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Mill Lane

Primary School

Handwriting Policy

November 2018

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| Date Updated: Nov 2018 |
| Updated by: J Stanyard |
| Date adopted by Governors and Staff:  |
| Review Date: Nov 2020 |

**Introduction**

The importance of handwriting as a form of communication is recognised as a vital part of life. In teaching handwriting, we are encouraging the development of skills necessary to produce legible, clearly presented work. The teaching of handwriting is most successful when a progressive and sequential approach is adopted, with each stage of development building on the child’s previous experience.

This policy satisfies the requirements of the new National Curriculum 2014 and the Foundation Stage Curriculum, in particular the requirements within the National Curriculum for English and the transcription statutory statements.

This policy reflects the principles and suggestions given following whole school training on handwriting and presentation (Nov 2016).

**Key Stages 1 and 2 Framework document:**

The programme of study for writing at key stages 1 and 2 are constructed as:

* Transcription (spelling and handwriting)
* Composition (articulating ideas and structuring them in speech and writing)

Writing down ideas fluently depends on effective transcription.

Writing depends on fluent, legible and eventually speedy handwriting.

**Aims**

1. To help children write legibly and with increasing speed.

2. To write with confidence.

3. To encourage the development of a cursive style of writing that starts at the left side of the page, is of consistent size and is correctly formed and orientated.

4. To encourage pupils to take pride in the presentation of their work and make independent choices about how they present different pieces of work.

5. To develop independence in handwriting.

6. To use a fluent joined handwriting style.

**Organisation**

1. The teaching area should be well organized and with good lighting.

2. The children should be sitting correctly at a table of a suitable size. Following consistent use of BBC and TNT. (Bottom, back in chair, tummy near table, 6 feet on the floor).

3. An effective pencil grip and correct positioning of paper should be encouraged. Following agreed pencil grip and using two hands to hold paper.

4. A variety of tools should be offered to enhance children’s handwriting.

5. Pupils and staff will use cursive writing in years 3, 4, 5 and 6. Cursive handwriting is gradually being phased out across school. Pupils and staff in EYFS and KS1 will use the Nelson handwriting script taught alongside RWI sessions. Children should experience a range of fonts in classroom displays. Classroom displays will also have handwritten labels written by both staff and other children.

6. Handwriting skills will be taught, practised and assessed on a regular basis. Handwriting sessions will be timetabled and taught at least once a week. Session will be no longer than 30mins.

7. The needs of all pupils will be considered including those who are left-handed, visually impaired and with poor fine motor control.

8. Teaching and learning will evolve through multi-sensory activities.

**General**

1. Children who join the school with a different, but equally acceptable style of writing will continue to practise as they have been taught, changing letters only when appropriate.

2. Pencils and pens are provided by the school. Teachers will allow the use of writing implements within their classes as they feel are appropriate to the task undertaken.

3. Adopting a good posture for writing will be developed.

4. Adopting good attitudes to writing and high expectations of presentation will be consistent across school.

5. Certificates will be provided on a weekly basis.

**Special Needs**

We recognise that some children have specific learning needs. These will be addressed in accordance with the school SEND policy. These may include physical aids to writing (e.g. thicker pencils or pencil grips writing) or strategies suggested by other agencies.

Children who are taught within our ARP may need to follow a different handwriting scheme. Adjustments made to the handwriting policy within the ARP will be at the discretion of the SENCO after discussion with other agencies in order to meet the needs of the children.

**Assessment**

Handwriting will be monitored across year groups by the English Lead during learning walks and lesson observations. All staff will have the opportunity to monitor handwriting during moderation session in Key Stage meetings.

**Summary**

Staff will follow the teaching sequence provided during staff training. This explains how to teach the correct formation of each letter, by placing them into family groups. Each lesson follows a similar structure:

Staff provide direction to the children on how to correctly grip the pencil.

Staff then allow children to complete a short warmup activity which enables children to look at how to size letters correctly.

Staff will teach how to form letters correctly by breaking down the letter into small stages, until children are able to fluently form the letter correctly and to the correct size.

Staff will use the differentiated line guides provided in exercise books to best support the children in their care.

**EYFS**

RWInc uses the Nelson scheme of handwriting to help teach letters sounds. EYFS will start to introduce this simpler style of handwriting, which will then filter through school as the nursery and reception children progress to Key Stage 1 and eventually into Key Stage 2. Reception children will be able to use handwriting books which have larger line spaces when recording their letters. It is the responsibility of the English Subject Leader to provide a separate Handwriting document for teachers to follow, which matches the RWInc documents.

**Equipment**:

All staff have the responsibility to ensure that they have the correct equipment available to teach handwriting sessions affectively. **Children should have a Berol HB yellow and black striped pencil with a red top.** Staff should ensure that the pencil is sharpened prior to commencing the lesson.

As mentioned to all staff during training, handwriting should not be taught using an interactive white board. Handwriting should be taught using a white board/piece of A1 paper and dry wipe pen. Teachers should demonstrate onto line guides in order to model correct formation and letter size.

**Monitoring and Review**

**All staff in school are responsible for monitoring the quality of handwriting for the children in their care. It is non-negotiable that when staff respond to children’s work in a written form, it will be in the agreed style of the school – Cursive or Nelson.**

The overall responsibility for the monitoring of the effectiveness of the policy lies with the Head Teacher but this task will be supported by the English Subject Leader.

The Head Teacher will provide the English Subject Leader with necessary resources to achieve the aims of the policy as finances allow and in line with the SDP.

**Signed and dated:**

Head Teacher ………………………………………………………………………………………………..

Chair of Governors …………………………………………………………………………………………

**Appendix**

**Focus Points (Statutory Statements from the English Curriculum 2014)**

**EYFS**

Moving and handling

ELG: they handle equipment and tools effectively, including pencils for writing. They move confidently in a range of ways, safely negotiating space. Children show good control and co-ordination in large and small movements.

**40-60+months**

* Begins to use anticlockwise movements and retrace vertical lines.
* Begins to form recognisable letters.
* Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.
* Show a preference for a dominant hand.

**Key Stage 1 – Year 1 Statutory requirements**

**During Year 1 teachers should build on the work from the EYFS 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.

**Key Stage 1 – Year 2 Statutory requirements**

**In writing pupils at the beginning of year 2 should be able to form letters correctly, so establishing good handwriting habits from the beginning.**

**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.

**Key Stage 2 – Year 3 and 4 statutory requirements**

**Joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say.**

**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 the ascenders and descenders of letters do not touch).

**Key Stage 2 – Year 5 and 6 statutory requirements**

**Pupils should be able to write down their ideas quickly.**

**By the end of year 6, pupils reading and writing should be sufficiently fluent and**

**effortless for them to manage the general demands of the curriculum in year 7.**

**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.