

ST. CHAD'S C.E.(C) PRIMARY SCHOOL
HANDWRITING POLICY
'Building together, with Jesus, for a better future.'

Introduction

Handwriting is a means of recording language on paper, using a generally understood system of symbols. It is an important life skill as a functional tool for expressing language and as part of self-image and expression of personality. Despite the increased use of computers for writing, the skill of handwriting remains important in education, employment and in everyday life. As a school, we recognise that children's ability to write well for the rest of their lives, depends on firm foundations of taught skills in their primary years.

National Curriculum Handwriting Programme of Study

Year 1	<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 practise these. <p><i>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.</i></p>
Year 2	<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 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. <p><i>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.</i></p>
Year 3-4	<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 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]. <p><i>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.</i></p>
Year 5-6	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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.

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, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.

Early Years curriculum

Physical Development Expected Early Learning Goal- They handle equipment and tools effectively, including pencils for writing. Exceeding ELG- They hold paper in position and use their preferred hand for writing, using a correct pencil grip. They are beginning to be able to write on lines and control letter size.

Aims

- For all children to learn and practise appropriate and effective handwriting skills at each stage of development, continually working towards mature handwriting which is neat, legible and correctly formed in size and orientation.
- To raise attainment by involving children in the development of their own handwriting and to understand the factors which help this process.
- For children to have opportunities to write in different styles and for different purposes across the curriculum.
- For all staff to use and model the agreed handwriting conventions outlined in this policy, thus providing consistency and continuity throughout the school community.
- To make provision for left handed children and for children who experience difficulties
- To encourage personal satisfaction and pride in well- presented writing.

St Chads Progression of skills

See Appendix 1 for St Chad's cursive script prompt

See Appendix 2 for the **P checks**

See Appendix 3 for the **S Factors**

- Early Years- Begin to use emergent writing.
- Key Stage One

Year 1 introduce pre cursive script. Cursive writing should be used to show the beginning and end of a letter eg *d*.

Year 2 when confident with cursive writing, move to joining letters as early as possible. By end of Key Stage One the majority of children to be joining letters as standard.

- By end of Key Stage Two-develop own style of writing using joins.
- In year five and above, children should be building on their well established basic skills and a degree of individuality should be allowed and encouraged.

Suggested teaching practices

Use of:

- Group work
- Whole class teaching
- Individual work

The following activities help develop handwriting:

- Use gloop, paint, clay and sand to form shapes and patterns;
- Modelling clay to make letters;
- Writing letter patterns in sand;
- Using individual whiteboards;
- Plain paper with paint and felt tips;
- Use handwriting books to practice the formation and size of letters;
- Teach specific handwriting lessons and focus in literacy lessons where needed;
- Introduce focus groups in morning work for those that need individual attention;
- Use clearly displayed target setting to encourage improvements in handwriting and children need to evaluate own progress.

Teachers should model appropriate handwriting in books, on the board and on all displayed writing.

In addition

- Handwriting could be given as homework, to practice and consolidate if required.
- Use handwriting pens in year four onwards, if confident with using pencil.
- Links with typing on computer and use of different font styles introduced in ICT.
- Include the requirement of 'neat presentation and joined handwriting' as part of the Success Criteria in all writing.
- Constant reviewing and consolidation of the basic handwriting skills should be done throughout Key Stage Two on a regular basis.
- A 'Presentation Pencil' award will be given alternate Wednesdays in assembly to one child from each class for improvements, quality and/or effort in handwriting and presentation of work.

Expectations for handwriting

- Have clear expectations of handwriting - regular, tidy, on the line and neatly spaced.
Handwriting and presentation should be a focus throughout the curriculum.
- Use presentation books or displays to celebrate neat handwriting.
- Reward with stickers, team points and positive comments when progress is shown. Words of encouragement and how to improve handwriting should be evident to the child.
- Handwriting pens can be rewarded in year four when they have achieved neat handwriting in pencil.

Equal Opportunities

All of our children have equal access to handwriting lessons and to the resources available. We recognise that some children take longer to develop the necessary skills

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and we cater for those children by providing additional opportunities for skills development.

Monitoring

Pupil's handwriting will be monitored as part of book scrutinies and as part of lesson observations and Learning Walks.

Date:	Spring 19
Review Date:	Spring 2020

Appendix 1

A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z

a b c d e f g h i j k l m
n o p q r s t u v w x y z

The quick brown fox jumps
over the lazy dog.

Appendix 2- The P Checks

Posture Pencil Paper

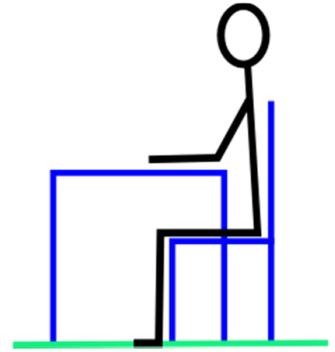
These are a visual reminder of how to prepare for the 'process' of handwriting: They are taught to all children as soon as they are ready to begin sitting to write. This ensures that good handwriting habits are established early and practised constantly.

Children are shown how to sit well:

- Back is supported by the chair,
- Body leaning slightly forward
- Hips, knees and ankles at 90°, feet flat on the floor.
- Arms resting comfortably on the table
- Sitting a 'fist distance' from the table.
- Non dominant hand used to stabilise paper

Posture

Children require a stable and comfortable posture in order to have effective control of their hands for handwriting. To support this, all staff ensure that chairs and tables are sized correctly for each age group and adapted where these do not match individual children's needs. Every child's feet should be able to rest on the floor.



Pencil

A dynamic tripod grasp, with the pencil held between thumb, index and middle finger is modelled and encouraged as soon as children are developmentally ready to begin writing. This grip must be supported by a stable wrist resting on the writing surface and positioned below the writing line. Poor or inefficient grips are often compensation for postural instability elsewhere. Where a child's grip is causing pain, fatigue or affecting fluency, staff will seek advice from the Inclusion team. Staff are aware of potential handwriting difficulties when children have hypermobile joints.



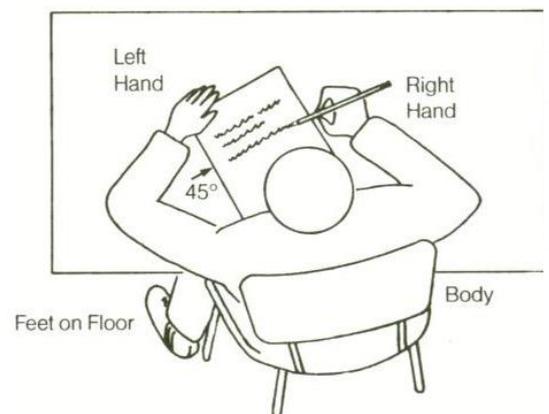
- Ergonomic pencils and those with triangular shaped barrels are used to support an effective grip in the beginning stages and later if needed.
- Pencils should be held about 2cm from the tip or slightly higher for left handed writers.
- Pencils are kept sharpened and well maintained at all times

Paper

Children are taught how to position their writing paper correctly and to stabilise it with the non-writing hand. The paper should be positioned at the child's midline (or just beyond) with the bottom edge placed about 2-3cm from the lower edge of the desk.

Left-handed writers: the paper should be slanted to the right at about a 30-45-degree angle.

Right handed writers: the paper should be slanted at about a 20-35-degree angle to the left.



Appendix 2- The S Factors**Shape Space Size Sit Stringing Slant Speed Style****Shape**

- Letters are taught in stroke related families see appendix 1

Space

- There should be an even space between words
- There should be an even space between letters

Size

- The relative height of letters should be consistent: (ascenders, x height letters and descenders)
- Capital Letters are all the same height, sit on the baseline and do not join to the small letters
- The overall size of writing should be appropriate for age and stage. Line spacing matches this.

Sitting on the line

- All letters relate to the base line

Stringing (joining)

- Letters joins are diagonal (up the slope) or horizontal (washing line)
- Some letters are better left unjoined

Slant

- All 'down lines' should be uniformly parallel and not 'a mix of slants.'

Speed

- Speed is developed in KS2 and reflects the level of fluency.

Style

- As handwriting develops legibly, fluently, with increasing speed , Year 5&6 children will create their own personal style. They are taught that this must be easily read by others and that they should keep it comfortable, quick, fluent and most importantly, automatic.