



Handwriting Policy & Guidelines

2018

Aims

To know the importance of clear and neat presentation in order to communicate meaning effectively.

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 'e' which start in the middle
- Forming all letters correctly
- Knowing the size and orientation of letters

Teaching time

There should be a minimum of 2 x 15 min handwriting lessons each week as well as time to practice, including homework (EYFS/KS1 and KS2 where appropriate).

Children who find handwriting difficult should be targeted for daily intervention.

Model time

We use the model propped by the Nelson Thornes Handwriting scheme.

New Curriculum

The new curriculum places greater emphasis on handwriting. For year expectations see Appendix 1.

Reception

Children should practise using a range of techniques and media; writing with fingers on different surfaces (sand, water, gel etc), tracing over written letters with fingers, mini whiteboards, paper. Children should write on plain A4 books and also have the opportunity to write on lined paper. The lines should be well spaces (about 2cms apart).

Year 1

A smooth transition from reception should happen, including some of the techniques used in reception. All children must start with books that have both plain and lined pages and *when they are ready* they should move on to wide lined exercise books. Handwriting books should be introduced at the appropriate time.

Year 2

Children start with wide lined books aiming to be using fine lined books by the beginning of the summer term. Some children will need to continue on wide lined books until ready and for a small number of children (particularly those with SEN) it may be necessary to use the plain/lined A4 book.

Years 3-6

All children to use fine-lined books (with the exception of SEN pupils) and write in pen.

Teaching Sequence

- Hand and finger strength
- Physical preparation
- Tracing
- Patterns
- Over teacher's writing (highlighter)
- Under teacher's writing (directly under words - write in large letters, leave large spaces between words)
- Independence

Techniques for teaching letter formation

- Model good handwriting all the time
- Demonstrate
- Talk through the process
- Encourage children to verbalise the process
- Children form letters in the air
- Finger trace over tactile letters
- Write over highlighter pen (or dotted letters)
- Draw round templates
- Write in sand with finger or stick
- Write with chalk on chalkboard
- Was resist letters
- Form letters with pegs on pegboard
- Form letters with beads in plasticine
- Finger trace the outline of letters on the back of the person in front of you

Getting ready to write

Seating and posture

- Chair and table should be at a comfortable height
- The table should support the forearm so that it rests lightly on the surface and is parallel to the floor
- Encourage children to sit up straight and not slouch
- The height of the chair should be such that the thighs are horizontal and feel flat on the floor
- Tables should be free of clutter
- Rooms should be well lit
- Left handed pupils should sit on the left of their partners

Pencil/pen

- Children should write with a pencil with a rounded nib. Pencils should be reasonable sharp. SEN children may need a special rubber pencil grip.

- Children in EYFS and KS1 should be using pencils in their books. From year 2, as children progress in their fluency, they start using pens in their handwriting books
- From year 3 onwards all children are expected to use pens. Some children may need to continue with pencil until they are ready to use a pen, even in KS2
- Types of pencil: chunky for EYFS and 2B for KS1
- School will provide for appropriate pens (children should NOT bring pens from home to school)

Assessment

Phase leaders in team meetings and senior leaders should monitor children's writing and presentation in books regularly (at least termly). The following should be considered:

- Is the writing generally legible?
- Are the letters correctly shaped and proportioned?
- Are the joins made correctly?
- Are the spaces between the letters, words and lines appropriate?
- Is the size of the writing appropriate?
- Is the writing properly aligned?
- Are the writing standards achieved by the majority of pupils in line with the expectations in the new curriculum?

Individual assessment

Children should be observed as they write during handwriting lessons the teacher must circulate, monitor and intervene. The following should be considered:

- Is the posture correct?
- Does the child hold the pencil correctly?
- Does the child use the correct movement when forming and or joining letters?
- Are any letters reversed or inverted?
- Does the child write fluently and rhythmically?
- Is the writing easily legible?
- Is the pupil's handwriting development in line with the expectations for their age?

Links to spelling

Linking handwriting with spelling is one of the most powerful ways of developing the visual memory. Handwriting should be practised using letters, blends, strings or digraphs so that patterns are internalised.

Remember to use - **Look - Say - Cover - Write - Check**

Model in the classroom

A model of the expected handwriting should be visible in all classes. Teacher's and teaching assistant's handwriting (marking, comments in books, and handwritten signs on the board/displays) should follow the model proposed in this policy.

Appendix 1

National Curriculum for KS1 & 2, July 2013

There are a number of changes to the curriculum. Below are the requirements for handwriting teaching in Y1-6 in England quoted directly from the final draft published in July 2013.

It is expected that this will be implemented from September 2014. Quotes concerning handwriting taken from the text:

- Pupils who do not learn to read and write fluently and confidently are, in every sense, disenfranchised ('Purpose of Study' p13)
- Pupils should develop the stamina and skills to write at length, with accurate spelling and punctuation. (6.3 Language and literacy - Reading and Writing)
- Writing also depends on fluent, legible and, eventually, speedy handwriting. (Programmes of study and attainment targets - Aims of English p15)

Detailed requirements for Years 1-6

Key stage 1

Year 1

Pupil's writing during year 1 will generally develop at a slower pace than their reading. This is because they need to encode the sounds they hear in words (spelling skills), develop the physical skill needed for handwriting, and learn how to organise their ideas in writing.

Programme of Study (statutory requirements)	Notes and guidance (non-statutory)
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 practice these. 	<p>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.</p>

Year 2

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

Programme of Study (statutory requirements)	Notes and guidance (non-statutory)
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 un joined • 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. 	<p>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.</p>

Lower Key Stage 2 / Years 3-4

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

Programme of Study (statutory requirements)	Notes and guidance (non-statutory)
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un joined • Increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of the letters are clear 	<p>Pupils should be using joined 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 down what they want to say. This, in turn, will support their composition and spelling.</p>

Upper Key Stage 2 / Years 5-6

Programme of Study (statutory requirements)	Notes and guidance (non-statutory)
<p>Pupils should be taught to:</p> <ul style="list-style-type: none">• Write, legibly, fluently and with increasing speed by:<ol style="list-style-type: none">(a) choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters(b) choosing the writing implement that is best suited for a task (e.g. quick notes, letters).	<p>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 (e.g. quick notes or a final hand written version). They should also be taught to use an un joined style (e.g. for labelling a diagram or data, writing an email address, or for algebra) and capital letters (e.g. for filling in a form).</p>