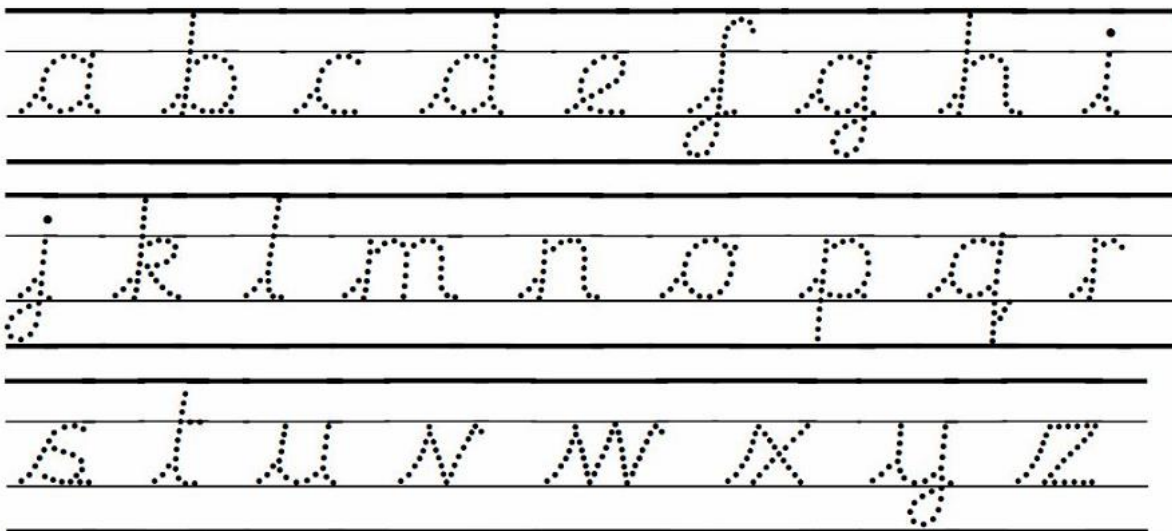




Corbridge C of E First School **Handwriting Policy**

At Corbridge First School a pre-cursive handwriting script will be introduced to the children as soon as they are developmentally ready within EYFS and continued as a cursive script into KS1, as set out below. There are strong links between using cursive script and spelling therefore, this document should be read alongside the spelling policy.

- The following cursive script will be introduced to the children.



- Each letter is written from the same starting point, on the line with an under-arch mark leading up to each letter.
- Capital letters are standard print.
- Children will be taught that no capital letter is ever joined.
- All adults to adopt the same script when modelling writing/writing in children's books.

Letter Join

Children have access to a handwriting scheme to support the introduction and consolidation of the pre and cursive scripts. Access to the I-pad app allows children to trace over patterns, letters and words to practise the correct formation. Handwriting resources and display materials can also be accessed for use at home or in the classroom. Children in Reception and Year 1 are given log in details for home access which parents are encouraged to regularly use. Worksheets and other resources used within school should use the font agreed which can be accessed on all school computers. A range of fonts may still be used on classroom displays to support children when accessing environmental print.

EYFS

- Fine and gross motor skills developed in both the indoor and outdoor environment, through both planned and child-initiated learning opportunities.
- Gross motor skills through climbing, crawling, jumping, balancing and using bikes.
- Fine motor skills are extended through manipulation of malleable materials such as play-dough through free exploration and guided 'play-dough disco' sessions.
- Scissor skills and other activities requiring hand-eye co-ordination opportunities are readily available throughout the day.
- Fine motor resources offering a range of differentiated activities such as tweezing, twisting and folding are set up in the Nursery for children to access during child-initiated sessions.
- Daily intervention to support fine motor skills for those in need in reception.
- Emergent writing opportunities during child initiated/adult led writing activities.
- Nursery children introduced to RWI/letter formation in large group sessions.
- Children are taught to begin forming letters, whether on pencil and paper or sky writing, by beginning 'on the line'.
- Parents, carers and other childcare providers are given the rhymes to accompany each letter to support letter formation at home.

KS1

- In Year One a daily handwriting session of 10/15 minutes, focusing on forming the letter. Year One will not introduce pre-cursive until summer term and only if appropriate for the child/cohort.
- In Year Two handwriting will be taught daily for 10 minutes alongside spelling activities. Year Two will be expected to practice pre-cursive, moving onto cursive when they are secure in their letter formation (See spelling policy/year group scheme of work.)

KS2

- All children to engage in a taught handwriting session once a week consolidating cursive script running alongside spelling activities (see spelling policy/year group scheme of work.)
- Once secure and fluently joining handwriting sessions will run as and when appropriate.
- Additional handwriting will be taught within an intervention to those who still require it.

Pen licence

Once children are fluently joining at all times, displayed in all books, they will be assessed to see if a pen licence is to be awarded. They will be allowed to use a pen for handwriting activities before receiving their pen licence and progressing to using pen within their books. (A booklet of pen licence worthy writing is available for reference.) Children must continue to join fluently and neatly in all books in order to maintain their pen licence. This licence can be removed.

Handwriting and Interventions

It is hoped that children work through the provision outlined below at the expected level of development. However, in some cases, children may need extra provision:

- 1:1, small groups or peer tutoring
- Gross motor activities
- Targeted letter formation
- Pencil grips, special pencils or pens
- 'Write from the start' Handwriting intervention program in place for any children who need extra support.
- External support such as occupational health maybe needed in some cases.

Monitoring and Assessment

The expected high standards for handwriting should be the same across all books irrelevant of the subject. The English Subject Leader will assess the standard of handwriting across all books during the termly book scrutiny as outlined in the policy for English.

This policy will be reviewed by the English Subject leader. The continuation of the letter join program will be at the discretion of the head teacher annually.

Next Review October 2024