



Bell Farm Primary School *Handwriting Policy*

At Bell Farm Primary School and Nursery, we recognise the importance of secure handwriting skills and the impact they have on allowing children to become independent and confident learners.

We believe a child's ability to write fluently and with confidence depend upon an excellent and solid foundation of taught handwriting within their early years of education. We strive to ensure that all pupils have a sense of pride in the work they produce and believe that accurately formed handwriting raises standards of presentation and in turn boosts children's self-satisfaction.

As a school we have chosen to adopt the cursive method of handwriting. This decision is based on principles which suggest that cursive handwriting:

- ✓ Can be taught in stages from the Foundation Stage to Year 6 and therefore requires no re-learning.
- ✓ Fosters a natural flow of handwriting within children.
- ✓ Demands correct letter formation in order to complete a word.
- ✓ Encourages children to consider the entire word before beginning writing and develops their perception of whole words.

Our Aims

- To raise standards of handwriting and presentation across the school.
- To introduce handwriting foundations in the Foundation Stage through pre-writer activities.
- To teach correct letter formation, beginning with printing and developing into joined script.
- To support children as they develop a secure, comfortable and efficient pencil grip.
- To teach children to write fluently and create work which is legible and pleasant to look at.
- To praise children's handwriting efforts to boost their self-esteem and confidence.
- To maintain a consistent approach from the Foundation Stage through to Key Stage Two when teaching and marking handwriting.
- To ensure all adults continue to be good role models for the children by adopting a common approach to handwriting when modelling on the whiteboard or marking children's books.

The Foundation Stage

Nursery

Children in the Nursery will be supported in their writing acquisition through:

- Weekly 'Write Dance' sessions where they will be provided with opportunities to explore gross and smaller handwriting movements to music which will support their understanding of letter shape, orientation and proportion.
- Weekly 'Dough Disco' sessions where they will be given repetitive squeezing, rolling and poking motions to follow in order to develop strength in the hands and wrists.
- Opportunities to develop their fine and gross motor skills on a daily basis through carefully planned activities including using threading boards and using tweezers to pick up small objects. These activities will aid their development of a 'pinchy' pencil grip.
- A wide range of mark making opportunities both inside and outside which will entice and inspire children to begin writing as they play.
- Encouraging the children to begin forming letters in a **cursive script** and learning about starting each letter on the line.

Reception

Children in reception will continue to develop the excellent handwriting foundations learnt in Nursery through:

- Using handwriting patterns including waves, zig-zags and curls to begin to encourage continuous writing. (See Appendix 1)
- Continuing to explore exciting and interesting mark-making opportunities both inside and outside which are tailored to produce smaller letters. This will be particularly important in the role-play area.
- Being exposed to correctly formed letters in different contexts including on the walls of the classroom, on their mini whiteboards and through resources such as magnetic letters.
- Developing on the cursive script they have begun to secure by beginning to join their '**lead ins**' and '**lead outs**' on every letter and looping the '**j**', '**y**' and '**g**'. (See Appendix 2)
- Beginning to join letters together to create fully formed words in the Summer Term, once their confidence and skills have developed.

Key Stage One

Within years one and two, children will begin to use their handwriting more frequently and will be supported through:

- Regular opportunities to continue to hone and develop their fully **cursive script** through whole class handwriting practices where they will practise joining different letters and writing specific words. (See Appendix 3)
- Being reminded of and praised for accurate pencil grip and posture which will enhance handwriting.
- Providing opportunities for children to continue to practise their writing at home through weekly handwriting homework.
- Continuing to use a pencil for writing to allow them to feel confident to 'have a go' and not worry about making a mistake.

Key Stage Two

Children will continue to develop a neat, legible and fluent cursive script throughout years three to six through:

- Daily opportunities to use handwriting in different contexts including worksheets, textbooks and mini-whiteboards
- Progressing to using a pen for written work to enhance presentation and encourage children to take care when writing.
- Continually maintaining high expectations of the standards of written work and rewarding and praising children's writing triumphs.

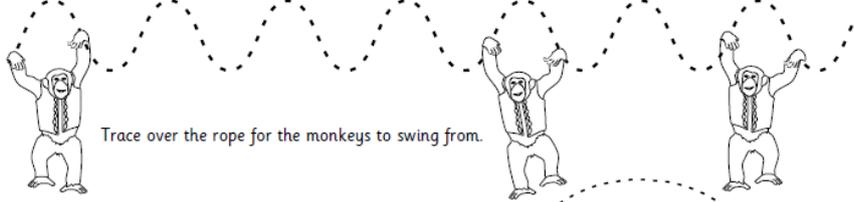
Status of Policy	Date
Policy created	June 2013
Policy reviewed	May 2017
Agreed by Staff	May 2017
Agreed by Governors	May 2017
Review	Every two years - May 2019

Appendix 1

Making wavy lines (m)

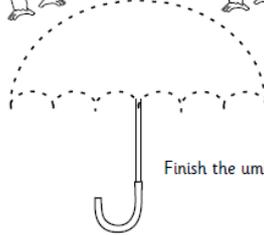
Name: _____

Trace over the line with 3 different colour pencils.



Trace over the rope for the monkeys to swing from.

Trace over the **m** sounds.



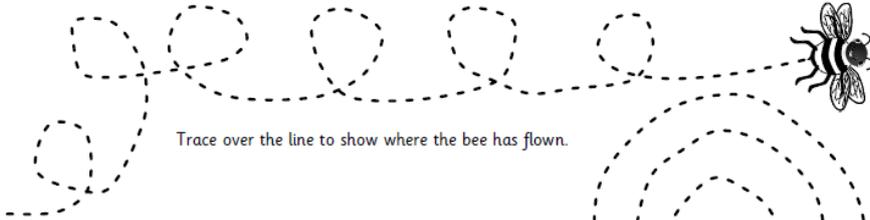
Finish the umbrella.

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Making swirls (e)

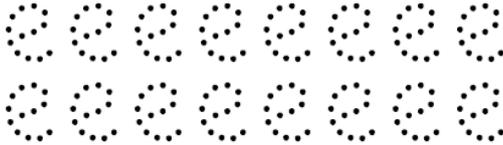
Name: _____

Trace over the line with 3 different colour pencils.

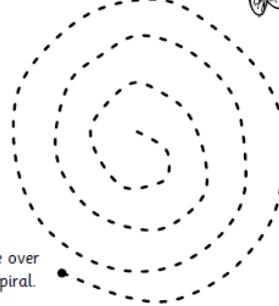


Trace over the line to show where the bee has flown.

Trace over the **e** sounds.



Trace over the spiral.



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Appendix 2

a b c d e f
g h i j k l
m n o p q r
s t u v w x
y z

Appendix 3

The quick brown
fox jumped over
the lazy dog.