



Opening minds, learning through challenge and celebrating God's world

POLICY FOR HANDWRITING

Reviewed: November 2018
Review Due: Autumn 2021

School Christian Values

Generosity, compassion, courage, forgiveness, friendship, respect,
Thankfulness, trust, perseverance, justice, service and truthfulness.

Bible Reference

Luke 10: 27 'Love your neighbour as yourself'

Policy References

This policy is written with reference to the following school policies:

- Curriculum Policy,
- Learning and Teaching Policy,
- Marking Policy,
- Safeguarding & Child Protection Policy,
- Single Equalities Policy.
- Health and Safety

Most of these policies are available on the school website. In addition, copies of the following policies are available, on request, from the school office.

Handwriting Policy

Mission Statement

Opening minds, learning through challenge and celebrating God's world.

Aims

The aim for this policy is for a whole school approach to presentation and the teaching of handwriting.

At Skerton St Luke's CE primary school our aims in teaching handwriting are that pupils will:

- Achieve a neat, legible style with correctly formed letters in the adopted cursive handwriting style
- Develop flow, speed and stamina whilst writing, so that eventually the children can write fluently with confidence and independence

Statutory Requirements

Statutory requirements for the teaching and learning of handwriting are laid out in the National Curriculum English Document (2014) and in the Statutory Framework for the Early Years Foundation Stage (2017).

In the Early Years Foundation Stage children should be given every opportunity through effective teaching, adult led and child initiated learning experiences to work towards and achieve age related expectations and end of year ELGs (Early Learning Goals) in specific area of Literacy - Writing:

- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence

At the end of Key Stage One (Year 2) pupils working at age related expectations will be able to:

- use the diagonal and horizontal strokes needed to join letters in some of their writing
- 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 letter

At the end of Key Stage 2 (Year 6) pupils working at age related expectations will be able to:

- maintain legibility, fluency and speed in handwriting through choosing if to join specific letters

Teaching and Learning

Handwriting is a movement skill and one which is best taught directly by demonstration, explanation and practice.

At Skerton St Luke's we have adopted the cursive writing approach to teaching handwriting. This is to be used as soon as children are secure in the correct basic formation of each letter. Cursive letters are formed by each letter starting from the same point on the line and forming words without taking the pencil/pen off the paper. Cursive handwriting teaches pupils to join letters and words as a series of flowing movements and patterns. Handwriting skills should be taught explicitly, regularly and systematically.

- Children will experience coherence and continuity in the teaching and learning of handwriting in our school
- Develop a recognition and appreciation of pattern and line and be offered support in finding a comfortable grip
- Understand the importance of clear and neat presentation to communicate meaning clearly
- Encouraged to take pride in the presentation of their work and therefore study handwriting with a sense of enjoyment and achievement

Advantages of Cursive Writing

- Letters are produced in a flowing movement, which helps the development of a physical memory of how each letter is written
- Letters all start in the same place and flow from left to right, which reduces the likelihood of reversal mix-ups such as b/d and p/q
- Writing becomes quicker and easier with smooth flow
- Eases transition moving from print with lead outs to a joined style
- A cursive style of handwriting is recommended by the British Dyslexia Association

Subject Organisation

Start of the year

All children from Year 1 onwards to copy the pangram "The quick brown fox jumps over the lazy dog". A pangram includes every letter of the alphabet.

From this time onwards, pupil's handwriting will be of this standard if not better as handwriting should continue to improve except for learning how to join in Key Stage 1.

Children should be held to their baseline standard and if it falls below their baseline standard, to be asked in their time to rewrite a sentence to show pride in presentation of written work.

Early Years

When children first enter Foundation Stage they are encouraged to mark make in as many ways as possible. As soon as children begin to recognise letters and their sounds they will be introduced to the correct letter formation and encouraged to use this all the time.

Children will be encouraged to use correct sequence of movements beginning with gross motor movements (e.g. whole arm movements) in as many ways as possible – in sand, water, paint, PE, letter aerobics, etc.

Children will be taught to write letters using the correct sequence of movements in the four main groups – Curly caterpillar letters (c o a d g q e s f), Long ladder letters (l t b k h i j u y), One armed robot letters (r n m p), and the zig-zag monster letters (v w x z).

Key Stage 1

Once children are secure in the correct letter formation of the above letters with lead outs they will be introduced to the lead-in line.

Explicit teaching of handwriting will be weekly in Key Stage 1 with further opportunities to practise whenever possible. Incorrect letter formation should be addressed and corrected during Fix It time.

Key Stage 2

Handwriting should be taught weekly discretely and explicitly. It may have a spelling focus. Children who struggle will receive intervention in small groups (including fine motor skills and development) as necessary.

Celebrating handwriting

We aim to encourage and value good practice whenever possible and celebrate good examples of handwriting.

In Early Years and Key Stage 1 examples of good handwriting are rewarded through Teacher Awards and displayed to show “what a good one looks like”.

In Key Stage 2 examples of good handwriting are displayed in all classrooms. Children also have an opportunity to achieve a ‘pen licence’ which enables them to use a pen to undertake their written work. The children are presented with a license during Sharing assembly and a pen.

Provision for left-handed children

Studies suggest that 10% of people are left-handed. The majority of whom are boys. All teachers are aware of the specific needs of left-handed pupils and make appropriate provision:

- Paper should be positioned to the left for right handed pupil and to the right for left handed pupils and slanted to suit the individual in either case
- Pens should not be held too close to the point/nib as this can interrupt pupils line of vision
- Pupils should be positioned so that they can place their paper to their left side
- Left-handed pupils should sit to the left of a right handed child so that they are not competing for space
- Extra practice with left-to-right exercises may well be necessary before pupils write left-to-right automatically

Teachers know it is very difficult for left-handed pupils to follow handwriting movements when right-handed teacher models them. Teachers and TAs may need to model handwriting to left-handers on an individual basis or group basis, even if the resulting writing is not neat to show the flow of writing.

Monitoring and Review

This policy will be monitored by the English Subject Leader on an annual basis. Handwriting in discrete books and across the curriculum will be monitored termly and feedback shared with teaching staff and pupils to ensure the standard of handwriting and presentation of written work is high.