



St Mary & St Thomas Church of England Primary School



Handwriting Policy

Author: Headteacher
Owner: CEO/Directors
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Review: December 2023

We are a rights respecting school. All our policies and procedures are written and reviewed to ensure that children's rights, as detailed in the United Nations Convention on the Rights of the Child, are respected and promoted and this policy ensures:

Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

For more information on the convention and the rights of each child visit: <http://www.unicef.org.uk/>

This policy should be read in conjunction with:

- *English Policy*
- *Presentation Policy*

The importance of handwriting to the curriculum

Handwriting is concerned with individual expression and the conveying of meaning through fluent composition. The principal aim is that handwriting becomes an automatic process which frees pupils to focus on the content of the writing. In order for this to occur, handwriting is taught in ways that enhance fluency, legibility, purposefulness and the opportunity for creative expression.

Strategy for implementation and curriculum provision

Handwriting is taught regularly through lessons (more frequently at Key Stage 1) following the requirements of the National Curriculum. For the first half term of each academic year, several independent sessions will take place. Shared and guided writing provides extra opportunities for the modelling and monitoring of handwriting.

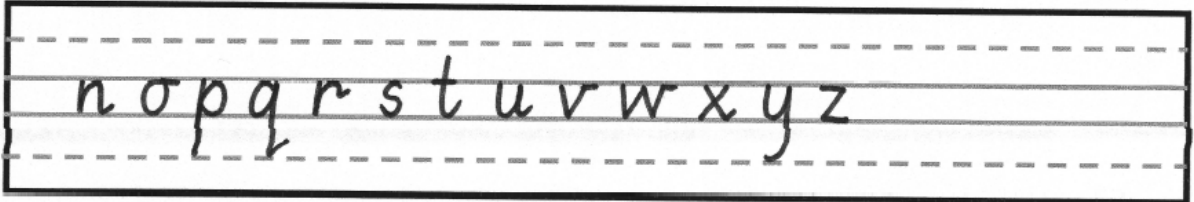
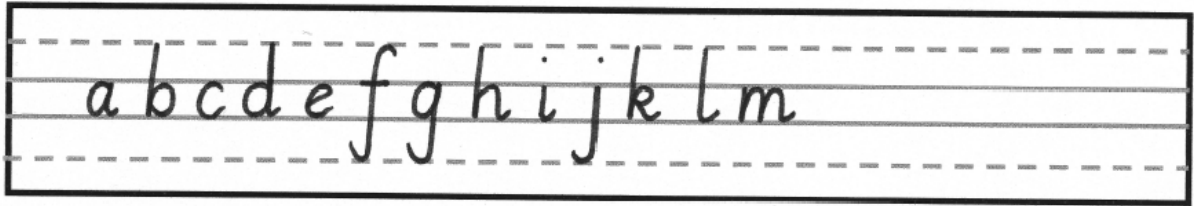
Teaching and Learning

Handwriting is a skill which needs to be taught explicitly. Since handwriting is essentially a movement skill, correct modelling of the agreed style by the teacher is very important; it is not sufficient to require pupils to copy models from a published scheme or worksheet.

Consistency in the attitudes displayed, the methods employed, and the models provided is the key to effective learning. A mixture of whole class, small group and individual teaching is planned.

The role of the teacher:

- to follow the school policy to help each child develop legible and fluent handwriting;
- to provide direct teaching and accurate modelling;
- to provide resources and an environment which promotes good handwriting
- to observe pupils, monitor progress and determine targets for development



abcdefghijklmnopqrstuvwxyz

1 2 3 4 5 6 7 8 9 0

Techniques for teaching letter formation

- Model good handwriting all the time
- Demonstrate
- Talk through the process
- Encourage children to verbalise the process
- Children form letters in the air
- Finger trace over tactile letters
- Write over highlighter pen (or dotted letters)
- Draw round templates
- Write in sand with finger or stick
- Write with chalk on chalkboard
- Wax resist letters
- Form letters with pegs on pegboard
- Form letters with beads in plasticine
- Finger trace the outline of letters on the back of the person in front of you

Seating and posture

- Chair and table should be at a comfortable height
- The table should support the forearm so that it rests lightly on the surface and is parallel to the floor
- Encourage children to sit up straight and not slouch
- The height of the chair should be such that the thighs are horizontal and feet flat on the floor
- Tables should be free of clutter
- Rooms should be well lit

- Left-handed pupils should sit on the left of their partners

Guidelines for children:

TNT- tummy near table

BBC- bottom back in chair

Do not sit right handed person next to a left handed person

Pencil pointing over shoulder

Finger tip placed where yellow and black start

Always 2 hands (1 pen, 1 paper)

6 feet on the floor

Language and Protocol for the encouragement of high-quality handwriting

- English Working Wall to feature a clear reminder of expectations as appropriate for the year group
- Recognise quality, praise quality and celebrate quantity
- Narrow bridges triangles
- Egg family oval shape a c o q g
- Put a dot under your favourite letter.....
Then do a better one!
- Narrow bridge triangle joining line
- Coat hanger
- Different types of modelling
- Describe the journey of the pencil (starting point and finishing point)
- Tail letters, tall letters
- Constant modelling through language whilst demonstrating technique

Assessment

Senior and subject leaders should monitor children's writing and presentation in books regularly (at least termly). The following should be considered:

- Is the writing generally legible?
- Are the letters correctly shaped and proportioned?
- Are the joins made correctly?
- Are the spaces between the letters, words and lines appropriate?
- Is the size of the writing appropriate?
- Is the writing properly aligned?

Individual assessment

Children should be observed as they write during lessons – the teacher must circulate, monitor and intervene. Teachers also need to monitor and mark whole pieces of writing. The following should be considered:

- Is the posture correct?
- Does the child hold the pencil correctly?
- Does the child use the correct movement when forming and or joining letters?
- Are any letters reversed or inverted?
- Does the child write fluently and rhythmically?

Links to spelling

Linking handwriting with spelling is one of the most powerful ways of developing the visual memory. Handwriting should be practised using letters, blends, strings or digraphs so that patterns are internalised.

Remember to use **Look – Say – Cover – Write – Check**

The child:

- Looks at the word carefully
- Says the word
- Covers the word so that it can't be seen
- Writes the whole word from memory
- Checks the word is written correctly
- If not, repeat.

Teaching time

- There should be a **minimum** of 1 x 20minutes handwriting lesson each week, as well as time to practice
- The Autumn Term and the first week back following a holiday, handwriting should be time tabled more frequently to embed new handwriting scheme
- Children who find handwriting difficult should be targeted for daily intervention

Resources

Each year group is equipped with a digital format for handwriting lines and modelled examples. (see Appendix A for programme of lessons and Appendix B for line guides)

Inclusion

The vast majority of pupils are able to write legibly and fluently. However, some pupils need more support and a specific individual or group programme is drawn up in consultation with the SEND co-ordinator.

All teachers are aware of the specific needs of left-handed pupils and make appropriate provision:

- paper should be positioned to the left for right-handed pupils and to the right for left-handed pupils and slanted to suit the individual in either case;
- pencils should be held at the rim of the paint near to the point
- pupils should be positioned so that they can place their paper to their left side;
- left-handed pupils should sit to the left of a right-handed child so that they are not competing for space;
- extra practice with left-to-right exercises may well be necessary before pupils write left-to-right automatically.
- Teachers are alert to the fact that it is very difficult for left-handed pupils to follow handwriting movements when they are modelled by a right-handed teacher;

- Teachers demonstrate to left-handers on an individual or group basis, even if the resulting writing is not neat.

The learning environment

A dedicated writing area is established in all classrooms at Foundation. In all classes, writing areas with suitable materials are available for pupils to work at their own tables. Writing areas/boxes are equipped with a range of writing implements, line guides. Every classroom is to have a handwriting display or dedicated handwriting section on their English wall to show consistency and progression throughout the school.

All staff will ensure that their writing models the school style and is legible and cursive.

The role of parents and carers

The Nursery/Reception teacher plays an important role in communicating this at an early stage, for example, to ensure that parents are informed and encouraged to offer good models to their pupils by using only capital letters for the beginning of their names, practising drawing patterns together, playing joining up games which encourage left to right directionality.

All members of staff (including teaching assistants, supply teachers and students) are provided with appropriate handwriting models and are expected to promote the agreed handwriting style by their own example.

The contribution of handwriting to other aspects of the curriculum

Use of Technology

The growth in the use of word processing and desktop publishing has increased pupils' awareness of the importance of presentation and the variety of handwriting styles/fonts available. ICT is used for labelling, captions, instructions, letters to parents, etc, but pupils are encouraged to evaluate a range of fonts and to select whatever is appropriate to suit particular purposes

Monitoring and Review

The planning and teaching of handwriting is monitored by the English Subject Lead and the SLT. A scrutiny or work takes place regularly and assessments are made every term.

Order of teaching

Early Years

The emphasis at this stage is with movement rather than neatness.

To aid movement, close attention is given to pencil grip, correct posture, the positioning of the paper and the organisation of the writing space. In the pre-communicative stage pupils play with writing and these experiments are recognised

and praised as an important stage in the child's understanding that marks on paper convey meaning. 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.

Introduction of letter formation will be taught through the Read Write Inc programme. Flash cards and interactive games will also be used to support this. Handwriting is incorporated in the phonics planning and is a multi sensory experience which the children can take away and apply independently in the continuous provision areas. Children confident with fine motor control will be encouraged and supported to use the whole school handwriting scheme.

Reception

The teaching of Handwriting in Reception will involve:

- Modelled pencil grip.
- Developing skills through formation of small shapes and patterns.
- Supported mark making activities in Continuous Provision.

Key Stage 1

Building on the Early Years, pupils at Key Stage 1 develop a legible style. This is achieved in Year 1 by developing a comfortable and efficient pencil grip and by practising handwriting in conjunction with spelling and independent writing. Correct letter orientation, formation and proportion are taught in line with the school's agreed handwriting style.

See Appendix A for Programme of Lessons and order of joins to be taught.

Joins Y2

In Year 2, the pupils consolidate their use of the four basic handwriting joins, ensuring consistency in size, proportion and spacing of letters. Handwriting speed, fluency and legibility are built up through practice. The expectation is that most children will be joining fluently by Y3. Pens will be introduced where appropriate in Y3.

By Year 4 joined handwriting is used at all times unless other specific forms are required, e.g. printing on a map, a fast script for notes.

Years 5 and 6

Handwriting can be used to consolidate learning for those pupils who have not yet achieved a fluent and legible joined script. Those who have will develop an individual style based on the principles of good handwriting taught in previous years. Experimentation with different styles and writing implements is encouraged with the aim of increasing speed whilst maintaining legibility.

For further information, please see:

Appendix A = Letter formations and Programme of lessons

Appendix B = Line Guides

Handwriting Expectations by Year Group

Pupils should be taught to:

Year 1

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

Year 2

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between 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
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Year 5 & 6

Write legibly, fluently and with increasing speed by:

- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task.

Here's a warm up that's great for posture and a positive attitude. Use it before cursive handwriting lessons and during the refreshing and can be done even in a crowded class. If it's manageable, let your students jump in place first.

APPENDIX 1



Push palms



Pull hands

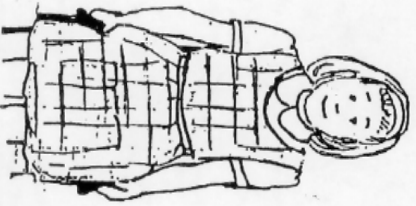
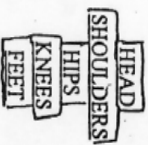


Hug yourself tightly

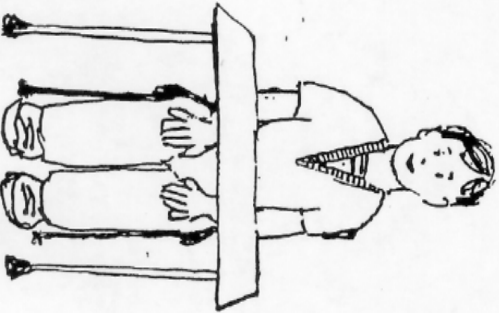


Reach high, one hand, then other
Reach - make circles in the air

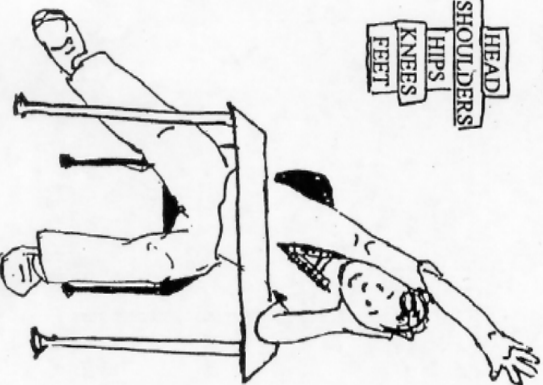
* BLOCKS



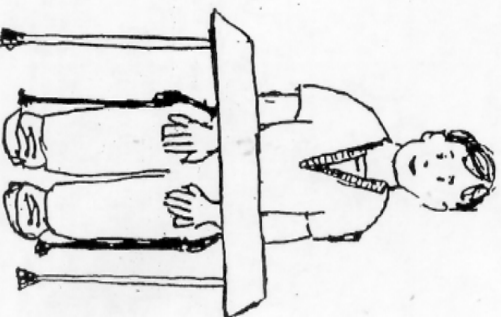
Pull up on chair



* Stack your blocks



Assume an outrageous posture



Stack your blocks again!