



WEST BUCKLAND  
PRIMARY SCHOOL  
AND NURSERY

# **West Buckland Primary School and Nursery**

## **Handwriting Guidance for Parents**

At West Buckland Primary School and Nursery we recognise handwriting as an important, basic, life skill which should be embedded across the Curriculum. It should become an automatic process which allows children to record fluently and legibly, with confidence and creativity. We follow the Spectrum programme of Handwriting to develop a cursive style.

- In EYFS the firm foundations are laid down through daily opportunities to develop fine and gross motor skills. In Reception letter formation is taught.
- In KS1 more formal handwriting is taught introducing joining and building across several lessons a week.
- In KS2 practise continues, and by the end children should be refining their handwriting.

### **Our aims:**

To develop a legible and fluent style and use this with confidence and increasing speed.

Raise attainment for all children through a consistent and progressive approach.

Model the agreed approach across the school when writing on boards or in children's books.

Have high expectations of handwriting across the Curriculum, in all writing.

Promote a positive attitude towards presentation of handwriting ensuring that children take pride in their work.

Make provision for left handed children.

Make provision for children with disabilities.

### **Our approach**

In EYFS and KS1 children will complete all work in pencil with the focus being on posture, grip and coordination. In KS2 the focus will be on consistency and fluency, with children from Year 4 onwards being expected to complete all written work in pen.

Teachers will use a range of resources and activities to support the teaching and learning of successful handwriting.

We promote the use of good posture, correctly positioned resources and the use of school purchased stationary.

We understand that handwriting is trickier for some children, and so children identified as having difficulties will be provided further support such as pencil grips, slanted boards and advice from the SENCo.

Left handed children are supported, where required, and further information can be found in Appendix 1.

## Assessment

Teacher will comment upon handwriting and presentation as part of their marking and feedback. Teachers will monitor handwriting throughout the lesson and give immediate feedback.

The SLT will monitor handwriting, looking at books and displays through learning walks, lesson observations, book looks and moderation.

The focus of assessment and moderation will be around presentation, letter formation, joining, sizing, spacing and consistency.

Aa Bb Cc Dd

Ee Ff Gg Hh Ii

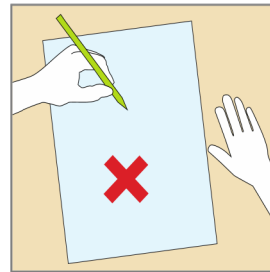
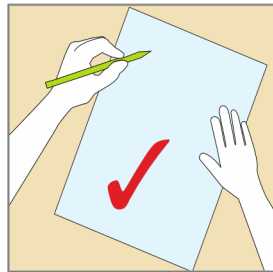
Jj Kk Ll Mm

Nn Oo Pp Qq

Rr Ss Tt Uu Vv

Ww Xx Yy Zz

## APPENDIX I



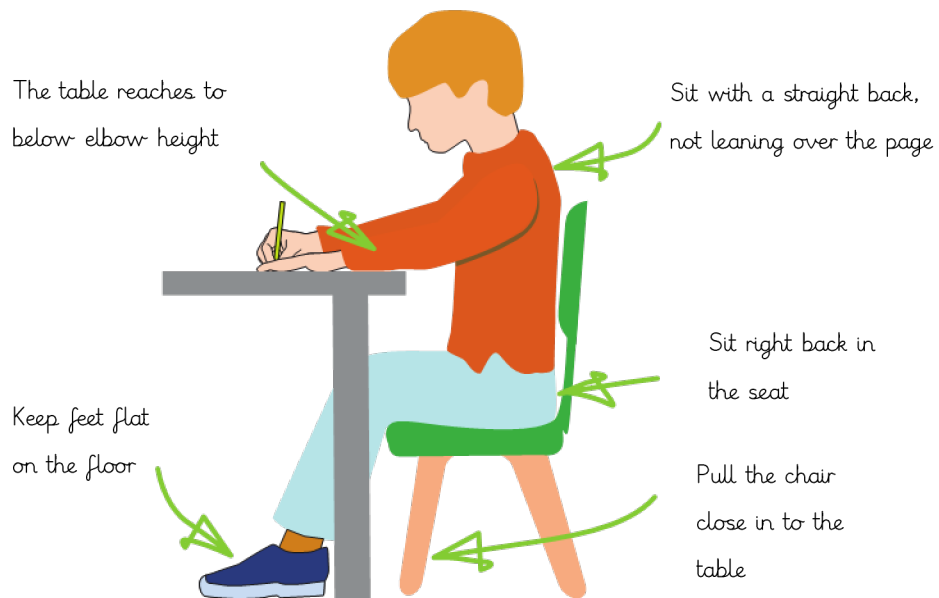
Paper position for left-handed children

- 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.

## APPENDIX 2

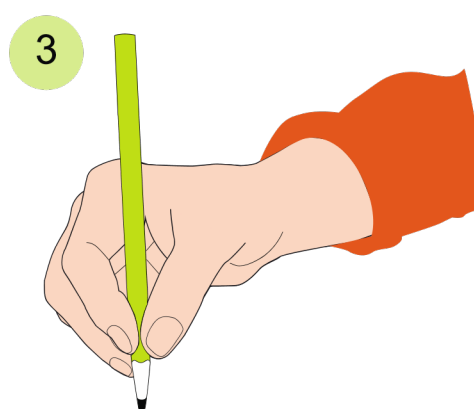
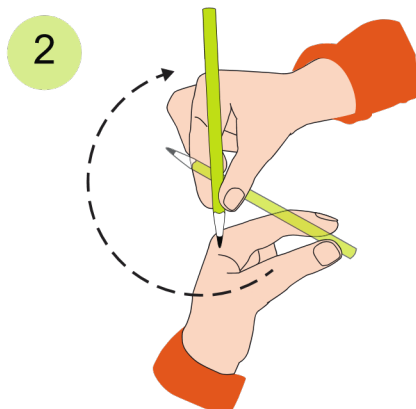
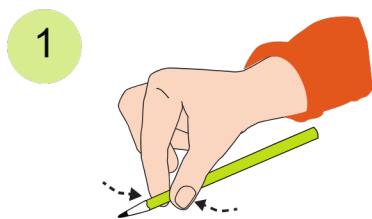
# Correct posture and pencil grip for handwriting

Pupils should be taught to sit correctly at a table, holding a pencil comfortably and correctly.



## THE TRIPOD 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.



- 1) Grip the pencil with your index finger and thumb with the nib pointing away.
- 2) With your free hand, spin the pencil from underneath.
- 3) Use your middle finger to support the underside of the pencil.