



Houghton School

Handwriting Policy

Updated: September 2022

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'Handwriting is a skill which, like reading and spelling, affects written communication across the curriculum'

Suzanne Tiburtius (National Handwriting Association)

Aims

- To teach the correct letter formation.
- To promote continuity and consistency in the teaching of handwriting across the school.
- To ensure all adults use the agreed script when writing in books, on whiteboards etc. and when modelling formation.
- To ensure that all children achieve their full potential in handwriting development by setting achievable goals.

In handwriting, as with other skills, children develop at different rates. Therefore, it is vital that we have a consistent approach to handwriting within school and that all staff have a clear understanding of handwriting progression and how to teach it effectively.

Pencil grip development:

In conjunction with the school's occupational therapists we are following the developmental progression for pencil grip as highlighted by Schneck, C.M & Henderson, A. (1990). They identified different stages of development for pencil grip looking at primitive grips, transitional grips and mature grips. These are broken down further in Appendix 1, giving us the names and images of each grip within all three stages of development.

Handwriting development:

- *Makes connections between their movements and the marks they make*
- *Imitates drawing simple shapes and lines*
- *Draws lines and circles using gross motor movements*
- *Copies some letters*
- *Shows preference for a dominant hand*
- *Begins to use anticlockwise movement and trace vertical lines*
- *Begins to form recognisable letters*
- *Uses a pencil and holds it effectively to form recognisable letters – most of which are correctly formed*
- *Sits correctly at a table*

- Begins to form lowercase letters in the correct direction, starting and finishing in the correct place
- Forms capital letters correctly
- Forms digits 0-9 with correct orientation
- Understands which letters are formed in a similar way
- Leaves spaces between words
- Forms lowercase letters of the correct size in relation to one another
- Writes capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- Writes on the line, with ascenders and descenders correctly placed
- Increases the legibility, consistency and quality of handwriting

To support the development of early writing skills we have implemented the following:

- Write Dance - this programme provides pupils with the opportunity to develop their physical skills needed for writing through daily movement practise. It is delivered within Early Years, Key Stage 1 and our mixed key stage specialist class.
- Fine and gross motor activities– a range of activities are accessible within Target Time for specific children and with a multi-sensory link for Early Years and Key Stage 1 during their sensory lessons.

As a school we have agreed the following formation, taken from the Cambridge Penpals programme.

Lower case 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

Upper case 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

Numerals 0 1 2 3 4 5 6 7 8 9

All staff will follow the agreed formation when writing in books, on whiteboards and when modelling formation. Handwriting will be taught within our phonics lessons as each sound is taught. Handwriting will continue to be addressed within all curriculum areas, it is important that children's errors are addressed as they occur – further work can then be given to support pupils with their handwriting as discrete sessions Target Time.

The formation of letters will be taught in the order they are in the Twinkl phonics programme.

As a school we have decided that the process of forming each letter is taught to the children through the movements that they make, and we are therefore using PenPals and their script to ensure consistency across school. See Appendix 1.

As a fully inclusive school we strive to ensure that all of our children achieve their full potential in all areas of learning, therefore we also provide pupils as appropriate with alternative forms of recording e.g. use of a tablet, symbols etc. Children also have access to programs such as Clicker 7, Symwriter as an alternative way of recording.

As a school we have agreed the use of sassoonCUPjoined as our main font, however we believe that pupils should also become aware of other written fonts which can be used as appropriate throughout the curriculum.