



Kirk Smeaton CE (VC) Primary School Handwriting Policy

Reviewed May 2017

Philosophy

Handwriting is concerned with individual expression and the conveying of meaning through fluent composition. The explicit, systematic teaching of key skills ensures that handwriting becomes an automatic process which frees pupils to focus on the content of their writing. In order for this to occur, handwriting is taught in ways that enhance fluency, legibility, purposefulness and the opportunity for creative expression.

Inclusion/equality statement

We believe that all children should have the opportunity to write is the entitlement of all children, regardless of ethnic origin, gender, class, aptitude or disability.

Aims

The key aims of this policy are:

- To establish an entitlement for all pupils.
- To establish expectations for teachers of this subject.
- To promote continuity and coherence across the school.
- To foster a pride in good presentation.
- To state the school's approaches to this subject in order to promote public, and particularly, parents' and carers' understanding of the curriculum.

The Role of the Class Teacher

- To follow the school policy to help each child develop legible and fluent handwriting.
- To provide direct teaching and accurate modelling.
- To provide resources and an environment which promotes good handwriting.
- To observe pupils, monitor progress and determine targets for development.

Curriculum

Handwriting is taught regularly following the requirements of the Early Years Foundation Stage and the National Curriculum. Teaching generally occurs within the phonics session, although shared and guided writing provides many opportunities for the modelling and monitoring of handwriting.

Guidelines for Left Handed Children:

- The child sits to the left of their partner leaving plenty of space for writing on the left side of his/her-midline (this allows maximum space for arm movement).
- The writing tool is held sufficiently far from its point to ensure that the child can see what he/she is writing.
- In 'Look, Say, Cover, Write, Check' handwriting/spelling sheets the words to be learnt are on the right hand side of the page.

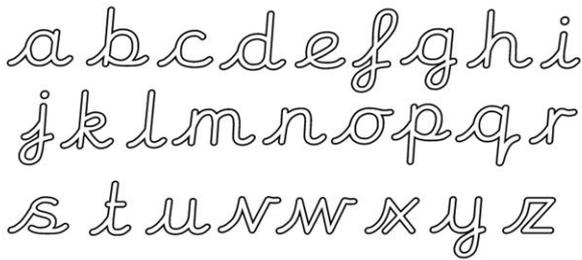
All pupils, left or right handed should support their writing paper with the non writing hand at all times. It must not be under the table or on their knees.

Foundation Stage

The emphasis at this stage is with movement rather than neatness. Letter formation (starting at the correct entry point and then moving in the correct direction) learned at this early stage becomes automatic and has a profound influence on later fluency and legibility. To aid movement, close attention is given to pencil grip, correct posture, the positioning of the paper and the organisation of the writing space. The Reception Teacher and Teaching Assistant are vigilant to ensure that bad habits and incorrect letter formation do not become ingrained and that the specific needs of left-handed pupils and those with special educational needs are met. In the pre-communicative stage pupils play with writing and these experiments are recognised and praised as an important stage in the child's understanding that marks on paper convey meaning. Pupils are given the opportunity to experiment with a range of writing materials and implements; a multi-sensory approach is used to help pupils feel the movement in the hand. Pupils will physically develop the movements of letter shapes using gross motor skills with ribbons, scarves, chunky chalks, sand, paint, IWB and large chalk/white boards. Pupils will use a range of tools to develop fine motor skills e.g. wax crayons, chunky pencils, marker pens, shaving foam, finger paints and brushes. Pupils will practise manipulative skills with Lego and other small construction, threading beads and cards, sewing, pegs and pegboard patterns, play dough, small world and jigsaws. Children in the Reception class are exposed to a wide variety of print within their environment, including the precursive alphabet from the school handwriting scheme. This precursive

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hand will be introduced into the writing of individual children at a developmentally appropriate time within the phonics sessions.



Y1

Building on the foundation stage, pupils at Key Stage One develop a legible style. This is achieved in Year One by developing a comfortable and efficient pencil grip and by practising handwriting in conjunction with spelling and independent writing. Correct letter orientation, formation and proportion are taught in line with the precursive style. At a developmentally appropriate time pupils are introduced to the cursive style where every letter starts on the line with a lead in stroke and finishes with a lead out stroke.

Pupils are given name cards in the cursive style and the most able children soon learn how to join their names and begin joining other words. The Y1 Teacher and Teaching Assistant are vigilant to ensure that bad habits and incorrect letter formation/joins do not become ingrained.

Y2

Pupils are taught the correct joins, and exercises are linked to blends, spelling patterns and high frequency words/tricky words. It is expected that by the end of Y2 the majority of pupils are able to join their writing in a clear and legible way.

Y 3 & 4

On transition to Key Stage Two pupils consolidate their use of the handwriting joins taught in Year Two, ensuring consistency in size, proportion and spacing of letters. Handwriting speed, fluency and legibility are built up through practice. The Teacher and Teaching Assistant are vigilant to ensure that pupils use joined handwriting at all times unless other specific forms are required, e.g. printing on a map, a fast script for notes. Additionally there are exercises in grammar, stories, letter writing, poems and speed writing.

Y5 & 6

Years Five and Six are used to consolidate learning for those pupils who have not yet achieved a fluent and legible joined script. Those who have will develop an individual style based on the principles of good handwriting taught in previous years. When a smooth, flowing, functional style becomes habitual, speed will increase without effort and without loss of legibility. The Teacher and Teaching Assistant are vigilant to ensure that pupils use joined handwriting at all times unless other specific forms are required, e.g. printing on a map, a fast script for notes. Exercises are linked to high frequency words, grammar, speed writing, designing words for different purposes, letter writing, captions, invitations and poems.

SEN and writing

- Teodorescu programme
- Adapted pencil grips
- Triangular pencils
- Lined paper
- PE warm up routines ensure shoulder and arm muscles are developed in order to support maturation of fine motor skills

The Role of Parents and Carers

Parents are encouraged to offer good models to their child by using only capital letters for the beginning of their names, practising drawing patterns together, playing joining up games which encourage left to right directionality and making parents aware of how handwriting will develop on transition to key stage one in conjunction with the Year One teacher.

All members of staff (including teaching assistants, supply teachers, and students) are provided with appropriate handwriting models and are expected to promote the agreed handwriting style by their own example when modelling writing to pupils.

The reception teacher, in partnership with the Literacy subject leader, is expected to communicate with pre-school agencies to encourage good practice.

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