

Woodthorpe J.I. School

Handwriting Policy

We believe that a cursive handwriting style:

- Reduces reversals and letter confusions
- Helps direction and sequencing
- Relates letter sizes and position within a sound or word
- Develops kinaesthetic memory of word shape – assists correct spelling
- Can help space words correctly within a sentence.

Aims

- To raise standards in writing across the school.
- To have a consistent approach across foundation stage, key stage one and two when teaching handwriting and presentation of work throughout the school.
- To adopt a common approach towards handwriting by all adults when writing in children's books, on the whiteboard or on displays / resources.

For agreed letter formation please see appendix; there are also exemplars in all classrooms.

Objectives

To write with increasing speed in a legible, fluent joined handwriting style.

Pupils should be taught to develop control, fluency and speed.

Pupils should have the opportunity to develop good handwriting skills in the appropriate cursive style and produce correct letter formation from Reception to Year 6.

Pupils should be aware that handwriting is a means of communication and that it should be legible to the reader.

Pupils should be introduced to a wide range of writing materials and be encouraged to experiment and adapt their writing style in a variety of writing situations.

Pupils should be taught how to adapt handwriting to suit different purposes.

Handwriting in the curriculum.

The school follows the statutory requirements for handwriting in the national curriculum programmes of study for EYFS, KS1, and KS2. It is designed to

provide progressive practise in joined, cursive handwriting, with a progression towards an individual cursive style.

Teachers should aim to be good role models and encourage a high standard of handwriting throughout the curriculum. Handwriting is teacher-taught at least once a week for all KS 2 classes. Time allocated will depend on the pupils' needs.

Good handwriting should be promoted through display, rewards, competitions and certificates. Pen passes will be awarded to KS2 pupils who use cursive, joined writing consistently.

Handwriting Guidance for Foundation Stage

- In Foundation Stage, children will learn how to triangulate when holding writing implements and how to form letters with a lead in and lead out.
- By the end of Foundation Stage, children will be expected to write their name using the correct orientation and formation.
- Children can have a go at forming pre cursive script in a range of independent and adult-led practical activities.
- In Foundation Stage, children have access to a range of appropriate materials including thick and thin pencils, felt pens, crayons, paint brushes, pencil grips, scissors and sand, to name a few.
- Activities that promote improved hand-eye co-ordination (gross and fine motor skills) are included within the planning.
- All staff model and encourage the agreed pre-cursive letter formation.
- Areas of continuous provision support the crucial developmental stages of getting children to write.

Handwriting Guidance for Key Stage One

- In year 1 skills are consolidated and in year 2 children begin to consistently join their letters and words.
- Left to right orientation can be developed by spacing with a dot on the left hand side of the page. Children will become ready for wide-lined books to aid orientation and presentation of work.
- At Key Stage One, all children will have access to a range of writing implements, as appropriate. The use of HB pencils is encouraged from September, with use of pencil grips, as necessary.
- The use of patterns is encouraged to improved accuracy and technique.
- Formal handwriting practice is to be undertaken at least twice a week in Key Stage One and handwriting books with wider lines should be used to practise letter formation. *In year 1, the focus will be on the lead in of individual letters and encouraging the joining of sequences of letters to create words. At year 2, the focus is on the types of join.* Children also practise on whiteboards with lines. All handwriting is modelled correctly by staff. See appendix.

- Handwriting practice is to be included as homework in Year One and Two, in conjunction with phonics and spelling.
- Fine motor skills are developed through various activities.

Handwriting Guidance for Key Stage Two

The target for children in Key Stage Two is to produce a fluent, consistently formed style of cursive handwriting with equal spacing between the letters and words.

- Children should NOT be printing in year three and above.
- Neat handwriting and presentation of work should be encouraged and regularly practised.
- Triangular pencils/ pens and pencil/pen grips will be available to children that need them.
- Children will have handwriting sessions at least once a week. Wider-lined books should be available, as necessary.
- Children in year 3 and 4 onwards will write with a pencil until the class teacher assesses that they are joining competently and consistently. They will then be issued with a BLUE school pen.
- Children will use a pencil, or pen if awarded, to complete the majority of class work. Pencils will be used in mathematics and for drawing and completion of diagrams or when specifically asked by a teacher.
- All children in Key Stage Two will practise their letter formation when copying their weekly spellings and will practise during a weekly formal writing session.

In addition, teachers should follow the Marking and Presentation policy and agreed cursive letter formation style (see appendix). Pupils should also use i-pads, computers and other ICT tools to compose and present their work when appropriate.

Monitoring and Evaluation

This will be undertaken by the class teacher and will also be assessed as part of each half term's literacy writing assessments.

Materials

Pencils are provided by the school. In Key Stage Two *blue* ink handwriting pens will be available or may be provided from home. We do not allow the use of gel pens. Roller-balls, fine-liners, fibre-tipped with thin/medium nibs and note-writers are acceptable writing materials in the colour of blue.

Children do not write in multi-coloured or felt-tipped pens.

The editing process will allow children to use coloured pens but only in the acceptable range above.

Special Educational Needs

Pupils with a specific need are supported in their handwriting and presentation through individual education plans, monitored by the class teacher and/or Special Educational Needs coordinator (SA+/statemented).

Thicker triangular pencils, pencil grips and wider lines may be used by children experiencing problems writing, alongside other activities to develop their fine motor skills. Sloping desk aids will also be made available for pupils identified through the SEN process.

In terms of presentation, teachers will use discretion on what to expect from an SEN child. In some cases it may be acceptable for the short date to be used at ALL times due to the length of time it may take him/her to write.

Left-Handed Writers

Children who are left-handed should sit on the left of other children or on the outside of the table. They need to sit with their left elbow close to the body with the paper tilted to the right. Writing should be visible as the pencil/pen is moved.

Signed:

Approved: 13 November 2014

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