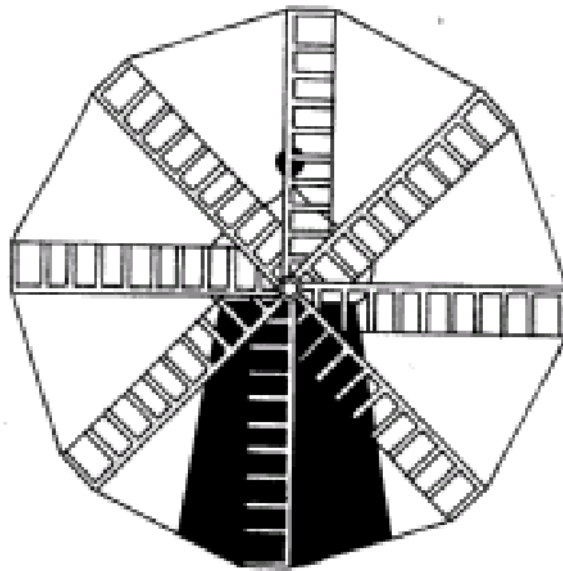


Handwriting Policy

Heckington St. Andrew's Church of England Primary School



Approved by: Curriculum & Standards Committee **Date:** 11.10.18

Last reviewed on:

Next review due October 2022
by:

1. Introduction

- 1.1 At Heckington St. Andrew's Primary School, joined up handwriting is taught with a sequential and progressive approach following Pen Pals for handwriting. Children are introduced to this style from early years as it is considered to be the most natural development of children's earliest attempts at writing. Teachers and teaching assistants are expected to model the handwriting style.
- 1.2 This policy outlines the purpose, nature and management of handwriting in our school. It reflects the views of the whole staff and was agreed by the Governing Board.
- 1.3 The implementation of this policy is the responsibility of all teaching staff.

2. Aims:

- 2.1 To develop the children's ability to write with ease, speed and legibility, enabling them to maximise the fluency, quality and quantity of their work
- 2.2 To enable children to develop their own style of handwriting as they progress through Key Stage 2.
- 2.3 To support the development of correct spelling and to aid in the elimination of letter reversals by the learning of word patterns and the correct joining of letters.
- 2.4 To ensure that children of differing abilities are provided with appropriate and achievable goals.
- 2.5 To assist children in taking pride with the presentation of their work.
- 2.6 To teach correct letter formation.
- 2.7 To appreciate handwriting as an art form.
- 2.8 To display excellent examples of handwriting in every classroom and around the school.

Teaching and Organisation

In order to fulfil the statutory requirements of the 2014 National Curriculum and EYFS Curriculum, planning is based on objectives taken from these frameworks, which ensures a progressive structure.

We use Cambridge Pen Pals handwriting scheme throughout school, thus ensuring there is a continuity and progression across classes.

Handwriting is taught regularly, and at least weekly, as a class and / or group lesson in all year groups. Teachers use Pen Pals resources which include photocopied sheets and interactive whiteboard resources in Foundation, KS1 and KS2.

During lessons we ensure that children sit, position their paper / book and hold their pen/pencil correctly using their other hand to hold their work firmly. Chair height is checked to ensure it is correct.

It is important that, in the early years and at key stage 1, children are observed closely during the lesson to ensure that letter formation is correct.

In addition to specific handwriting lessons children are expected to apply their learning in their exercise books and to show care for the presentation of their work. Regular opportunities for children to produce presentation work are also planned, for example in topic books or for display.

It is important for teachers to set a good example to children by modelling good handwriting when writing on the board, IWB or when marking children's books. Teachers strive to model the Pen Pals style and use the appropriate joins, demonstrating the fluency and legibility of the style. Children are expected to show care for their work-books, present their work with care, date work, underline where necessary and not make any marks on the covers.

CURRICULUM REQUIREMENTS

The recommendations of the curriculum are as follows:

Levels	Recommendations
1	Form letters controlling size, shape and left to right orientation whilst spacing words appropriately.
2	Begin to join letters in a word.
3	Employ a fluent, legible style.
4	Use fluent, legible handwriting for different purposes and set out completed work giving attention to layout and presentation.
5	Maintain consistent fluency and legibility in handwriting across a range of tasks.

SCHEME OF WORK

The scheme of work is based on the **Cambridge Pen Pals Scheme**. This sets out a programme of work for the whole school. Teachers encourage individual children to move to the next stage when they are ready. Those children who are forming letters clearly with the correct flicks will begin to learn how to join their letters as soon as possible. Joining patterns begin in Reception as a preparation for the flow of joining letters in words.

Early Years Foundation Stage

During their Reception year, the children are given a wide range of opportunities to develop an understanding that writing conveys meaning, e.g. books, storytelling, signs, labels etc.

Children experience a wide range of handwriting-related skills, e.g. exercises for fine motor skills; letter and number formation in sand trays; through tracing, with chalk, felt tips, pencils, crayons, writing over and under teacher models in various forms, word building with magnetic letters and pattern making in various media.

For those children that are ready for handwriting practice, large pencils can be used in conjunction with lined/unlined paper. Pencil grips for correction of pencil hold are also used where appropriate.

As an introduction to the Pen Pals style of handwriting patterns are practised with wide-lined paper and thinner pencils being introduced where appropriate. Teachers model correct letter formation and children practise this alongside their Jolly Phonics programme. Correction of letter formation takes place on an individual basis. Children practise name writing in non-joined style.

Year 1/Key Stage 1

Children work on handwriting skills daily and in a variety of activities, e.g. writing in books, multi-sensory approaches, through phonic work and writing in their learning journals and duplicated practice worksheets. Wide-lined exercise books, handwriting paper and standard-size pencils are used. Handwriting practise takes place on a weekly basis.

Year 2/Key Stage 1

Children are encouraged to use joined-up handwriting in their daily work. Handwriting practice takes place weekly and the correction of mistakes is dealt with on an individual basis. Children are encouraged to take pride in the presentation of their work. In addition, handwriting is often practised through the teaching and learning of phonics and the Jolly Phonics programme.

Year 3/Key Stage 2

At this stage **when teachers consider it appropriate**, according to the stage of each child's development, children will be allowed to work in **black handwriting pens**; biros and gel pens are not permitted.

Handwriting practice takes place weekly and the correction of mistakes is dealt with on an individual basis. Children are encouraged to take pride in the presentation of their work.

Pencils should continue to be used throughout the school for notes, drafting, all maths work, diagrams, charts and maps. Children should be encouraged to always write with a sharp pencil and to use rubbers to correct mistakes, or cross through with a single line

Across Key Stage 2

Children use **black handwriting pens** which must be kept in good working order. Handwriting practice takes place weekly and the correction of mistakes is dealt with on an individual basis. Children are encouraged to take pride in the presentation of their work.

Presentation in Books

Children must ensure that all work is presented neatly. The full date and title of all work must appear at the top of the page and must be neatly underlined. Any mistakes must be neatly crossed out using a ruler.

In maths and science the short date may be used.

Any drawings in books must be done in pencil and drawn inside a box.

Continuity and Progression

Across the Early Years Foundation Stage

Children will have:

- opportunities to watch adults writing and for children to write for themselves;
- attempt writing for various purposes using features of different forms such as lists, stories and instructions;
- write their own names and other writing forms such as labels and captions and begin to form simple sentences, sometimes using punctuation;
- use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words;
- use a pencil and hold it effectively to form recognisable letters and numbers, most of which are correctly formed.

By the end of Foundation Stage/Reception

By the end of Reception year children will have been introduced to:

- a comfortable and efficient pencil grip

- producing a controlled line which supports letter formation
- writing letters using the correct sequence of movements
- pattern-making and letter/number formation in various media

YEAR 1

- Term 1: Develop a comfortable and efficient pencil grip.
To form lower case letters correctly.
- Term 2: To practise handwriting in conjunction with spelling and independent writing, ensuring correct letter orientation, formation and proportion.
- Term 3: To practise handwriting in conjunction with spelling and independent writing, ensuring correct letter orientation, formation and proportion.

YEAR 2

- Term 1: To practise handwriting patterns from Year 1.
To begin using and practising the four basic handwriting joins:
- diagonal joins to letters without ascenders, e.g. ai, ar, un
 - horizontal joins to letters without ascenders, e.g. ou, vi, wi
 - diagonal joins to letters with ascenders, e.g. ab, ul, it
 - horizontal joins to letters with ascenders, e.g. ol, wh, ot
- Term 2: To practise handwriting patterns from Year 1.
To practise handwriting in conjunction with the phonic and spelling patterns.
To use and practise the four basic handwriting joins:
- diagonal joins to letters without ascenders, e.g. ai, ar, un
 - horizontal joins to letters without ascenders, e.g. ou, vi, wi
 - diagonal joins to letters with ascenders, e.g. ab, ul, it
 - horizontal joins to letters with ascenders, e.g. ol, wh, ot
- Term 3: To use the four basic handwriting joins with confidence and use these in independent writing:
- diagonal joins to letters without ascenders, e.g. ai, ar, un
 - horizontal joins to letters without ascenders, e.g. ou, vi, wi
 - diagonal joins to letters with ascenders, e.g. ab, ul, it
 - horizontal joins to letters with ascenders, e.g. ol, wh, ot

YEAR 3

- Term 1: To practise correct formation of basic joins from Year 2:
- diagonal joins to letters without ascenders, e.g. ai, ar, un
 - horizontal joins to letters without ascenders, e.g. ou, vi, wi
 - diagonal joins to letters with ascenders, e.g. ab, ul, it
 - horizontal joins to letters with ascenders, e.g. ol, wh, ot
- To ensure consistency in size and proportions of letters and the spacing between letters and words.
- Term 2: To practise correct formation of basic joins from the use of the four basic handwriting joins from Year 2:
- diagonal joins to letters without ascenders, e.g. ai, ar, un
 - horizontal joins to letters without ascenders, e.g. ou, vi, wi
 - diagonal joins to letters with ascenders, e.g. ab, ul, it

- horizontal joins to letters with ascenders, e.g. ol, wh, ot
- To ensure consistency in size and proportions of letters and the spacing between letters and words.
To build up handwriting speed, fluency and legibility through practice.

Term 3: To practise correct formation of basic joins from the use of the four basic handwriting joins from Year 2 and use these in independent writing:

- diagonal joins to letters without ascenders, e.g. ai, ar, un
- horizontal joins to letters without ascenders, e.g. ou, vi, wi
- diagonal joins to letters with ascenders, e.g. ab, ul, it
- horizontal joins to letters with ascenders, e.g. ol, wh, ot

To ensure consistency in size and proportions of letters and the spacing between letters and words.
To build up handwriting speed, fluency and legibility through practice.

YEAR 4

Term 1: To use joined handwriting for all writing except where other special forms are required.
To know when to use:

- a clear neat hand for finished, presented work;
- informal writing for rough drafting etc.
- To ensure consistency in size and proportions of letters and spacing between letters and words.

Term 2: To use joined handwriting for all writing except where other special forms are required.
To build up speed, particularly for notes, drafts, lists etc.
To know when to use:

- a clear neat hand for finished, presented work;
- informal writing for rough drafting etc.

To ensure consistency in size and proportions of letters and spacing between letters and words.

Term 3: To build up speed and ensure consistency in size and proportions of letters and spacing between letters and words.
To use a range of presentational skills, e.g.:

- print script for captions, sub-headings and labels;
- capital letters for posters, title plates, headings;
- a range of computer-generated fonts and point sizes.

Upper Key Stage 2

To use fluent and joined up handwriting for all writing except where other special forms are required.

Equal Opportunities:

Equality of opportunity is a high priority and reference to the School's Equal Opportunity and Racial Equality Policies will provide examples of how this is achieved.

Inclusion:

More able children and children with Special Educational Needs are supported in their Handwriting work, with reference to I.E.Ps. Teachers will put in place suitable interventions for children who are underachieving or require further challenge.

Monitoring and Evaluation

It is the role of the English subject leader to monitor the teaching and learning of handwriting throughout the school. This is done through regular work sampling, analysis of assessment pieces and lesson observations. Feedback from this monitoring is used to inform staff of necessary developments in order to raise standards.

The Role of the Subject Leader

The role of the English Subject Leader is defined in the job description.

Resourcing

The English Subject Leader, with the Headteacher, is responsible for the ordering, costing and allocation of resources to support the teaching of handwriting. A review of resources is carried out periodically which leads to a prioritised list of requirements. This is funded within the school's budget plan for the financial year.

Success Criteria

This policy will be followed successfully if the following criteria are observed:

- A balanced handwriting curriculum is delivered, which accords with the 2014 National Curriculum.
- The learning environment is enhanced through the use of and celebration of handwriting.
- Most children enjoy, and feel themselves to be able to achieve in this subject area.

Drafted by Judith Bentley

Approved by the Governing Board:

This policy will be reviewed in: 2020