

Blakesley CE Primary School

Handwriting Policy



Prepared by:

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Approved on:

.....March 2015

Signed (*Chair of Governors*)

Sara Hyatt

Date of next Review:

.....March 2017.....

Aim:

1. To know the importance of clear and neat presentation in order to communicate meaning effectively
2. To encourage children to have a positive attitude towards themselves and their handwriting and a willingness to accept responsibility for their own written materials.
3. To write legibly in both joined and printed styles with increasing fluency and speed by;
 - Having a correct pencil grip
 - Knowing that all letters start from the top, except 'd' and which start in the middle
 - Forming all letters and numbers correctly
 - Knowing the size and orientation of letters

The focus on handwriting in the new curriculum is much greater, highlighting its importance and making the connection between a child's handwriting and their composition and spelling ability.

Teaching Time:

-Class1 x 15minutes and handwriting practise/ letter formation during daily phonics.

-Class2 1x 20minutes and phonics

-Class3 1x 20minutes

Interventions are in place for those who find handwriting difficult.

Schemes of work:

RWI –EYFS/KS1 and letter formation. (early stages of handwriting)

Nelson Handwriting -across the primary phase.

Use of sky, grass, mud writing strips.

All staff to refer to National Curriculum statutory handwriting requirements.

See appendix.

School Expectations in handwriting/presentation:

EYFS- Correct posture and pencil grip early on for letter formation.

KS1- Encourage joining as soon as possible.

Lower KS2- Joining and use of handwriting pen is expected as soon as writing is neat and legible.

Upper KS2- Joining and use of handwriting pen is expected. In Year 6 children can develop an individual style as long as it is clear and legible.

-Correct posture, grip and formation of letters and numbers repeatedly throughout the primary phase.

-All titles and lesson targets (I can..) must be underlined with a ruler.

-Any incorrect work that has been written in pen should have a single line drawn through it **with a ruler** (in pen or pencil) or a small cross next to the error.

-Teachers will use their judgment as to when a child can use a handwriting pen and children should be issued with a handwriting/pen licence.

-Handwriting pen can be either blue or black ink, children may bring their own from home, but biro or ballpoint pen are not allowed.

-If a piece of work needs colour pencil/wax crayons should be used unless special consideration has been given to use felt tip pens (it is untidy if felt tip pen comes through the page).

-All dates should be presented neatly at the top of the page, written in full for all subjects except Maths where a number date is acceptable.

-Book covers to be used for Maths and English/topic books.

-All books should be kept neat and tidy. (No doodling, defacing of books or pages with neat labels: full name, year group, subject)

Inclusion:

All children will have the necessary resources and support available.

Additional adult support and interventions planned and taught where necessary.

Left handed children will be taught correct posture and position of paper and hand grip.

Where a pupil has extreme difficulties with handwriting, opportunities to use a scribe or electronic methods of recording.

Appendix:

-National Curriculum handwriting per year group

-Good examples of handwriting

-Handwriting/pen licence

-Posture

-Whole class audit

Appendices

National Curriculum 2014:

#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.

'Early years outcomes'; September 2013; Department of Education.

'Statutory framework for early years foundation stage' March 2014, effective September 2014; Department for Education.

Key Stage 1 (5-7 years old)

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.

Notes and guidance (non-statutory)

Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided.

Left-handed pupils should receive specific teaching to meet their needs.

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.

Notes and guidance (non-statutory)

Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.

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].

Notes and guidance (non-statutory)

Pupils should be joining handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write what they want to say. This, in turn, will support their composition and spelling.

Upper KS2 (Year 5 & 6)

Statutory Requirements – Handwriting and Presentation

Pupils should be taught to:

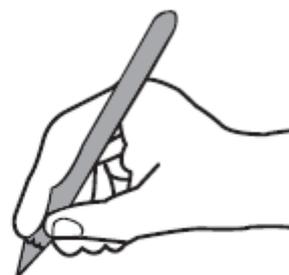
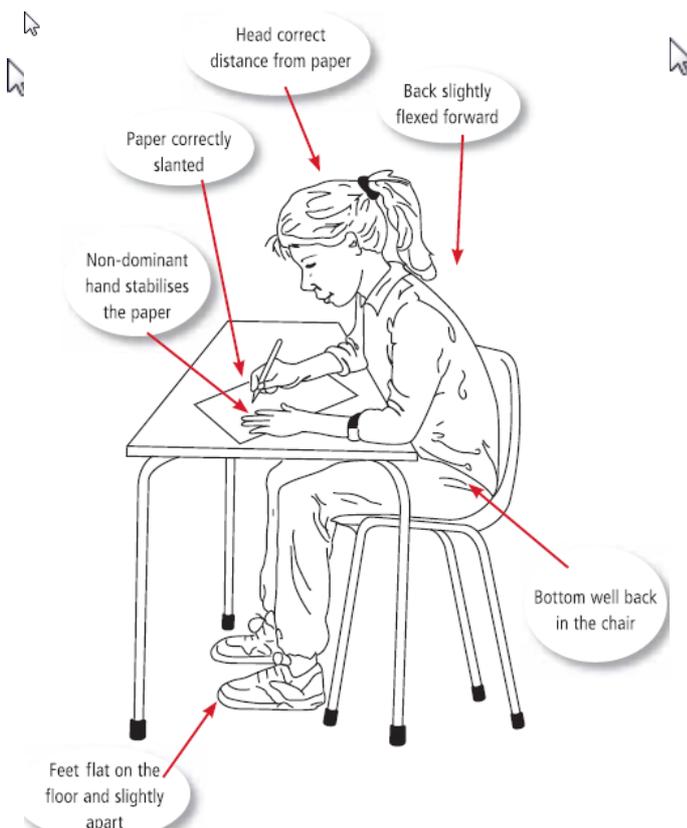
- Write legibly, fluently and with increasing speed by:
 - Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
 - Choosing the writing implement that is best suited for a task.

Notes and guidance (non-statutory)

Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use and unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.

Seating Position

Children are encouraged to position themselves for writing:



Tripod Grip

The tripod grip (see illustration) is the expected grip but there may be developmental stages as learners move towards its achievement.