

# **Handwriting Policy**

## **New End Primary School**

**Date Amended:**           **Spring Term 2022**

**Review Date:**           **Spring Term 2023**

### **Rationale**

This policy should be read alongside the National Curriculum, our English curriculum map and New End's English and Marking policy.

### **Aims**

- To have a consistent cursive approach across the whole school to ensure high levels of presentation.
- To adopt a common approach towards handwriting by all adults when writing in children's books, on the whiteboard or on displays / resources.
- Children to achieve a neat, legible style with correctly formed letters in cursive handwriting.
- Children to develop fluency and speed whilst writing, so that eventually the children are able to write the letters with confidence and correct orientation.

### **Governor and Staff Responsibility**

#### **Role of the Governing Body:**

- ensure that there is a link governor responsible for English, who will meet regularly with the literacy subject leader;
- ensure that arrangements for the teaching of handwriting throughout the school are regularly reviewed and agreed.

#### **Role of the Headteacher**

- Ensuring INSET, when appropriate;
  - Providing a budget for sufficient resources;
  - Enabling the English Leader of Teaching and Learning to work alongside other staff, where appropriate;
  - Ensure the monitoring of teaching and learning through lesson observations and intake of English outcomes across the school;
  - Reporting to Governors, where appropriate, about the development of English and progress made.
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### Role of the English Leader of Teaching and Learning:

- support colleagues and help develop expertise and confidence in the teaching of handwriting throughout the school;
- encourage use of ICT as appropriate in teaching/motivating pupils;
- monitor the quality of teaching of handwriting at all key stages;
- use the English budget to buy appropriate resources and equipment;
- collect and maintain resources and ensure accessibility;
- contribute to in-service training of staff.

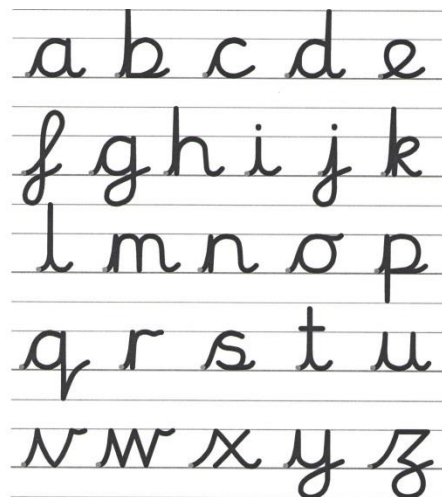
### Role of the Class Teacher:

- ensure handwriting is taught in line with school practice;
- attend INSET, when necessary;
- liaise with and work alongside the English Leader of Teaching and Learning, when appropriate.

## Organisation

### Teaching and Learning

- As recommended by the British Dyslexia Association, we adopt a continuous cursive style of writing.
- Teachers and Learning Support Assistants model the agreed cursive style when modelling writing both in class, on displays and in feedback in books.
- Our agreed cursive style is as below:



The letters will be taught in the following order/groups:

1. i l t              u w e              c o      a d              n m h

2. j y              g q              b p k              v s r              f z x

### **i) Early Years Foundation Stage (EYFS): Communication, language and literacy**

- Children to be introduced to pre-cursive and directions for letter formation set out in Little Wandle phonic programme.
- Children in the Foundation Stage should be writing in the pre-cursive script to enable an easier transition in Year 1 into the cursive script, depending on their ability.
- Displays in both Nursery and Reception should include models of letters and formation directions set out in Little Wandle.
- Implements such as chunky triangular pencils, large chalks and chunky pens etc are used by pupils to rehearse skills on paper, chalk/white boards, pavement etc.

### **ii) Key Stage 1 & Key Stage 2**

- Within KS1, every class will have two 15 minute handwriting sessions per week.
- Within KS2, every class will have a specific handwriting session for 15minutes per week.
- In handwriting sessions, spellings, relevant key vocabulary or sentences/paragraphs related to core texts will be modelled by an adult then practised by children.
- Lined paper is used for handwriting specific exercises. Lines should be well spaced to start with – e.g. 10mm apart – gradually reducing to single lines about 5mm apart. In KS1, children will use four-lined handwriting paper.
- Children are given a handwriting book from Year 1 which continues throughout the school.

### **Posture**

- Chairs and desks within classrooms are matched to children's age and height.
- Children's backs should be straight and feet resting on the floor. A right-handed child should have their book slanted to the left. For a left-handed child the book should be slanted to the right.
- Always make sure that the hand which is not holding the pencil or pen holds the paper.

### **Implements**

- Children use a standard HB pencil, well sharpened.
  - In KS2, children will be provided with a pen licence and a special handwriting pen, when they are deemed ready.
  - A pencil is always used within maths regardless of whether children have a pen licence.
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## **Planning**

During handwriting sessions, children will apply taught formations to letters, words or parts of text relevant to their current learning. For example, they may practise the letters from their current phonics focus, the letter strings used in their weekly spellings, key vocabulary related to core texts or IPC units or use parts of text from guided reading or literacy texts.

There is not the expectation that formal written plans are available on the staff drive. Books will be used as evidence for the progression of handwriting.

## **Resources**

The school uses the system Letterjoin to support the teaching of handwriting. This provides models of forming letters, word samples and a way to producing text using the agreed school cursive system. Each class teacher has a log on for the website so they can produce text and worksheets to support teaching and learning.

## **Use of ICT**

Letterjoin provides an APP version of the software available for use by children on iPads. Children can watch the animations then trace the patterns, letters and words on the iPad for large scale handwriting practice. A score is given for the accuracy of each pattern, letter or word.

## **Equal opportunities and Special needs**

All children must have the opportunity and the encouragement to reach their full potential regardless of race, creed or sex. Children with Special Educational needs, where necessary, will be provided with specialist equipment such as pencil grips or wider ruled lined paper. Children will also have the opportunity to use iPads to rehearse specific skills on a more regular basis. Intervention is available for children who experience significant difficulties to practice pre writing skills and fine motor coordination

## **Assessment, Monitoring and Moderation**

Children in the EYFS are assessed on an on-going basis through observation, handwriting informs part of this. Within Key Stage One and Key Stage Two, handwriting is assessed as part of children's writing assessments on a six weekly basis.