

Petworth CofE Primary School

Handwriting Policy



Reviewed:	September 2017
Next Review:	September 2020
Person Responsible:	Miss Rawlings

Rationale

The ability to write fluently and legibly gives children a means to communicate their thoughts and ideas efficiently. Handwriting is a skill which must be learnt in order to provide a style which becomes simple to produce and easy to read.

Cursive handwriting helps children to learn and remember spelling patterns. It is an integral part of the multisensory technique enabling pupils to make the automatic symbol-sound relationship for spelling. All children are introduced to Cursive Handwriting using lead in strokes from the start of Early Years Foundation Stage. We believe this raises standards in handwriting throughout the whole school, developing confidence, accuracy and fluency and improved presentation.

Cursive writing helps:

- Minimise confusion for the child as every letter starts on the line with an entry stroke and leads out with an exit stroke.
- It aids the left to right movements through each word across the page and helps develop a child's visual memory
- It helps sequencing and prevents reversals, inversions and omissions.
- It aids legibility, especially for those with motor and spatial difficulties, providing a motor training programme.
- Letters naturally flow into each other, it is impossible to write separate letters without joining, therefore it will eventually help them to increase the speed of their writing.
- Form spacing between words as the child develops whole word awareness

A cursive style of handwriting is recommended by the British Dyslexia Association.

Aims

Our objective is to help pupils enjoy learning and developing their handwriting with a sense of achievement and pride. We aim for our pupils to develop a neat, legible, speedy handwriting style using continuous cursive letters that leads to producing letters and words automatically in independent writing by:

- providing equal opportunities for all pupils to achieve success in handwriting.
- producing clear, concise, legible handwriting in all areas of the curriculum.
- developing accuracy and fluency.
- helping children recognise that handwriting is a form of communication and as such should be considered important in order for it to be effective.
- promoting confidence and self-esteem.
- encouraging children to take pride in their work.
- helping children recognise that handwriting as a life-long skill and will be a fundamental element of all forms of written communication throughout their lives.
- adopting a common approach towards handwriting by all adults when writing in children's books, on the whiteboard or on displays/resources.
- having a consistent whole school approach to the teaching of handwriting.

National Curriculum Expectations

The National Curriculum 2015 Programme of study for Handwriting states that children need to pass through the various developmental handwriting stages in their own time. However, the statutory guidelines of the National Curriculum are as follows;

Year 1 Pupils should be taught to:

Sit correctly at the table, holding a pencil comfortably and correctly

Begin to form lower case letters in the correct direction, starting and finishing in the correct place

Form capital letters

Understand which letters belong to which handwriting families

Year 2 Pupils should be taught to;

Form lower case letters of the correct size relative to one another

Start using some of the diagonal and horizontal strokes need to join letters and understand which letters, when adjacent to one another, are best left un-joined

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 reflect the size of letters

Year 3 - 4 Pupils should be taught to;

Start using some of the diagonal and horizontal strokes need 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

Year 5-6 pupils should be taught to;

Write legibly, fluently with increasing speed by:

Choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters.

Choosing the writing implement that is best suited for a task.

Learning environment:

A mixture of print and cursive writing should be displayed around each classroom and on display boards around the school.

Discrete Handwriting Lesson:

Discrete teaching requires clearly structured and focused teaching and learning. It involves explanation, demonstration and practice of the skill of handwriting. This skill can then be applied or used in contexts across the curriculum. Discrete teaching can help to prevent poor handwriting by clearly indicating the relationships between letters and the relationship of each letter to the writing base line

In the discrete teaching of handwriting, each lesson should have a clear and simple focus (e.g. the correct formation of a single letter, revision of a group of letters such as those requiring clockwise movements, the introduction of a particular aspect of linking such as hooks, or the practice of linking letters in commonly found patterns). Letters should be taught in letter family groups and their similarities and differences should be stated clearly as this reduces the amount of new information to be learned as each new letter or type of linking is introduced.

Expectations of All Adults:

All adults in school are the most important role model for presentation and high expectations. They are responsible for modelling good practice, ensuring all children understand and follow handwriting expectations and

intervene to ensure all children present their work to the best of their ability.

Therefore, all staff must:

- Have high expectations of children's work and the way it is presented;
- Regularly remind children of expectations for handwriting and presentation.
- Communicate clearly to children expectations for the presentation of their work;
- Monitor children's handwriting and provide adequate time for them to respond to feedback and marking.
- Encourage children to monitor their handwriting, presentation, edit their own work and provide strategies for presenting it appropriately.
- Ensure that children are following the school handwriting policy in all pieces of work;
- Model the school handwriting script at all times including on the board and in marking.

Inclusion and Equal Opportunities

All children will have the opportunity to develop their handwriting skills of legibility and fluency. However, some pupils may need more support and a specific individual, (Individual Learning Plan) or group programme would be implemented and monitored closely by the class teacher and SENDCO. Outside agencies, such as Occupational Therapy would be consulted as necessary.

It is recognised that it is essential for all children, especially those pupils with specific learning difficulties, to be closely observed when learning the correct formation of individual letters. This will ensure that posture, pencil grip and pressure, letter formation and placement are monitored and supervised to avoid the development and reinforcement of unhelpful habits.

Pupils who experience difficulties in fine motor movement will be given lots of opportunities to develop control through rehearsal with large body movements.

All teachers are aware of the specific needs of left-handed pupils and make appropriate provision. It is particularly important that left-handed children are seated on the left of a right-handed child so they are not competing for space. Pencil grips, thicker pencils, triangular pencils and wider lines will be used by children who experience problems writing.

Assessment, Monitoring and Moderation

The handwriting skills developed in this policy must be applied to all pieces of writing the children do.

Teachers ensure the application of handwriting skills by:

- Reminding children of standards of writing and presentation at the beginning of lessons across the curriculum
- Sometimes having handwriting as a lesson objective across the curriculum
- Comparing handwriting in handwriting books with writing in other books across the curriculum
- Ensuring children improve the presentation of their work if it falls below school expectations
- English Subject Leader and/or Senior Leadership Team to monitor handwriting and presentation in books from across the curriculum regularly and provide feedback to teachers
- Teachers model good handwriting skills at all times. They follow the handwriting policy when writing comments in children's books.
- Focused handwriting lessons are planned for target groups and/or individuals who require additional support. The amount of lessons needed is dependent upon the needs of the children.

Petworth CofE Primary School font:

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NOPQRSTUVWXYZ

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