

Handwriting Policy



2017/18



Aims Of Handsworth Primary School “A School With Great Expectations”

At Handsworth primary School we aim to provide a safe, caring and stimulating environment, which offers opportunities:-

- For everyone within the school to reach their full potential and develop self-worth, self-confidence, the ability to take responsibility for their own individual actions and resilience.
- For everyone within the school to have a sense of wonder, an enthusiasm for learning and help children to develop as independent thinkers and learners with enquiring minds.
- To encourage and develop a respect and understanding for others.
- To develop all partnerships, small and large, from the individual parent to the wider community and beyond to support children's learning.
- To give children access to a broad and balanced creative curriculum to attain the highest possible standards in relation to prior attainment through assessment and learning.

Equal opportunities

At Handsworth Primary school we believe that every child is entitled to equal access to a broad and balanced engaging curriculum, regardless of race, gender, class or disability. We positively celebrate diversity and difference.

Inclusion

- We are committed to promoting a learning and teaching environment for all that embeds the values of inclusive educational practices.
- We aim, through a child centred approach, to ensure that education is accessible and relevant to all our learners, to respect each other and to celebrate diversity and difference.

Rationale and Aims

The purpose of this policy is to set out a whole school approach to presentation and the teaching of handwriting. We want all learners to produce work of a high standard, that they are proud of, with clear, joined legible handwriting.

Aims

- To raise standards in writing across the school.
- To have a consistent approach to handwriting and presentation across the Early Years, and both Key Stage One and Two.
- To adopt a common approach towards handwriting by all adults when writing in children's books, on the whiteboard, on displays and resources.

For pupils to:

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

Strategy for Implementation

Entitlement and curriculum provision

- Handwriting is to be taught regularly through short, focussed sessions (of no more than 20 minutes) and may be linked with spelling, grammar or phonics objectives. Teaching generally occurs outside English lessons, although shared and guided writing also provides additional opportunities for the modelling and monitoring of handwriting.

Teaching and Learning

Handwriting is a skill which needs to be taught explicitly. Since handwriting is essentially a movement skill, correct modelling of the agreed style by the teacher is very important; it is not sufficient to require pupils to copy models from a published scheme or worksheet.

The role of the adult

- 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 that promotes good handwriting.
- To observe pupils, monitor progress and determine targets for development.

Continuity and Progression

Formal handwriting is taught through the use of PENPALS scheme (Cambridge University Press), which acknowledges handwriting is a developmental process with its own distinctive stages of sequential growth. (20 minutes max).

Five stages are identified and these form the basic organisational structure of the scheme.

1. Readiness for writing: gross and fine motor skills leading to letter formation.
2. Beginning to join
3. Securing joins

4. Practicing speed and fluency
5. Presentation skills

Achievement

- Children from Year 4 upwards can achieve their pen licence.
- There will be a 'Writer of the week' for each class, celebrated during the end of week assemblies, where children can show and share their work.
- The writing wall will be updated each half term with good examples of children's writing.

Foundation Stage

We follow the Ruth Miskin Phonics scheme which incorporates handwriting within the scheme. The emphasis at this stage is with movement and fine motor skill development. Letter formation (starting at the right entry point and then moving in the right 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. Teachers are vigilant to ensure that bad habits do not become ingrained and that the specific needs of left-handed pupils (for example, additional tracking and tracing of letters at the pre-writing stage) and those with special educational needs are met.

Key Stage 1

We follow the PenPals handwriting Scheme in Key Stage 1. Building on the Foundation Stage, pupils at Key Stage 1 develop a legible style and begin to use fully cursive handwriting in Year One by starting to join their letters. This is dependent on ability not the age of each child. This is achieved in Year 1 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 school's agreed handwriting style. This continues in Year 2. It is expected that the majority of children will be joining by the end of Key Stage 1. Handwriting practice is to be carried out in separate handwriting books but is to be modelled and expected in all writing in all books.

Key Stage 2

The target for children in Key Stage Two is to produce a fluent, consistently formed style of fully cursive handwriting with equal spacing between the letters and words.

- Children will have weekly handwriting sessions using appropriate prepared resources, in the agreed handwriting style. Handwriting practice is to be carried out in handwriting books but handwriting following the agreed handwriting scheme is expected to be used by pupils in all books and across all lessons.
- Children will write with pencils until the class teacher assesses that they are joining competently and consistently. When children reach Year 4 they will be able to earn a pen licence. They will then be given a handwriting pen to use. If a pupil has not earned a pen licence in Year four by the end of the Spring term, then handwriting intervention needs to be in place to support that pupil.
- Consideration should be given to support children who are left handed.
- Children will use a pen to complete the majority of class work, where appropriate using a fully cursive style.

- Pencils will be used in all Mathematics work and for drawing and completion of diagrams in Science.
- All children in Key Stage 2 will use the agreed cursive handwriting style in all lessons.

Presentation Guidance

Children's work

Book covers should indicate:

- Child's_name
- Class
- Subject
- Children should not write on the covers of their books

Date of work in books:

- Children in Key Stage 1 should write the date in numbers in their books.
- In KS2 the date should be written in full in all books, except Mathematics when the number date format will be used.
- Date is written on the top line, left aligned and underlined with a ruler.

Title of work in books:

- Titles or learning objectives should be written in all KS2 books, for each piece of work, underlined with a ruler and aligned to the left of the page. Titles can be generic for the whole class.
- For younger children, teachers are encouraged to work towards this standard as soon as children are able.

Underlining

When underlining, a ruler should be used at all times.

Handwriting

- From Year 1, all staff teach from the PenPals scheme.
- In EYFS fine and gross motor skills are practiced with a range of activities across the curriculum.
- The cursive font should be on display in the classroom (resources saved in staff shared handwriting). Teachers will model and teach letter formation as part of phonics lessons.
- From Reception onwards the schemes give clear and specific guidance about letter formation, letter joining and advice for left-handed writers.
- All children should write in pencil in their books until teachers are satisfied that they can consistently write in a fluent cursive style in order to receive a pen licence certificate.
- Children will be given a ball point pen for use in their own work in school, except for Mathematics where all work must be completed in pencil.
- Children are to write in black ink only.

General Presentation

- Children should use colour pencils when illustrating work in books (not felt tips)
- Teachers should encourage a high standard of presentation in all work across all subjects.
- Errors should be crossed out with a single pencil line and a ruler.

- Children may use rubbers at the teachers' discretion. However, no ink erasers may be used.
- Teachers are to mark work in books following the schools marking policy.
- For Maths, three full squares into the book should be left for margins.

Teaching Boards (e.g. Interactive Whiteboards) and Resources

Date:

- Full date (for English from Year 2) and number date (for Mathematics) underneath, both left aligned and both underlined with a ruler.

Title of work:

- Centre aligned and underlined.

Handwriting

- Teacher should model the agreed cursive handwriting style whenever they are writing for the class.
- Cursive font is available for displays.

Monitoring and Review

This policy will be reviewed by the SLT and the English curriculum team on an annual basis.

Policy updated: September 2016

Policy Review: July 2019