



# Edgar Sewter Primary School

## Handwriting Policy

Date Agreed by the Governing Body:

Review Date : September 2015

## Handwriting policy - Edgar Sewter Primary School.

Handwriting is a skill which, like reading and spelling, affects written communication across the curriculum. Children must be able to write with ease, speed and legibility. The teaching of handwriting helps pupils to join letters and words as a series of flowing movements and patterns. Handwriting skills will be taught regularly and systematically.

### Aims

At Edgar Sewter Primary School, our aims in teaching handwriting are that the pupils will:

- Achieve a neat, legible style with correctly formed letters - appropriately spaced - in accordance with our whole school agreed font.
- Develop flow and speed.
- Eventually produce the letters automatically and in their independent writing.
- All children will be using joined handwriting by the beginning of Key Stage 2.

In order to achieve these aims, the following principles are followed:

### Teaching and Learning

\* Children should:

- Experience coherence and continuity in learning and teaching across EYFS, Key Stage 1 and Key Stage 2.
- Develop a recognition and appreciation of pattern and line and be given support in finding a comfortable grip.
- Understand the importance of clear and neat presentation in order to communicate meaning clearly.
- Be encouraged to take pride in the presentation of their work and therefore study handwriting with a sense of enjoyment and achievement.
- Be supported in developing correct spelling quickly through a multi-sensory approach to handwriting.
- Be shown how to be able to write quickly to aid expressing themselves creatively and imaginatively across the curriculum and for a range of purposes.
- Be shown a good example by the teaching staff, who will demonstrate the agreed style through marking, display work and any other times writing is shared with the class.
- Encouraged to use their skills with confidence and pride in real life situations.
- Sit comfortably but without slouching, with feet on the floor.\*
- Have a tidy workspace, a sharp pencil/working pen, keep hair tied back, have clean hands, ensure all distractions are dealt with in order that everybody can learn and progress.\*

(\*Explanations of WHY this is necessary will be given.)

## Knowledge, Skills and Understanding

### ***Early Years***

Children take part in activities to develop their fine and gross motor-skills and recognition of patterns, for example, to form letters using their index finger in sand or using paint. Children should begin to learn how to correctly hold a pencil. Then how to use a pencil, and hold it effectively to form recognisable letters most of which are correctly formed. They should be given the opportunities to develop their handwriting to their full potential at that age.

### ***Key Stage 1***

#### ***Year 1:***

***Writing implement - Triangular shaped pencil (chunkier than year 2's pencils).***

***Books - with a 12mm spaced line.***

Children will continue to develop fine and gross motor-skills with a range of multi-sensory activities. Handwriting should be discussed within and linked to phonics sessions. Teachers and support staff continue to guide children on how to write letters correctly, using a comfortable and efficient pencil grip. Children will be taught to sit correctly at a table, with their chair tucked under and their feet on the ground. Children will be taught to leave appropriately sized spaces between words. They will be taught to form lower case letters in the correct direction, starting and finishing in the right place. Towards the end of year 1, children are introduced to joining their letters, using the Charles Cripps scheme and method as a basis for teaching (book 2). By the end of year 1, capital letters should be formed correctly, and of an appropriate size. Children will be taught to form digit 0-9, facing in the correct direction. Teachers and support staff will highlight through systematic teaching which letters belong to which handwriting 'families' (letters that are formed in similar ways). By the end of key Stage 1, children will be able to write legibly.

#### ***Year 2:***

***Writing implement - pencil. (Triangular shaped for those who still need it).***

***Books - with a 10mm spaced line.***

In writing, pupils at the beginning of year 2 should be able to form individual letters correctly, as well as producing letters of appropriate size and position on the line, so establishing good handwriting habits from the beginning. Any child that is not able to should be targeted by support staff in small groups, in order to prevent bad habits. The use of Charles Cripps A hand for spelling 2 and 2A will be used as a basis for teaching. Children will be taught use the diagonal and horizontal strokes needed to join letters and understand which letters are left un-joined and why. Teaching of capital letters formation and size will continue from year 1's basis. As will appropriate spacing between words to reflect the size of the letters. Children will revise and practise correct formation frequently. They will be encouraged to write with a joined style as soon as they can form letters securely with the correct orientation.

## ***Key Stage 2***

During this stage the children continue to have direct teaching and regular practice of handwriting. We aim for them to develop a clear, fluent style and by the end of Year 6 be able to adapt their handwriting for the for different purposes, such as: a neat, legible hand for finished, presented work, a faster script for note making and the ability to print for labelling diagrams etc. Joined handwriting is the norm; an emphasis on pace in order to write enough during an activity. Teaching staff have high expectations which are set out and reinforced.

### ***Year 3-4:***

***Writing implement - handwriting pen (blue ink).***

***Books - with an 8mm spaced line.***

Handwriting will continue to be taught regularly and formerly, practising and consolidating the skills learnt in KS 1. The children will use the taught, joined style throughout their independent writing, across the entire curriculum. There will be emphasis on *legibility, consistency and quality* of handwriting from year 3; expectations are high and understood by all. Charles Cripps A hand for spelling books 3A and 3B can be used as a basis for teaching.

### ***Year 5-6:***

***Writing implement - Handwriting pens (blue ink).***

***Books - with an 8mm spaced line.***

As year 3-4, the children will continue to be taught through weekly, formal handwriting lessons. In addition, teaching staff will ensure children write legibly, fluently and with increasing speed. The need for writing for different purposes will be taught - e.g. making quick notes, labelling diagrams, writing email addresses, using capitals for form filling etc. The children will be able to decide the correct standard and type of writing for the purpose. Although, at year 6, the children will be developing a personal style, they will be still be taught the joined style that is consistent throughout the school. Charles Cripps A hand for spelling books 4A and 4B can be used as a basis for teaching.

### Provision for left-handed children

At least 10% of the population 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 pupils and to the right for left handed pupils and slanted to suit the individual in either case;
- pencils should not be held too close to the point 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 are aware of the fact that it is very difficult for left-handed pupils to follow handwriting movements when a right-handed teacher models them. Teachers demonstrate to left-handers on an individual or group basis, even if the resulting writing is not neat.

### Inclusion

The vast majority of pupils are able to write legibly and fluently. However, some pupils need more support and provision will be made for this in Individual Education Plans [I.E.Ps]. Teachers of children, whose handwriting is limited, by problems with fine motor skills, should liaise with the SENCO to develop a programme designed for the individual child.

### The Learning Environment

In all classes, writing boxes/packs with suitable materials are available for pupils to work at their own tables. Classrooms are equipped with a range of writing implements, line guides, word lists and dictionaries. Background solid colours for Smart boards should not be stark white, but of a tint (blue/green) in order to help keep writing clear to all in the class. At the teachers' discretion, different colour pens will be used for dates (long and short) and the WALT so that every child can distinguish what has been written.

### Assessment

A uniformed handwriting style should be consistent throughout the school; this will be evident on display boards and in book scrutinies.

### The Role of Parents/Carers

Parents/Carers are made aware of our agreed handwriting style and encouraged to practice this with their children at home.

### Resources

The Charles Cripps books - A hand for spelling (Books 2 - 4B) should be used as a basis for good practise. These are laid out in appropriate and progressive stages. Our handwriting style should be displayed in every classroom and available on tables for children to refer to (available in the front pages of the Charles Cripps books).

*To be reviewed at the end of academic year 2015.*

*Written by Stephanie Godfrey July 2014.*