



Handwriting Policy 2021

The Handwriting Policy in respect of the School has been discussed and adopted by the Local Advisory Board in Spring 2021

Headteacher – Mrs S Reynolds

Chair of Board: Mr R Lewis

Agreed and ratified by the Local Advisory Board Jan 2021

To be reviewed: Jan 2023

AIMS

We aim 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. Children learn handwriting, which teaches pupils to join letters and words as a series of flowing movements and patterns. Links are made between handwriting and spelling.

Our aims in teaching handwriting are:

- For all children to develop a well-formed, legible style of handwriting in both cursive and pre cursive styles, with increasing fluency, confidence and speed.
- To raise attainment for all pupils in handwriting through a consistent approach, guided by: **Letterjoin. A cursive handwriting resource**
- That all teachers and support staff must use and model the agreed cursive style of handwriting when writing on the board or marking work.
- That teachers, support staff and pupils use all opportunities for writing as handwriting practice in all writing across the curriculum.
- To make provision for left handed children to develop free flowing writing.
- For all children's skills in handwriting to be reflected in the presentation of their work and their joy of writing.

STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (2014) which details specific requirements and expectations for the teaching of handwriting from Year 1 to Year 6. At EYFS requirements and expectations for writing development are detailed in the Physical development and Literacy section of the Statutory Framework for Early Years Foundation Stage (2012).

Early Learning Goal – Writing

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Typical behaviours that relate to handwriting for this learning goal:

- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence
- Write own name and other things such as labels and captions
- Attempt to write short sentences in meaningful context

Core learning skills for handwriting

- Use a pencil and hold it effectively to form recognisable letters, most of which are formed correctly.

Key Stage 1 (5-7 years old)

Year 1

Statutory Requirements - Handwriting

- Pupils should be taught to:
- sit correctly at a table, holding a pencil comfortably and correctly

- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.

Year 2

Statutory Requirements – Handwriting

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 needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- 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 reflects the size of the letters

Lower KS2 (Year 3 & 4)

Statutory Requirements – Handwriting

Pupils should be taught to:

- Use the diagonal and horizontal strokes that are needed 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 [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch].

Upper KS2 (Year 5 & 6)

Statutory Requirements – Handwriting

Pupils should be taught to:

write legibly, fluently and with increasing speed by:

- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task.

TEACHING AND LEARNING

We seek to fulfil the requirements of the National Curriculum and EYFS Curriculum.

Planning is based on objectives taken from these frameworks, which ensures a progressive structure. We use cursive handwriting supported by Letterjoin throughout school, thus ensuring there is a continuity and progression across classes. Teachers use Letterjoin resources which include photocopied sheets and interactive whiteboard resources in KS1 and KS2.

Handwriting activities will focus on one particular letter formation family at a time. The families are:

- Tortoise letters (they stay down low)- a, c, e, i, m, n, o, r, s, u, w, x, z
- Giraffe letters (they reach up tall)- b, d, h, k, l, t
- Monkey letters (they all have tails)- f, j, g, p, q, y

Children will be introduced to joins through the teaching of diagraphs in Letters and Sounds lessons. This should support with spellings as the children will learn the motion of writing letter strings and embed these vital skills.

From KS1, children will also be taught to use the vocabulary: ‘ascender’ and ‘descender’. Across school we expect to see high standards of handwriting, both from children and staff. Teachers strive to model the cursive style and use the appropriate joins, demonstrating the fluency and legibility of the style. As far as possible all labels, worksheets and other resources shared with children are completed in cursive script with all staff modelling the correct style whenever handwriting is undertaken with pupils and for pupils, e.g. on flipcharts, whiteboards and in marking.

School Script

a b c d e f g h i j k l m n o p q r s t u
w x y z

Teaching and Learning in the EYFS

Children in Early Years’ experience a wide range of handwriting-related skills, e.g. letter and number formation in sand trays, through tracing, use of ribbons, 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.

Our youngest children in the nursery are introduced to handwriting through the ‘Squiggle Whilst you Wiggle’ approach. Children are given the opportunity to experiment with a variety of mark making tools and are allowed to use both hands for mark making. Adults concentrate on a particular method of formation during each session.

During the Nursery and Reception year, children are taught correct formation through a combination of the Read, Write Inc programme and Letterjoin. Each letter in the Read, Write Inc programme has a rhyme to support letter formation and this is what is used when combining with Letterjoin. To support the development of fine motor skills in the EYFS, children will also take part in regular ‘Squiggle’ sessions to strengthen the muscle tone in the fingers in order to promote correct pencil grip and pressure for writing.

ASSESSMENT

Children are assessed continually throughout the school, through the use of formative, summative, self and peer-assessment. Please refer also to the Assessment Policy. Criteria set out in book scrutiny paperwork includes handwriting and presentation as an area for assessment and handwriting is on the I can do trackers that staff assess against on a regular basis. Some children may be identified as needing an intervention programme to support their handwriting development, in these cases they will follow squiggle whilst you wiggle or the **Speed up programme** designed for KS2 children who need support in this area.

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 book monitoring and lesson observations. English leaders meet to moderate each other on a termly basis.

Feedback from this monitoring is used to inform staff of necessary developments in order to raise standards. Monitoring is supported by all members of the Senior Leadership Team.