

# Our Handwriting Policy

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### **Statement of intent**

St Georges believes that handwriting, similar to reading and spelling, can affect pupils' progress and achievement across the entire curriculum. When taught effectively, handwriting is mastered by the majority of pupils during the primary phase, allowing them to develop a more effective style of handwriting by the time they begin secondary school.

One of the most successful methods for ensuring consistent teaching and learning across the school is by having a clear policy in place. This policy has been developed in consultation with all the teaching staff, Mrs Dianna Bishop (SENCO) and Mrs Becky Keitch, in order to ensure clear and consistent methods for teaching handwriting across the school.

Signed by:

|       |                    |             |
|-------|--------------------|-------------|
| _____ | Headteacher        | Date: _____ |
| _____ | Chair of governors | Date: _____ |

# 1. National curriculum standards

1.1. In September 2014, the DfE published the 'English programmes of study: key stages 1 and 2' document which included a set of handwriting standards that pupils are expected to reach by the end of each year group.

1.2. All members of school staff have regard to the national curriculum standards for handwriting when delivering lessons.

1.3. During EYFS and Year 1, pupils are 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 practice these.

1.4. During Years 1 and 2, pupils are 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 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.

1.5. During Years 3 and 4, pupils are 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 un-joined.
- Increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that the down-strokes of letters are parallel and equidistant; and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch).

1.6. During Years 5 and 6, pupils are 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.

## **2. Practising handwriting**

- 2.1. Pupils are encouraged to practise their handwriting skills on a daily basis, within English sessions with separate time allocated in the timetable to allow pupils to practise and develop their movement memory.
- 2.2. It is vital that pupils develop the correct handwriting techniques. With this in mind, teachers and teaching assistants ensure that any errors are immediately corrected, and pupils can practise their corrections. .
- 2.3. Pupils with special educational needs and disabilities (SEND) or those who are academically more able will have their work set separately from the rest of the class.

## **3. Teaching and learning**

- 3.1. Pupils are taught to recognise and appreciate patterns and lines within EYFS and Year 1.
- 3.2. Pupils are supported in finding a comfortable and effective grip for holding their writing implement.
- 3.3. Pupils are encouraged to hold their writing implements correctly, away from the point to ensure the line of vision is not interrupted.
- 3.4. The importance of neat and clear presentation is clearly communicated to pupils, successful teaching leads to pupils taking pride in the appearance of their work.
- 3.5. Pupils are encouraged to have the correct seating position when learning; the bottom of the back needs to be in contact with the back of their chair.
- 3.6. Pupils in key stage 2 are encouraged to write at a quicker pace, whilst maintaining clear and accurate presentation.
- 3.7. Pupils are taught to write on a range of textures such as whiteboards, blackboards, and different types of paper.
- 3.8. Teachers display examples of clear and correct handwriting in the classroom, along with examples of good standards of work by pupils.
- 3.9. New members of staff who will be involved in teaching handwriting will receive a copy of this policy.

| Progression across the year groups. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| Explorers                           | <p>Term 1:<br/>During the children's time in Class 1 they will be taught fine motor skills and correct pencil grip.<br/>Starting points for all letters to be taught and correct formation as well as rhyming the letters.</p> <p>Term 2:<br/>Consolidate letter formation within handwriting sessions. Letter sizes to be checked. Letters b and ds to be corrected.</p> <p>Term 3:<br/>Place letters correctly on the lines, using the sun, boat and sea picture clues, on wide lined paper. <i>As shown the in the Read, Write, Inc handwriting guidance.</i></p>                                                                                                                                                                                                                                              |
| Pathfinders                         | <p>Term 1:<br/>Continuation of practise placing letters correctly on the line, using the sun, boat and sea picture clues on wide lined paper. Each child to have a handwriting booklet.<br/>Ensuring the b and ds are the correct way around. A focus on CVC words.</p> <p>Term 2:<br/>Year 1 children to practise their writing in handwriting books, using common exception words.</p> <p>Year 2 children to be introduced to joins using the 'arm to boat' and 'washing line to boat.' All letters to be joined and the use of the pre cursive K. F will be joined at the cross rather than the loop. This is to ensure that those moving towards greater depth are able to succeed.</p> <p>Term 3:<br/>Both Year 1 and Year 2 to be practising pre-cursive joins ready for their transition into Class 3.</p> |
| Adventurers                         | <p>Term 1:<br/>Practise spelling patterns using pre cursive joins daily for twenty minutes.</p> <p>Term 2:<br/>Continue to practise spelling patterns, focusing on correct joins and fluidity of writing.</p> <p>Term 3:<br/>Ensure that all correct joins are secure, ready for the transition to Class 4.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

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| Navigators | <p>Term 1:<br/>Practise spelling words throughout the week, to ensure fluidity and to aid spelling.</p> <p>Term 2:<br/>Handwriting to be consistent, neat and all joins to be accurate.</p> <p>Term 3:<br/>Children to begin to explore their own style of handwriting within the pre-cursive font.</p> |
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## 4. Pupils who are left-handed

- 4.1. Paper is always positioned to the far right for left-handed pupils and slanted to suit their individual needs.
- 4.2. Left-handed pupils are given additional supervision and practise time to ensure they are making the same progress as other pupils.

## 5. Assessment

- 5.1. Teachers attend termly meetings to discuss the progress of pupils. During these meetings they consider the following questions:
  - Is the writing eligible?
  - Are the letters in the correct shape?
  - Are the letters correctly proportioned?
  - Is the space between words, lines and letters appropriate?
  - Is the size of the writing correct?
  - Is the writing correctly aligned?
  - How many pupils are achieving the standards set out in the national curriculum?
- 5.2. Teachers regularly monitor the progress of pupils during lessons. When observing pupils, teachers consider the following questions:
  - Is the pupil's posture correct?
  - Is the pupil holding the pencil properly?
  - Is the pupil using the correct movement when forming and joining letters?
  - Are the letters reversed or inverted?
  - Does the pupil have a fluent writing style?
  - Is the writing eligible?
  - Is the pupil making the expected progress set out in the national curriculum?

## 6. Policy review

6.1. This policy is reviewed every two years by **Mrs Becky Keitch**

6.2. The scheduled review date for this policy is **May 2023**