

CAPTAIN WEBB PRIMARY SCHOOL



Handwriting Policy

Document History

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Aims

- We aim for all of our children to write with fluent and legible joined handwriting.
- Children are aware that writing is produced for another to read and are made aware of the purpose for their writing and the audience.
- Correct letter formation is a priority.
- We have high expectations for the presentation of written work and believe well-presented handwriting improves children's attitude towards their work through personal pride and satisfaction in the finished product.

In the Foundation stage handwriting will be implemented as follows:

All pupils will:

- develop hand eye co-ordination, gross and fine motor skills to support handwriting.
- use a range of tools to develop drawing lines and circles using gross motor skills, they will also use a range of materials to develop fine motor skills e.g. wax crayons, markers, pencils, sponges, chunky brushes, cotton wool balls, shaving foam, finger paints, etc.
- practice manipulative skills e.g. cooking, playing with constructions, threading and playing instruments.
- use variety of tools and paper, indoors and outdoors for purposeful writing. e.g. role play, labelling, making cards.
- physically develop the movements of letter shapes using gross motor skills (linked to music and sounds) to gain confidence with the basic movements and flow of writing.
- be introduced to letters in line with their RWI Phonics programme. Teachers will further embed handwriting when they are carrying out the daily Phonics session.
- be taught how to correctly hold a pencil: using a tripod grasp. They may use triangular shaped pencils to support this initially.
- be taught to form letters using an un-joined cursive style, starting each letter in the same place, using a variety of strategies and materials.

Across the Primary Age Range (KS1 and KS2)

Handwriting is taught in line with the National Curriculum objectives. In Year 1, pupils should revise and practise correct letter formation frequently. As soon as children are secure with letter formation they will be introduced to the pre-cursive style. Children are taught the correct joins by teacher demonstration, explanation and practise. Children are supervised in handwriting lessons so that misconceptions may be quickly corrected.

The school uses the Handwriting Rescue Scheme to support the delivery of teaching of handwriting.

Our agreed handwriting style is as below:



abcdefghijklmnopqrstuvwxyz

Across the school there should be daily 15-minute handwriting sessions in EYFS and KS1 (or this could be fine motor skills in EYFS). KS2 to also have daily sessions initially for the first term, then 3 x weekly

(unless intervention is required).

Handwriting is linked to spelling wherever possible. Children will be given the opportunity to practise words from the National Curriculum word lists and RWI Phonics and Spelling programmes.

Children will use a standard HB pencil, well sharpened and when the teacher deems a child ready, usually by the start of UKS2, they will get a pen licence.

Pupils are given reminders of expected handwriting through the use of success criteria. Handwriting practice exercises will be completed in pupils' writing journals. We feel that this supports the pupil and acts as a reference point and a reminder about presentation and letter formations.

Extra Support

- Pencil grips can be used to help develop an appropriate grip.
- Occupational Therapists recommend stablio pens for some pupils who need a tool more tailored to the shape of their hands.
- A raised board with a non slip surface can also support pupils.
- Some pupils are given additional support and intervention work from a Teaching Assistant. This is to provide extra reinforcement to secure formation and joins.

The role of the English subject leader

- To support staff in raising standards in the quality of pupils' handwriting through reviewing the policy on a regular basic auditing and moderating pupils' work, ensuring that staff are aware of and adhere to the agreements within the policy.
- Monitoring use of resources.
 - Supporting colleagues by:
 - Evaluating and purchasing resources.
 - Leading staff meetings related to handwriting.

The role of the teacher and teaching assistant

- To appreciate the importance of handwriting.
- To learn and use the agreed style of handwriting to a degree of competency so that will supports its use in the classroom and they act as an exemplar when writing comments in pupils' books.
- All adults will act as role models and use the school handwriting style, for example: writing on whiteboards; marking children's work; handwriting for display; scribing for children. Adults will model writing from left to right and will model how to begin writing on lines from the left-hand margin.
- Will use the joined up 6a desktop font on all work / displays / resources used by children, demonstrating our agreed handwriting font.
- Provide regular opportunities for pupils to practice their handwriting skills.
- Differentiate tasks according to levels of competency.
- Communicate clear expectations on the quality of presentation in all pupils' books across the curriculum.
- To develop in the classroom an appreciation of different handwriting forms and style

(calligraphy) and to provide the most suitable resources and equipment for children to use.

Assessment

Teachers use the National standard grids for assessing handwriting. The standards are produced in the form of writing mats for the pupils to use in order to assess where they are and to identify the next steps for them to improve their handwriting.

Special Educational Needs

Children with SEN may have a provision for handwriting as part of their School or Class Action Plan. The SENCO may advise staff who work with individual or groups of children who have specific needs or difficulties with handwriting.

Interventions

Children who need extra practise with handwriting may be taught outside the classroom by a teaching assistant or other trained adult. This work will be targeted specifically to the child's needs using a variety of the activities outlined in our scheme of work.