

HORNSEA BURTON AND SKIPSEA SCHOOLS HANDWRITING POLICY

Introduction

This policy document was written after consultation with the teaching staff at both schools.

It is a working document, which reflects the ethos and practice within the schools in relation to developing a consistent handwriting style. It has been written with due regard to the requirements of the EYFS Curriculum and 2014 National Curriculum and it will be monitored and evaluated according to changes within these documents as and when they arise.

Fundamental Principles

The whole ethos of both schools is to provide every child with a happy, caring, learning environment in which he or she can develop their full potential - whatever their needs and irrespective of ability, race or gender. Our teaching of handwriting aims to ensure that all children will be able to:

- Recall the required movement and "patter" for each letter.
- Develop a style which enables letters to be easily joined.
- Write in a way that is legible, fluent and fast.

In the Foundation Stage the children are taught the correct formation of each letter **in a range of multi-sensory ways, for example, sand, foam, painting, on each others' backs, in the air, as well as using writing materials. In both Foundation Stage and Key Stage 1, children receive dedicated time for the direct teaching of handwriting.** Opportunities will also be taken within phonics sessions to model and reinforce the correct letter formation. Further time

throughout the week, as appropriate, will be used by teachers for independent practice.

The Agreed "Patter" for Teaching

In Foundation Stage/Key Stage 1, children should be taught to:

- Hold a pencil correctly and adopt the correct posture when writing.
- Write from left to right and from top to bottom of the page.
- Start and finish letters correctly.
- Form regular sized and shaped letters.
- Use regular spacing between letters and words.
- Be aware of the need for clear and neat presentation.
- Take a pride in their written work.

Children are taught cursive handwriting from Foundation Stage. This begins with all letters beginning on the line and finishing with a flick. They will be taught letter formation in sets of letters starting with the tall letters 'l' and 't'. From Key Stage 1, children will be taught to join the letters.

At Key Stage 2, children should:

- Be given opportunities to develop legible handwriting in cursive style.
- Be encouraged to develop greater control and fluency.
- Be taught to use different forms of handwriting for different purpose, e.g. print for labelling maps or diagrams; a clear, neat style for finished, presented work, a faster script for notes.
- Be encouraged to take pride in their written work and select appropriate styles of presentation.

Handwriting will continue to be closely linked with spelling so that the teaching of common letter strings will be taught in the context of spelling.

In Key Stage 2, once handwriting is joined and neat and letters are of a consistent size, children will start to write in pen. However should handwriting become untidy the pen will be removed.

Developing an Effective Pencil Grip

Children need to learn to hold a pencil with a grip that is relaxed but allows for efficient control of the pencil. The children will be encouraged to hold the pencil between the thumb and the fore finger with the pencil resting on the third finger; the thumb and fore finger should also be able to move slightly - this is known as "froggy legs". Triangular pencils are used in the Foundation Stage to encouraged this pencil hold, and pencil grips can be used on pencils for children who experience difficulty with this hold.

Posture

Developing a good posture when writing is important and teachers should consider the following during handwriting sessions:

- Tables are large enough so that the children are not jostling each others' arms.
- Tables and chairs should be the correct height so that children can sit comfortable with their feet flat on the floor.
- Lighting should be good.
- Children should have a direct view of the teacher/board.
- Children should use their non-writing hand to steady the paper and bear some body weight.
- The paper should be slightly tilted.

Left-handed children

Left-handed children find writing from left to right more difficult. Teachers should therefore ensure they do not learn bad habits of position, posture and pen hold that will deter a fast, fluent and legible hand. Strategies to consider with left-handed children during handwriting sessions:

- With young children model air writing, with your left hand.
- Make sure a left-handed child sits on the left of a right-handed child.
- Put a mark on the left side of the page to indicate where to start as some left-handed children mirror write from the right.
- Left-handed children may need to have the paper slightly to the left of the centre of their body and should be encouraged to tilt their paper clockwise so they can see what they have written.
- To avoid smudging their work - left-handed children should be encouraged to hold their fingers 1.5cm away from the end of the pencil/pen and the pencil/pen should sit in the "V" between thumb and forefinger sitting parallel to the thumb; the wrist should be straight.

This policy was written in **January 2016** and will be reviewed annually.