

# STRATFORD PRIMARY SCHOOL



## Handwriting Policy

<b>Date adopted by Governors:</b>	<b>April 2020</b>
<b>Date for policy review:</b>	<b>April 2022</b>
<b>Person responsible for review:</b>	<b>English Subject Lead</b>
<b>Signed by Chair of Governors</b>	<b>April 2020</b>

# Handwriting Policy Stratford Primary School

## Aims

As a school our aims in teaching handwriting are that the pupils will:

- Experience coherence and continuity in learning and teaching across school
- Develop a recognition and appreciation of pattern and line
- Understand the importance of clear and neat presentation in order to communicate meaning clearly
- Take pride in the presentation of their work and therefore study handwriting with a sense of enjoyment and achievement.
- Be supported in developing correct spelling quickly through a multi-sensory approach to handwriting
- Be able to write quickly to aid expressing themselves creatively and imaginatively across the curriculum and for a range of purposes.
- Use their skills with confidence in real life situations.
- Develop a fluent, joined handwriting style by the end of KS1

## Knowledge, Skills and Understanding

### **EYFS**

Children take part in activities to develop their fine and gross motor-skills and recognition of patterns, for example, to form letters using their index finger in sand or using paint. Children should begin to learn how to correctly hold a pencil. Then how to use a pencil, and hold it effectively to form recognisable letters most of which are correctly formed. They should be given the opportunities to develop their handwriting, using the pre cursive style, to their full potential at that age.

### **Key Stage 1**

Children will continue to develop fine and gross motor-skills with a range of multi-sensory activities. Handwriting should be discussed within and linked to phonics sessions. Teachers and support staff continue to guide children on how to write letters correctly, using a comfortable and efficient pencil grip. Children should now be leaving spaces between words accurately. By the end of Key Stage 1 children will be able to write legibly, using upper and lower-case letters appropriately and correct spacing between words using a cursive style.

### **Key Stage 2**

During this stage the children continue to have direct teaching and regular practice of handwriting. We aim for them to develop a clear, fluent style and by the end of Year 6 be able to adapt their handwriting for the for different purposes, such as: a neat, legible hand for finished, presented work, a faster script for note making and the ability to print for labelling diagrams etc.

**Handwriting is part of English, a National Curriculum core subject**, and is included in the National Curriculum Programmes of Study for all key stages and all year groups:

### End of Year 1 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

### **End of Year 2 (KS1) 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 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.

### **Lower Key Stage 2: Year 3 and 4 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 un-joined.

Increase the legibility, consistency and quality of their handwriting (for example, 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)

### **Upper Key-Stage 2: Year 5 and 6 Handwriting**

Pupils should be taught to:

Write legibly, fluently and with increasing speed by:

Choosing which shapes 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.

Teaching handwriting in the Foundation Stage and beyond will follow the **Statutory Framework for EYFS** (DFES 2013), **Developing Early Writing, Letters and Sounds** (DFES 2007)

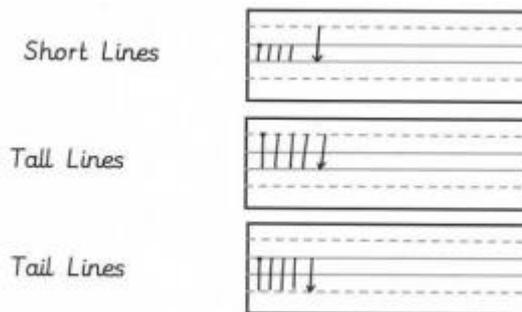
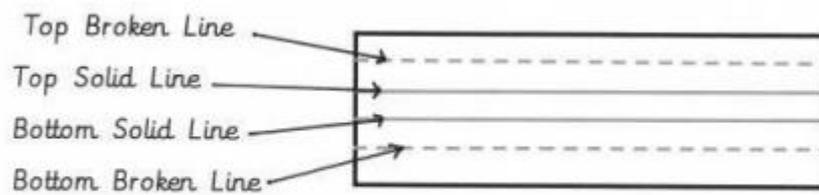
### **Teaching and Learning**

At Stratford Primary, teachers do not follow a set scheme of work for teaching handwriting. Discrete teaching takes place with clearly structured and focused teaching and learning. It involves explanation, demonstration and practice of the skill of handwriting. This skill can then be applied or used in contexts across the curriculum. Discrete teaching can help to prevent poor handwriting by clearly indicating the relationships between letters and the relationship of each letter to the writing base line. In the discrete teaching of handwriting, each lesson should have a clear and simple focus (e.g. the correct formation of a single letter, revision of a group of letters such as those requiring clockwise movements, the introduction of a particular aspect of linking such as hooks, or the practice of linking letters in commonly found patterns). Letters should be taught in letter family groups and their similarities and differences should be stated clearly as this reduces the amount of new information to be learned as each new letter or type of linking is introduced.

Throughout the year Foundation Stage pupils will build up to a daily handwriting session linked to the daily phonics sessions. In KS1 these daily sessions will continue and weekly lessons will also be used to consolidate the correct formation of lower case and upper case letters. Patterns will also develop pencil control and the formation of specific letter groups can be practised. Handwriting is often linked to high-frequency, common exception words and key spelling patterns from the No Nonsense Spelling Programme.

During KS2, handwriting will be taught during a weekly class lesson where appropriate with some individual/group short practise sessions and will be specifically linked to the spelling focus and the No Nonsense Spelling Programme.

Handwriting practise across the school will be done in handwriting books with guidelines to aid letter size. During a handwriting session, staff will remind children of the following key elements of letter formation and where letters sit on the line:



### Learning environment:

A mixture of print and cursive writing should be displayed around each classroom and on display boards around the school. A range of writing implements, line guides, word lists and dictionaries will be available in each classroom.

A model of the agreed handwriting style for capital letters and lower case letters should be displayed in all classrooms alongside a dedicated handwriting display board. (See Appendix 1)

### Pen Licence

In Key Stage 1, children will use pencils to begin with and the correct pencil grip will be reinforced as necessary. Once children are ready, they will move onto a handwriting pen: this is dependent on the individual child. One pen will be issued to all children, to be used in general work, when the teacher feels the child is ready. The aspiration is that by the end of year 2, all children will be using pen, which will be given when the child is using a neat legible style. Once children are deemed ready to write with a pen, they will be awarded a pen licence. (See Appendix 2) Letters should be appropriately sized and joined with appropriate spacing between words.

### The Joining Style (see Appendix 3)

Joins between letters are only worthwhile if they increase the speed, rhythm and ease of writing *without* reducing legibility.

### Which letters join?

Joins are made **both to and from** the following 17 letters:

a c d e f g h i k l m n o r t u v w

Joins are made **to but not from** the following 8 letters:

b j p q s x y

Joins are *never* made **to or from** the letter **z**

Letters with loops: g

The 4 basic joins:

1. Diagonal joins to letters without ascenders e.g. in, on, at

2. Diagonal joins to letters with ascenders e.g. at
3. Horizontal joins to letters without ascenders e.g. on
4. Horizontal joins to letters with ascenders e.g. the 'eb' in z-eb-ra

\*Children joining our school from other schools will not be expected to change their established 'joining style' as long as it is legible, fluent, well-formed and joined.

### Inclusion

The vast majority of pupils are able to write legibly and fluently. However, some pupils need more support and provision will be made for this through teacher progression maps. Teachers of children whose handwriting is limited by problems with fine motor skills should liaise with the SENDCo to develop a programme designed for the individual child. This may involve additional handwriting sessions and access to extra resources. Other areas that could be considered are posture, lighting, angle of table etc.

All teachers are aware of the specific needs of **left-handed pupils** and make appropriate provision:

- Paper should be positioned to the left for right handed pupils and to the right for left handed pupils and slanted to suit the individual in either case;
- Pencils should not be held too close to the point as this can interrupt pupils' line of vision;
- Pupils should be positioned so that they can place their paper to their left side;
- Left-handed pupils should sit to the left of a right-handed child so that they are not competing for space;
- Extra practice with left-to-right exercises may well be necessary before pupils write left-to-right automatically.

Teachers demonstrate to left-handers on an individual or group basis, even if the resulting writing is not neat.

### Expectations of all adults:

All adults in school are the most important role model for presentation and high expectations. They are responsible for modelling good practice, ensuring all children understand and follow handwriting expectations and intervene to ensure all children present their work to the best of their ability.

### All staff must have:

- High expectations of children's work and the way it is presented
- Regularly remind children of expectations for handwriting and presentation
- Communicate clearly to children expectations for the presentation of their work
- Monitor children's handwriting daily and provide adequate time for them to respond to feedback and marking
- Encourage children to monitor their handwriting, presentation, edit their own work and provide strategies for presenting it appropriately
- Ensure that children are following the school handwriting policy in all pieces of work
- Model the school handwriting script at all times including on the board and in pupil feedback

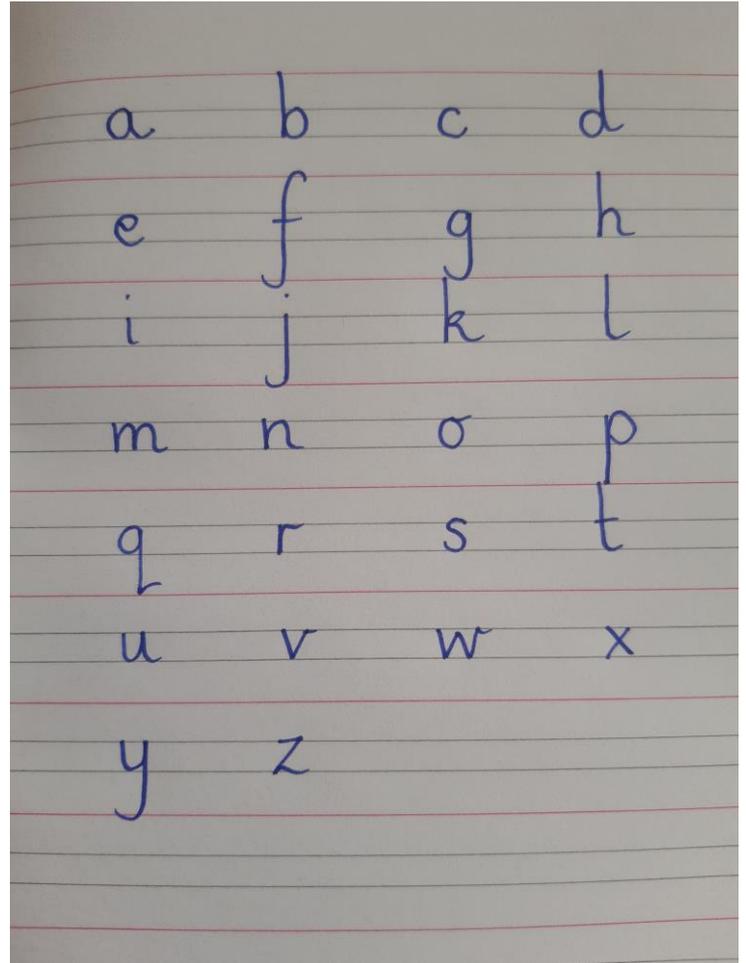
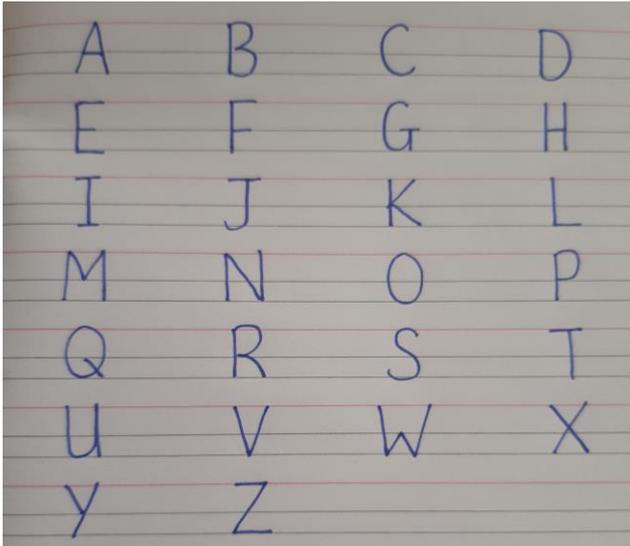
### The contribution of handwriting to other aspects of the curriculum

The growth in the use of word processing and desktop publishing has increased pupils' awareness of the importance of presentation and the variety of handwriting styles/fonts available. Pupils are encouraged to evaluate a range of fonts and to select whatever is appropriate to suit particular purposes.

Teachers discuss handwriting and presentation in all subjects and aim to model good handwriting themselves. Teachers are **explicit** about different types of handwriting for example, personal note-taking or best handwriting for presentation. Teachers give handwriting a high priority in classroom displays.

Teachers aim to make handwriting lessons relevant to the curriculum, by providing a purpose for the work and encouraging the children to view handwriting as a way of producing high quality presented work.

Appendix 1



Appendix 2

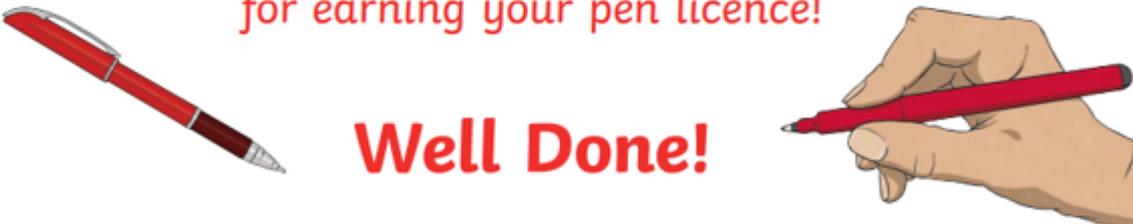
**Pen Licence**

Congratulations to \_\_\_\_\_

for earning your pen licence!

**Well Done!**

Date \_\_\_\_\_ Signed \_\_\_\_\_

An illustration of a red pen on the left and a hand holding a red pen on the right, both in a simple, cartoonish style.

Appendix 3

aaaaa bbbbb ccccc ddddd  
eeee e fffff ggggg hhhhh  
iii jjjjj kkkkk llll  
mmmmm nnnnn ooooo ppppp  
qqqqq rrrrr sssss ttttt  
uuuuu vvvvv wwww wwww xxxxx  
yyyyy zzzzz