

Inmans Primary School

Handwriting Policy

Date	Written By	Approved by	Review Date	Approved by Governors
February 2023	S Charlton	S Fellows	July 25	Feb 23

“Handwriting is a tool that has to work. It must be comfortable, fast and legible.” Angela Webb, Chair, National Handwriting Association

Introduction

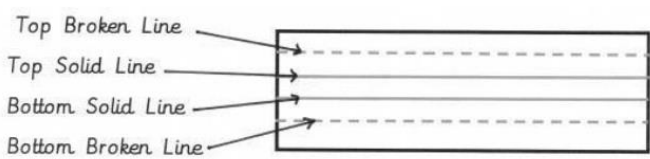
The purpose of this policy is to produce a consistent approach towards the handwriting and presentation of work at Inmans Primary School. Quality presentation encourages children to work towards a high standard and take pride in every piece of work they produce. A consistent approach by all staff should enable pupils to leave primary school with a legible, fluent and cursive handwriting style.

Aims In order to achieve this, our aims are:

- To develop the correct pencil grip to ensure a comfortable hand.
- For all children to develop a handwriting style that is consistent in size, orientation and formation, leading into a joined style.
- For all children to develop a legible and comfortable handwriting style with increasing confidence, fluency and speed.
- To make provision for left handed children to develop free flowing writing.
- To make appropriate provision for any children with gross or fine motor skill difficulties.
- To teach children to write from left to right and top to bottom of a page.
- To become competent when using a range of writing implements.
- To acknowledge effort, celebrate achievement and value the written work of all pupils.
- To ensure that there is consistency and high standards in the presentation of work.
- To set consistent standards and raise expectations of all children.
- To support high quality teaching and learning.

We recognise that handwriting is a whole-school issue and that it is a skill that must be explicitly taught and practised regularly. At Inmans Primary School we follow the Martin Harvey method for teaching handwriting. This means that we do not follow a bought ‘scheme’; rather we use a consistent approach of teaching handwriting throughout the school using Martin Harvey’s guidelines and clear terminology. Prior to a handwriting session, staff will ensure that the children are prepared to write by... BBC – Bottom Back in Chair, TNT – Tummy Near Table, Sit like an Alien – chair and child feet on the floor, plus one hand to write with and one hand to hold the page still. During a

handwriting session, staff will remind children of the following key elements of letter formation and where letters sit on the line by...



Short Lines

Tall Lines

Tail Lines

North-east Joining Line
or
Diagonal joining stroke

Narrow bridges

Letters with triangles

Joins with triangles

Coat hanger hooks

Egg shapes in the coat hanger letters

Shoe lace k

Narrow bridges

Letters with triangles

Joins with triangles

Coat hanger hooks

Egg shapes in the coat hanger letters

Shoe lace k

The Joining Style

“Joins between letters are only worthwhile if they increase the speed, rhythm and ease of writing *without* reducing legibility”

Joins are made **both to and from** the following 17 letters:

a c d e f h i k l m n o r t u v w

Joins are made **to but not from** the following 8 letters:

b g j p q s x y

Handwriting Expectations

On entry to EYFS, children will use a range of strategies in the development of gross and fine motor skills, in which children develop strength in fingers and pressure with a writing tool. Staff provide daily opportunities to develop skills needed for writing. A love of mark making is fostered by valuing every child's individual needs and abilities. Confidence and motivation to mark make are central to the development of handwriting in the EYFS. As the children progress, any name writing or more 'formal' writing will be written on the large A4 landscape line guides and the children will be introduced to the correct terminology for the line guides and letter formation. (This will be subject to the individual child's rate of progress).

As part of transition to KS1, children who are confidently writing may be moved onto using an exercise book with pre-printed guidelines. This will be at the class teacher's discretion and in liaison with the Year 1 teacher.

Key Stage 1 - During the initial phase, children in Years 1 and 2 will have 5 handwriting sessions per week. Sessions will be no longer than 20 minutes. Handwriting practice will be on pre-printed guidelines. Children will write in exercise books with pre-printed guidelines in all English lessons.

Key Stage 2 - During the initial phase, children in Years 3-6 will have a minimum of 3 handwriting sessions per week. This may rise to daily sessions if class teachers feel that the children would benefit from a brief intensive period. Sessions will be no longer than 20 minutes. Handwriting practice will be in their handwriting book with pre-printed guidelines.

Children will encounter a range of writing implements that encourage the development of fine motor skills. In Foundation Stage a variety of mark making equipment will be available for children to use and the correct pencil grip will be taught and reinforced across Foundation Stage and Year One. In Key Stage 1, children will use pencils and the correct pencil grip will be reinforced as necessary. By the end of year 2, all children will be using pencil grip correctly and have a neat legible style, not necessarily joined. All children in KS2 will begin to use a pencil. Once children are ready, they will achieve a 'Pen Licence'. They will move onto a blue pen: this would be in Year 5 or Year 6 dependent on the individual child. One pen will be issued to the children, to be used in general work, when the

teacher feels the child is ready. The aspiration is that by the end of year 5, all children will be using pen, which will be given when the child is using a neat legible style, not necessarily joined.

Teachers discuss handwriting and presentation in all subjects and aim to model good handwriting themselves. They use resources available e.g. Handwriting lines on the Flip charts, handwriting font and model good practice. Teachers are **explicit** about different types of handwriting for example, personal note-taking or best handwriting for presentation, but remember not all the children will be able to achieve this. Teachers give handwriting a high priority in classroom displays.

Expectations for Teaching Staff Remember – you are the most important role model for presentation and high expectations!

Inclusion

The vast majority of pupils are able to write legibly and fluently. However, some pupils need more support and provision will be made for this in Individual Education Plans [I.E.P.'s]. Teachers of children whose handwriting is limited by problems with fine motor skills should liaise with the English Team in the first instance, then the SENco if further support is required. This may involve extra handwriting sessions and access to extra resources. Other areas that could be considered are posture, lighting, angle of table etc.

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.

Equal Opportunities

We ensure that each individual child receives an equal learning experience regardless of ability, culture and gender.

The role of parents and carers

Parents and carers are introduced to the school's handwriting style through a leaflet. The Foundation Stage staff play an important role in communicating this at an early stage, to ensure that parents are informed and encouraged to offer good models to their children by using only capital letters for the beginning of their names.

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

