



## Handwriting Policy

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## Handwriting Policy

### Mission Statement

"Let the light of Christ shine in us all."

### Introduction

The National Curriculum states that all children should be taught a range of skills in handwriting.

### EYFS

In nursery, children are introduced to the Beat Dyslexia Handwriting scheme through a cursive font. They are introduced to the basic letter formations through a series of experiences, such as writing in salt, painting with water in the play area, finger painting etc. They learn the letters that make their name.

### In EYFS children are taught how to:

- Make letter shapes in multi-sensory experiences e.g. sand.
- Trace letter shapes.
- Hold a pencil correctly.
- Write from left to right.
- Create letters that start and finish correctly.
- Start to join letters in words
- Present work clearly and neatly so that others can read work clearly.

### In Key Stage 1 children are taught how to:

- Make letters regular in size, shape and spacing.
- The correct formation of lower case and capitals.
- Start to join letters in words in their phonics
- Present work clearly and neatly so that others can read work clearly.

### Key Stage 2 children are taught how to:

- Improve and reinforce the above.
- To use neat, legible handwriting in all subject areas.
- To use a range of styles e.g. fonts, capitals, bold, italics if appropriate e.g. in headings, subheadings.

The school has adopted the **Beat Dyslexia Font** as its school handwriting style. This is modelled by teachers in lessons and in books.

## **Rationale behind the Beat Dyslexia Font**

All children are taught cursive handwriting to avoid having to learn two systems.

"It is easier for children to learn the letters initially with the connecting strokes in readiness for joining them as soon as possible" (Hickley 1977). Cursive writing discourages reversal and transposition of letters and promotes speed and ease in handwriting (Cox 1992).

## **The Beat Dyslexia font**

1. Every letter begins on the line.
  2. Every letter has a lead in and a lead out stroke.
- Eliminates the need to have to decide where each letter begins and the direction it goes in.
  - Provides directional left to right emphasis.
  - Lessens the chance of reversing letters by eliminating the need to lift the pencil between letters and words.
  - Provides unique letter shapes which are not mirror images of other letters.
  - Promotes a flowing rhythmical movement.
  - Avoids the need for the pupil to learn two different styles of writing.

## **Teaching the formation of letters at St Cuthbert's**

Children are taught the following basic strokes: -

### **Entry stroke**

This indicates where to begin the letter. The entry stroke is important because all lower case letters begin with it and it helps to differentiate between the upper case letters. The entry stroke helps to establish where the letter begins and the direction on the page.

### **Drop stroke**

This brings the letter back to the base line.

### **Exit stroke**

This finishes off the letter, helps to leave equal space between each letter and develops rhythmic writing.

Once children have mastered the entry stroke, the drop stroke and the exit stroke individual letters are learnt. The lower case letters are taught first and then the upper case letters.

## **Three rules for lower case letters taught in St Cuthbert's School**

1. All the lower case letters begin on the line. (Teachers may sometimes put a dot on the line initially to help establish where the letter begins).
2. Hold your pencil correctly and firmly anchor the page with your other hand.
3. The pen or pencil does not lift off the page until the letter or word is completed.

### Three rules for upper case letters taught in St Cuthbert's School

1. Capital letters begin at the top of the line. (This helps to differentiate between the upper case and lower case letter.
2. Capital letters are not joined to the next letter.
3. The pencil may be lifted when writing capital letters. (See Appendix for handwriting script)

The letters are taught in the order of **c** shapes, **n** shapes, **l** shapes and then remaining letters.