

Policy Name:	<b>Handwriting Policy</b>
Date adopted by Headteacher:	Summer Term 2019
Signature of Head Teacher:	J. Goman
Signature of English Co-ordinator:	H. Ross
Review Cycle:	3 years
Latest Review Date:	-
Notes:	-

## **Aims of the Policy**

To ensure that:

- all children take pride in their written work
- all members of our school community have consistent, standard and manageable practices;
- we model high standards of handwriting and presentation;
- we support children to develop legible joined up handwriting
- we support children to understand the importance of neat presentation in order to communicate their meaning effectively.

The implementation of the policy is the responsibility of all staff, overseen by the English Coordinator.

## **Expectations**

Progression of handwriting will follow the structure identified in the National Curriculum.

This states the expectations of children in each year group:

- |          |  |
|----------|--|
| Year 1   | Sit correctly at a table, holding a pencil comfortably and correctly<br>Begin to form lower case letters in the correct direction, starting and finishing in the right place.<br>Form capital letters<br>Form digits 0-9<br>Understand which letters belong to which handwriting families and to practise these.   |
| Year 2   | Form lowercase letters of the correct size relative to each other<br>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters are best left unjoined.<br>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.<br>Use spacing between the words that reflects the size of the letters. |
| Year 3/4 | Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.<br>Increase the legibility, consistency and quality of their handwriting.  |
| Year 5/6 | Write legibly, fluently and with increasing speed<br>Choose which shape of a letter to use when given choices and decide whether or not to join specific letters<br>Choose the writing implement that is best suited to a task.  |

In addition, the Teacher Assessment Frameworks for KS1 and KS2 set out the following expectations for handwriting at the end of each Key Stage:

End of Key Stage 1 expected standard

Form capital letters and digit of the correct size, orientation and relationship to one another and to lower case letters.

End of Key Stage 2 expected standard

Maintain legibility in joined handwriting when writing at speed.

When a child's writing is correctly joined and of a high enough standard they will be awarded a pen licence. This is likely to be in Year 2/3.

### **Principles of teaching handwriting**

The key purpose of teaching handwriting is to support the child in their learning journey. The school follows a cursive handwriting approach. All adults are expected to present their writing in the cursive style at all times and to model the formation correctly. There is also the expectation that displays, typed material for books and interactive whiteboard screens are presented in this style. On the school computer systems this is shown using the font 'letter-join plus 2'

When teaching handwriting we follow the 'Letter-join' progression and teaching plans. We use Letter-join as the basis of our handwriting policy that covers all the requirements of the 2014 National Curriculum.

### **Progression in teaching handwriting**

#### Foundation Stage

The emphasis at this stage is with movement. Letter formation (starting at the right entry point and then moving in the right direction) learned at this early stage becomes automatic and has a profound influence on later fluency and legibility. To aid movement, close attention is given to pencil grip, correct posture, the positioning of the paper and the organisation of the writing space. At this stage the correct formation of letters is stressed. Children who have been allowed to invent their own ways of forming letters will find it harder to change the longer they are allowed to persist and unless these habits are 'unlearned' it will be very difficult for them to learn a fluent, joined hand. To encourage correct letter formation a 'patter' is used to aid memory eg. 'a' - all the way round, down and flick.

Pupils are given the opportunity to experiment with a range of writing materials and implements; a multi-sensory approach is used to help pupils feel the movement in the hand. Gross motor skills are developed through sky writing letters, making patterns in the air and making different body shapes and actions. Fine motor skills are developed through bead threading, playdough modelling, finger painting etc. Pencil control is developed through tracing, pattern copying etc.

Letter formation is practised and the link to the phonic sound is made. Shape families are used to introduce the letters of the alphabet and are sorted into 4 main movement groups. The four groups are:

- Long ladder letters-down and off in another direction, exemplified by the letter l : letters y, i, j, l, t, u;

- One armed robot-down and retrace upwards, exemplified by the letter r: letters b, h, k, m, n, p, r; (numbers 2, 3, 5 follow a clockwise direction);
- Curly caterpillar letters- anti-clockwise round, exemplified by the letter c : letters c, a, d, e, g, o, q, f, s; numbers:0,6,8, 9;
- Zigzag letters: letters: v, w, x, z; numbers: 1, 4,7

### Key Stage 1

Handwriting is taught daily in lessons of 20-30 minutes. This includes::

- Gross and fine motor skills exercises.
- Cursive handwriting reinforcement, learning and practice.
- Numerals, capitals and printed letters: where and when to use, learning and practice.

Children are expected to write in a cursive font as soon as they are able to form the joins.

### Key Stage 2

Handwriting is taught two to three times a week, although this may be more frequent in some classes. Techniques to support fluency and support correct letter formation are taught and practised.

### Inclusion

Handwriting may be taught to the whole class in short, sharp bursts or to small groups according to need. Links should be made to handwriting in all lessons, particularly when teaching spelling patterns and English.

The teaching of handwriting should include consideration given to posture, paper Position, children who are left handed, pencil grip, letter formation and terminology.

Further guidance and planning can be found in the Letter-join teachers manual.

### **Differentiation and Special Educational Needs**

Children identified as having SEN or working below the expected standard will be identified and provided with appropriate intervention through:

- fine motor groups
- Brain Gym/ Dance Write activities prior to writing e.g. Lazy Eights;
- additional time to write
- targeted small group work

Class teachers may also implement other strategies that they feel appropriate for the children in their class.

### **Assessment**

Children's handwriting will be assessed through marking. Teachers and teaching assistants will provide positive and constructive oral or written feedback including advice for further improvement as and when appropriate.

Some children may be given handwriting elements to practise as part of their response marking.

## APPENDIX A