

Oakmeadow CE Primary Handwriting Policy.

June 2019

Rationale

The ability to write fluently and legibly gives children a means to communicate their thoughts and ideas efficiently. Fluent and legible handwriting helps children to learn and remember spelling patterns. Children's self-esteem and confidence is increased when they are able to produce well-presented work of which they can be proud.

Aims

As a school our aims in teaching handwriting are that the pupils will:

- Understand the importance of clear presentation in order to communicate meaning
- Take pride in the presentation of work, developing handwriting with a sense of enjoyment and achievement
- Hold their writing implement correctly and comfortably
- Be supported in developing correct spelling quickly through a multisensory approach to handwriting
- Be able to write quickly to aid expressing themselves creatively and imaginatively across the curriculum and for a range of purposes
- Develop a fluent, comfortable, legible, joined handwriting style
- Know when a joined or printed style is most appropriate

Teaching and Learning

General

As a school we have agreed on following a scheme titled Penpals which ensures that all teaching is consistent from R – Year 6. The programme is progressive which means skills are built on each year to ensure they have a fluent, legible joined style which enables them to write neatly at speed by the time they are in Key Stage 2.

Displayed writing throughout the school is in our agreed Penpals font. When marking or writing comments, members of staff use a handwriting style that is in line with our agreed school style as appropriate.

We run a Handwriting band system, similar to our book banding approach, which breaks down the skills and standards needed throughout the years. Children are given experience of a variety of writing tools. Handwriting pens are used when children achieve a 'Pen License' when they achieve Black band. Pupils are encouraged to choose the writing implement they feel is most appropriate for the task.

Reception and Key Stage 1

Children start practising using the Penpals style when appropriate in Reception and follow the scheme from this point onwards.

Handwriting is taught as a discrete subject regularly and is practised in phonics sessions.

The children are taught to:

- Develop their fine and gross motor skills with a range of multi-sensory activities
- Practise patterns and free flowing hand motions
- Start and finish letters correctly
- Be consistent with the size and shape of letters and the spacing of letters and words
- Sit letters on the line, and ensure that ascenders reach the appropriate height, and that descenders sit below the line
- Have the correct pencil grip
- Find a convenient position for their page
- Have the correct posture and position
- Begin to join letters when appropriate for their stage of development and in line with Penpals expectations.

Key Stage 2

During this stage the children continue to have direct teaching and regular practice of handwriting. Handwriting will also be practised in spelling sessions and embedded in their daily writing. We aim for children to develop a clear, joined and fluent individual style by the end of Key Stage 2 and that they are able to adapt their handwriting for the following different purposes:

- a neat legible hand for finished, presented work.
- a faster script for notes.
- print for labelling maps or diagrams

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Equal Opportunities / 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. Teachers of children whose handwriting is limited by problems with fine motor skills should liaise with the SENCo to develop a programme designed for the individual child. This may involve extra handwriting sessions and access to extra resources. Other areas that could be considered are posture, lighting, angle of table etc. Outside agencies can be contacted where appropriate.

Teachers should be 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 not be held too close to the point as this can interrupt pupils' line of vision
- 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 – avoiding elbows knocking
- left handed pupils should be encouraged to bring their hands down and round so a hooked, claw like style doesn't develop
- extra practise with left-to-right exercises may well be necessary before pupils write left-to-right automatically.

Assessment and recording

Writing assessments are carried out termly in line with our assessment policy and attainment in handwriting is recorded on the Handwriting Band tracker.

Monitoring and review

The subject co-ordinator will have responsibility for monitoring the provision of handwriting. The coordinator will also be responsible for managing resources and supporting staff with the teaching of handwriting. The policy will be reviewed every three years.