of handwriting are:

- Each letter starts on the line;
- The child keeps the pencil on the paper for the whole word, giving a very fluent style;
- Pupils should eventually develop the ability to produce letters without thinking;
- The automatic style releases the brain to concentrate on other ideas i.e. spelling, grammar, syntax, style and content.

What are the benefits of Continuous Cursive Handwriting?

- The motor memory in the child's hands and fingers help him/her to spell as each word is made up of one movement;
- It is proven to be beneficial to children with dyslexia as the continuous motor movement means the child does not have to think about the order of the letters;
- There are less letter reversals when writing;
- Improvement in spelling;
- No need to change or relearn shapes later - if cursive is taught from the start most children will have mastered the mechanics of writing by the time they want to express their ideas more freely on paper;
- Gives natural spaces between words - they stop when they get to the end of the spoken word;
- Gives natural spaces between letters - automatically with the joining stroke;
- Consistent use of one style throughout the school in all areas of the curriculum;
- The fluency established by the early use of joined up letters helps the child to express ideas in written form more readily.

The Progression in Handwriting

- Readiness for Writing - Developing Fine and Gross Motor Control
- Letter formation with leads taught in the following order:

Rockin' Round *c a g q d o s*

Climb 'n' Slide *i l t u y j*

Tunnel *r n m h b p k*

Loop 'n' Hook *e f*

Zig Zag *v w*

Square *z x*

- Beginning to join
- Securing the joins
- Developing speed, fluency and personalisation.

Development of teaching:

Expected Age Phase	Expected learning from relevant curriculum	Handwriting teaching at Norton St. Nicholas
EYFS	<p>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Write own name and other things such as labels and captions. Attempt to write short sentences in meaningful context.</p> <p>Use a pencil and hold it effectively to form recognisable letters, most of which are formed correctly.</p>	<p>Early Writing skills will be introduced in Early Years to develop fine and gross motor skills in readiness to write. Learning the push and pulls of letter formation patterns.</p> <p>A wide use of strategies will be used including use of 'sky writing, patterns on each other's backs, making letters in a sand trays, playdough letters, writing letters with eyes closed, tracing over textures with fingers.</p> <p>Correct (tripod) grip and correct posture with children sitting comfortably and upright, with feet flat on the floor will be taught.</p> <p>Children will be taught letter formation with leads from the line as per continuous cursive handwriting.</p>
Year 1	<p>Pupils should be taught to: sit correctly at a table, holding a pencil comfortably and correctly; begin to form lower-case letters in the correct direction, starting and finishing in the right place; form capital letters; form digits 0-9; understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p> <p>Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided. Left-handed pupils should receive specific teaching to meet their needs.</p>	<p>Children will be prepared for joins.</p> <p>A child is ready to join letters when:</p> <ul style="list-style-type: none">• They have learnt to form letters correctly• Letters are of a consistent and suitable size• Letters are positioned appropriately on the writing line as well as in relation to one another. <p>Children will continue to be taught letter formation with leads from the line as per continuous cursive handwriting. Much revision and practice will take place with an emphasis on the size of the letters and writing on lines. This will ensure children are ready to join.</p> <p>Correct (tripod) grip and posture will be developed</p>

<p>Year 2</p>	<p>Pupils should be taught to: form lower-case letters of the correct size relative to one another; start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined; write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters; use spacing between words that reflects the size of the letters.</p> <p>Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.</p>	<p>All previous skills will be revised. All continuous cursive letters are taught with a lead-in and exit stroke. All the child needs to do is write the letters closer together without taking their pencil off the paper until the word is finished. Therefore the only additional letter joins that need to be taught are: Top joins to “e” and Top joins using the horizontal line extended to the top point start.</p> <p>The discrete handwriting teaching will also ensure:</p> <ul style="list-style-type: none"> • Capital letters are recognised, correctly formed and orientated • Capital letters do not join to lower case letters; • Numerals are correctly formed and orientated. <p>For children using the continuous cursive style fluently in all writing ‘pen licenses’ will be issued as a reward.</p>
<p>Lower Key Stage 2</p>	<p>Pupils should be taught to: Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined; Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.</p> <p>Pupils should be joining handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write what they want to say. This, in turn, will support their composition and spelling.</p>	<p>All previous skills will be revised and joins are secured through discrete teaching if handwriting.</p> <p>Fluent continuous cursive should be evident in all writing, particularly evident in independent writing.</p> <p>It is expected that all children achieve this level of handwriting by the end of Y3 and have been rewarded with a ‘pen licence’.</p>
<p>Upper Key Stage 2</p>	<p>Pupils should be taught to: Write legibly, fluently and with increasing speed by: Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters; Choosing the writing implement that is best suited for a task.</p> <p>Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular</p>	<p>All previous skills will be revised with a focus to develop speed and fluency. Once the children have learned to form letters and to link them, there is no need to teach handwriting as such. The focus of the work switches to flow, speed and presentation. All children will begin to develop a personalised and cursive style in line with the school style. Pupils in this age phase should be able to adapt their style to suit a range of purposes.</p>

	<p>task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.</p>	
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Presentation of work:

Children can achieve a great deal of satisfaction and pleasure from the way they present their work. As well as striving to achieve high standards in terms of the content of their work, it is also important that pupils develop a neat, joined handwriting style, and that the layout of their work is consistent throughout the school.

General presentation

- Exercise book pages should be used as much as possible, as and when appropriate, work will be ruled off.
- The learning objective, when recorded, should be written from the left-hand margin one line below the date.
- Underlining should be done with a ruler and pen/pencil.
- Dates, if recorded, should be written on the left hand-side of the page, on the top line or first line available but not squashed in the margin.
- Pen licences will be awarded to children as they earn them throughout Years 2 as described in the table above.

Key Stage 1 and 2 differences

- Key Stage 1; if written, the date must be recorded in short.
- Key Stage 2; if written, the long date will be recorded in literacy and the short date used in maths.

Presentation in maths exercise books

- Work will be completed in pencil on squared paper.
- It is expected that there will only be one digit/operator in each square.
- The question numbers of problems should be distinct from the numbers in the problems, leaving a square between.
- Problems should be well spaced on the page.

Support for handwriting

We believe that a well-structured progressive handwriting program that looks at the whole child is the only way forward for all children whether they have specific learning difficulties or not. It needs to be remembered that depending on the level of difficulties some key areas may take longer to develop, but it is worth taking the time to build up a good skills base.

The most common handwriting problems primary school children experience can be grouped into four main categories; letter and word spacing issues, poor body posture and pencil grip, reluctance or poor writing speed and problems with letter formation. These can be caused by difficulties with eye tracking and with spatial awareness, an SpLD, physical impairment or a developmental difficulty. Children who are experiencing one or more of these common difficulties will require extra provision and support strategies and should be brought to the attention of the InCo. Careful attention should be given to children who write with their left hand; support for seating, grip, paper position and writing implement will be required. The InCo can advise further.

For more information and resources please visit: <http://www.teachhandwriting.co.uk/index.html>

Reviewed: March 2015

Review Date: March 2017

This policy has been reviewed and has been assessed as being compliant with the requirements of the Equality Act 2010