

CROSBY-ON-EDEN SCHOOL

“Enjoying achievement; achieving enjoyment”

HANDWRITING POLICY

Date Policy adopted by Governors	September 2016
Review date	September 2018
Review schedule	Biennial
Review responsibility	Learning & Teaching Sub-Committee
Signed (Head) 	Signed (Chair of Governors) 

Crosby on Eden C E Primary School Handwriting Policy

Aims

At Crosby-on-Eden Cof E Primary School, 'joined up' handwriting (cursive script) is taught with a sequential and progressive approach. Children are introduced to this style from Early Years as it is considered to be the most natural development of children's earliest attempts at writing. Teachers, T/As and students are expected to model the handwriting style.

Handwriting is a taught skill and it is important that teachers are seen to put a high value on teaching and sustaining good handwriting. We believe that children's self-esteem and pride in their work can be raised by good quality presentation.

Our aim in this policy is to teach children correct letter formation, joining and good handwriting habits, so that they can write fluently and legibly and by the end of KS2 to begin to develop a distinctive style.

Each aim is considered equally important:

- To teach children to write with a flowing hand this is legible, swift and pleasant to look at.
- To enable children to develop their own style of handwriting as they progress through Key Stage 2.
- To support the development of correct spelling and to aid in the elimination of letter reversals by the learning of word patterns and the correct joining of letters.
- To ensure that children of differing abilities are provided with appropriate and achievable goals.
- To assist children in taking pride with the presentation of their work.
- To teach correct letter formation.
- To appreciate handwriting as an art form.
- To display excellent examples of handwriting in every classroom and around the school.
- To adopt a common approach towards handwriting by **all** adults when writing in children's books, on the IWB, or on displays/resources.

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

1. Teaching and Organisation

We seek to fulfil the requirements of the National Curriculum 2014 and EYFS Curriculum. Planning is based on objectives taken from these, which ensures a progressive structure. In their short term planning teachers outline specific objectives for groups of children and individuals in order to ensure progress. We use 'PenPals' handwriting scheme throughout school, thus ensuring there is a continuity and

progression across classes. Handwriting is taught regularly and at least weekly, as a class and/or group lesson in all year groups.

During lessons we ensure that children sit, position their paper/book and hold their pen/pencil correctly using their other hand to hold their work firmly. Chair height is checked to ensure it is correct. It is important that in the Early Years and at Key Stage 1 children are observed closely during the lesson to ensure that letter formation is correct.

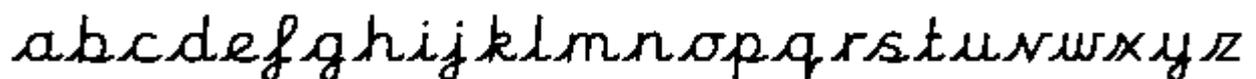
In addition to specific handwriting lessons children are expected to apply their learning in their exercise books and to show care for the presentation of their work. Regular opportunities for children to produce presentation work are also planned, for example in topic books or for display.

Staff model the handwriting style and use the appropriate joins, demonstrating the fluency and legibility of the style. Children are expected to show care for their work-books, present their work with care, date work, underline where necessary and not make any marks on the covers.

2. **Scheme of Work:**

The scheme of work is based on the '**PenPals' Handwriting Scheme**. This sets out a programme of work for the whole school. Teachers encourage individual children to move to the next stage when they are ready. Those children who are forming letters clearly with the correct cursive style will begin to learn how to join their letters as soon as possible. Joining patterns begin in Reception as a preparation for the flow of joining letters in words.

As a school we have decided on the following letter formations:



abcdefghijklmnopqrstuvwxyz

However, lead ins/entry points are not taught as we feel that the exit point is much more important and leads to more fluency of movement.

3. **Early Years Foundation Stage**

During their Nursery and Reception years the children are given a wide range of opportunities to develop an understanding that writing conveys meaning, e.g. books, storytelling, signs, labels etc.

Children experience a wide range of handwriting-related skills, e.g. letter and number formation in sand trays, through tracing, use of ribbons, with chalk, felt tips, pencils, crayons, writing over and under teacher models in various forms, word building with magnetic letters and pattern making in various media. (See Developing Early Writing)

For those children that are ready for handwriting practice, large pencils can be used in conjunction with lined/unlined paper. Pencil grips for correction of pencil hold are also used where appropriate. As an introduction to the cursive style of handwriting,

patterns are practised with wide-lined paper and thinner pencils being introduced where appropriate. Teachers model correct letter formation and children practise this alongside their phonics programme. Correction of letter formation takes place on an individual basis. Children practise name writing in non-joined style.

4. Year 1/Key Stage 1

Children work on handwriting skills daily and in a variety of activities, e.g. writing in books, multi sensory approaches, through phonic work and writing in their learning journals and duplicated practice worksheets. Wide-lined exercise books, handwriting paper and standard-size pencils are used. Handwriting practise takes place on a weekly basis.

5. Year 2/Key Stage 1

Children are encouraged to use joined-up handwriting in their daily work. Handwriting practise takes place weekly and the correction of mistakes is dealt with on an individual basis. Children are encouraged to take pride in the presentation of their work. In addition, handwriting is often practised through the teaching and learning of phonics.

6. Key Stage 2

At this stage **when teachers consider it appropriate**, according to the stage of each child's development, children will be allowed to work in appropriate handwriting pens (black ink); biros and gel pens are not permitted.

Handwriting practice takes place weekly and the correction of mistakes is dealt with on an individual basis. Children are encouraged to take pride in the presentation of their work.

Pencils should continue to be used throughout the school for notes, drafting, all maths work, diagrams, charts and maps. Children should be encouraged to always write with a sharp pencil and to use rubbers to correct mistakes, or cross through with a single line

7. Presentation in Books

Children must ensure that all work is presented neatly. The full date and title of all work must appear at the top of the page and must be neatly underlined. Any mistakes must be neatly crossed out. Any drawings in books must be done in pencil.

8. Provision for Left-Handed Children

At least 10% of the population are left-handed. All teachers are aware of the left-handed pupils in their class 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.

9. Capital Letters

Capital letters stand alone and are not joined to the next letter. Children must practice starting sentences and writing names using a capital letter and not joining the subsequent letter. This should be modelled by the teacher during Literacy and Phonics sessions.

10. 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.P.'s]. 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.

11. Assessment and Recording

Teachers continually assess handwriting to note progress against the learning objectives on the progression ladders (found in assessment folder of resources) and to determine future targets for improvement. A handwriting assessment of pupils who arrive later than Reception Year is made within two weeks. Teachers aim to ensure that when marking written work, comments about neatness are kept in proportion in relation to those about content and/or meaning.

12. Monitoring and Evaluation

It is the role of the English subject leader to monitor the teaching and learning of handwriting throughout the school. This is done through regular work sampling, analysis of assessment pieces and lesson observations. Feedback from this monitoring is used to inform staff of necessary developments in order to raise standards. Monitoring is supported by the Head-teacher.

13. Review

This policy will be reviewed in line with the school's policy review programme. The subject leader is responsible for reporting to the governors' curriculum committee about the quality of its implementation and its impact on standards. In the light of this, policy amendments may be made.