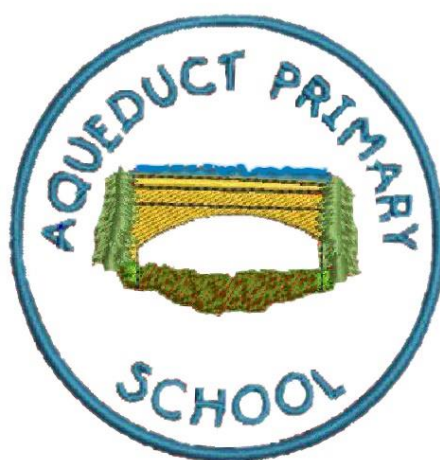


# Aqueduct Primary School

## Handwriting Policy



2022

<i>Discussed and Agreed by Governing Body</i>	<i>January 2019</i>
<i>Reviewed</i>	<i>March 2022</i>
<i>Next Review Date</i>	<i>March 2024</i>

*Signed* \_\_\_\_\_ *Date* \_\_\_\_\_

*Signed* \_\_\_\_\_ *Date* \_\_\_\_\_

## *Our Values*

*Positivity, happiness, learning, kindness, safety and respect.*

*Here at Aqueduct Primary School we are very proud of our pupil's handwriting and take particular care in our cursive handwriting style.*

*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 and, eventually, speedy joined-up handwriting, 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.*

## *Aims*

*We aim for our pupils to develop a neat, legible, speedy handwriting style using continuous cursive letters that leads to producing letters and words automatically in independent writing. Our aim is to help pupils enjoy learning and developing their handwriting with a sense of achievement and pride.*

## *Method*

*Our teachers, teaching assistants and students will use neat, joined up cursive writing for all handwriting tasks, marking, comments and success criteria in pupils' books, should all promote the style of cursive handwriting used (Appendix 1). Labels and displays around the school are mostly in cursive, however we feel it is important for children to view writing in a range of fonts. Pupils should not join capital letters and descending letters will not be joined. 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. Pupils will write with a pencil, until they gain a 'pen licence.' This will be awarded by their current class teacher.*

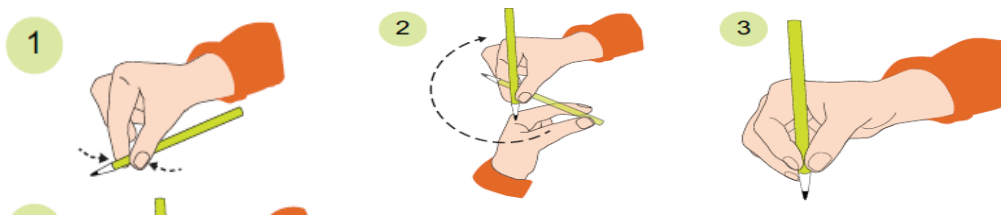
# Handwriting frequency

Handwriting is a cross-curriculum task and will be taken into consideration during all lessons.

Formal teaching of handwriting is to be carried out regularly and systematically to ensure Key Stage targets are met. All age groups will be taught handwriting at least 3 times a week. This will be modelled by the teacher and corrections and feedback will be given during the session. There will be clear evidence of this in their writing books.

## PENCIL GRIP

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.



### EARLY YEARS:

- Sit in the correct position and hold a pencil correctly to allow fluid movement of the nib.
- Improve fine and gross motor skills by enjoying drawing letter patterns in a variety of writing materials such as modelling clay, air writing, sand trays, felt pens, crayons, pencils, IWB, iPads/tablets.
- Understand the language need to describe pencil movements in preparation of letter formation. (Appendix 2)
- Letter rhymes will be taught consistently to reinforce the correct letter formation and in preparation of joining letters (Appendix 3).

### YEARS 1 TO 2:

Teaching will be three weekly sessions covering:

- Cursive handwriting reinforcement, learning and practice.
- Capitals and printed letters: where and when to use, learning and practice.

- 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.
- Improve the speed of writing and begin to write automatically so promoting creativity in independent writing.

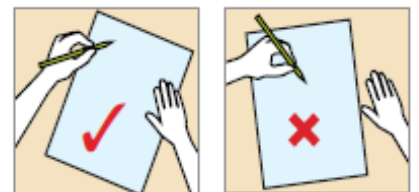
### YEARS 3 TO 6:

More advanced handwriting techniques will be taught during three weekly sessions to improve quality, speed and stamina of handwriting:

- 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.
  - Cursive handwriting re-enforcement.
  - Printed and capital letters.
  - Dictation exercises to teach the need for quick notes and speedy handwriting.

## LEFT-HANDED CHILDREN

Left-handed children may find it difficult to follow right-handed teachers as they demonstrate letter formation (and vice versa).



Paper position for left-handed children.

- Left-handed pupils should sit to the left of a right-handed child so that they are not competing for space.

- Pupils should position the paper/book to their left side and slanted, as shown.
- Pencils should not be held too close to the point as this can interrupt pupils' line of vision.
- Extra practice with left-to-right exercises may be necessary before pupils write left-to-right automatically.

## 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, where necessary, to help achieve their optimum handwriting level.

## Appendix I

### Lower Case




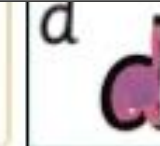









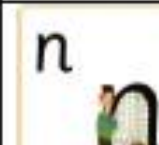
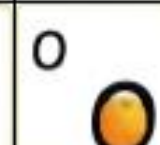

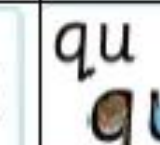
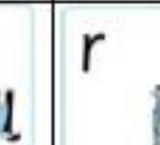







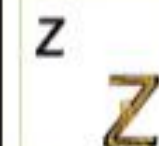
a b c d e f g h i j k l m n o p q  
r s t u v w x y z

### Capital Letters

ABCDEFGHIJKLMNOPQRSTUVWXYZ

# Appendix 2

Please note, as part of the cursive letter formation, the formation of lower case letters will include beginning on the line with a precursor and the saying 'here we go.'

<p>a</p>  <p>Around the apple and down the leaf.</p>	<p>b</p>  <p>Down the laces to the heel and around the toe.</p>	<p>c</p>  <p>Curl around the caterpillar.</p>	<p>d</p>  <p>Around the dinosaurs bottom, up his tall neck &amp; down to his toes.</p>	<p>e</p>  <p>Lift off the top and scoop out the egg.</p>	<p>f</p>  <p>Down the stem and draw the leaves.</p>
<p>g</p>  <p>Around the girls face, down her hair and give her a curl.</p>	<p>h</p>  <p>Down the head, to his hooves and over his back.</p>	<p>i</p>  <p>Down the body and dot for the head.</p>	<p>j</p>  <p>Down his body, curl, dot for his head.</p>	<p>k</p>  <p>Down the kangaroo's body tail and leg.</p>	<p>l</p>  <p>Down the long leg.</p>
<p>m</p>  <p>Down Maisie, mountain, mountain.</p>	<p>n</p>  <p>Down Nobby and over his net.</p>	<p>o</p>  <p>All around the orange.</p>	<p>p</p>  <p>Down the pirates plait and around his face.</p>	<p>qu</p>  <p>Round her head, up past her earring, down her hair, and flick.</p>	<p>r</p>  <p>Down the robots back and curl over his arm.</p>
<p>s</p>  <p>Slither down the snake.</p>	<p>t</p>  <p>Down the tower, across the tower.</p>	<p>u</p>  <p>Down and under, up to the top and draw the puddle.</p>	<p>v</p>  <p>Down a wing, up a wing.</p>	<p>w</p>  <p>Down, up, down, up.</p>	<p>x</p>  <p>Down the arm and leg, repeat the other side.</p>
<p>y</p>  <p>Down a horn, up a horn and under head.</p>	<p>z</p>  <p>Zig-zag-zig.</p>				

# Appendix 3

## Set 1 sounds and rhymes

<i>m</i>	<i>Maisie mountain, mountain</i>
<i>a</i>	<i>Round the apple, down the leaf</i>
<i>s</i>	<i>Slither down the snake</i>
<i>d</i>	<i>Round his bottom, up his tall neck and down to his feet</i>
<i>t</i>	<i>Down the tower, across the tower</i>
<i>i</i>	<i>Down the body, dot for the head</i>
<i>n</i>	<i>Down Nobby, over his net</i>
<i>p</i>	<i>Down the plait and over his face</i>
<i>g</i>	<i>Round her face, down her hair and give her a curl</i>
<i>o</i>	<i>All around the orange</i>
<i>c</i>	<i>Curl around the caterpillar</i>
<i>k</i>	<i>Down the kangaroo's body, give him a bottom, give him a leg</i>
<i>u</i>	<i>Down and under, up to the top and draw the puddle</i>
<i>b</i>	<i>Down the laces to the heel, round the toe</i>
<i>f</i>	<i>Down the stem and draw the leaves</i>

e	Lift off the top, scoop out the egg
l	Down the long leg
h	Down the head to the hooves and over his back
r	Down his back and curl over his arm
j	Down his body, curl and dot
v	Down a wing, up a wing
y	Down a horn, up a horn, under his head
w	Down up, down up
z	Zig-zag-zig
qu	Round her head, up past her earrings and down her hair
x	Down the arm and leg, repeat the other side
nk	I think I stink
ng	Thing on a string

### Equal Opportunities:

At Aqueduct Primary School, we recognise that equal Opportunities is about ensuring that every member of the school community is regarded as being of equal worth and importance, irrespective of culture, race, gender, sexual orientation, learning abilities, sensory or physical impairment, social class or lifestyle. It is about recognising differences, meeting individual needs and taking positive action, so that everyone has equal access to the educational opportunities offered by the school;



it is also about regularly monitoring that each child has the opportunity to achieve. We strive to ensure that our assessment practices reflect this.

## Safeguarding

Aqueduct School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. This means that we have a Child Protection Policy and procedures in place which we refer to in our prospectus. All staff (including supply staff, volunteers and governors) must ensure that they are aware of these procedures. Families are welcome to read the Policy on the school website.

<i>Our Safeguarding Team</i>	
<i>Deputy Designated Safeguarding Lead/Supervisor</i>	<i>Mrs Tammy Lockley</i>
<i>Lead Designated Safeguarding Lead</i>	<i>Mrs Jo Clarke</i>
<i>Deputy Designated Safeguarding Lead</i>	<i>Mrs Cara Duppa</i>
<i>Deputy Designated Safeguarding Lead</i>	<i>Mr Ash Palin</i>
<i>Deputy Designated Safeguarding Lead &amp; SENCO</i>	<i>Mrs Stacey Mann</i>
<i>Deputy Designated Safeguarding Lead</i>	<i>Mrs Lisa Batchelor</i>
<i>Safeguarding Governor</i>	<i>Louise Aubrey</i> <i>(Chair of Governors)</i>