

Churchfield C.E. Primary Academy



Handwriting Policy

Signed by:

_____ Interim Principal

Date: _____

_____ Chair of LAC

Date: _____

At Churchfield C.E. Primary Academy, we believe that neat, well-formed handwriting and presentation of written learning helps to raise standards as the pupils take pride in, and have a sense of ownership of their learning. As an academy, we are adopting the fully cursive method of handwriting.

There are four main purposes to this policy:

- To establish an entitlement for all pupils;
- To establish expectations for teachers of this subject;
- To promote continuity and coherence across the academy;
- To state the academy's approaches to this subject in order to promote public and parents' and carers' understanding of the curriculum.

Background

Why is a handwriting policy important for a primary academy?

Handwriting is a skill which, like reading and spelling, affects written communication across the curriculum. Given effective teaching, handwriting can be mastered by most pupils by the time they are seven or eight years old enabling them, with practice, to go on to develop a faster and more mature hand ready for secondary school and adult life. The surest way to ensure consistent teaching and the development of legible, fluent joined handwriting throughout the academy is to have a written policy agreed and put into practice by all staff.

Handwriting is a movement skill; children need to practise handwriting movements correctly and often. The first handwriting lessons are vital and the most important issue is to ensure that the children we teach learn to form the letters of the alphabet with the correct sequence of strokes from the beginning. The correct formation of all letters needs to become quite automatic and may require a lot of practice.

Suzanne Tiburtius of the National Handwriting Association

Aims:

- To raise standards and stamina in writing across the academy.
- To have a consistent approach across Early Years, Key Stage 1 and Key Stage 2 when teaching handwriting and presentation of learning throughout the academy.
- To build on the writing established in Early Years through Jolly Phonics and Letters and Sounds.

- To adopt a common approach towards handwriting by all adults when writing in children's books, on the IWB or on displays / resources.
- For pupils to:
- Achieve a neat, legible style with correctly formed letters in cursive handwriting.
- Develop flow and speed, so that eventually they are able to produce the letters automatically and in their independent writing.

Strategy for Implementation

Entitlement and curriculum provision

Handwriting is taught daily through writing sessions and may be linked with spelling, grammar or phonics objectives. Shared and guided writing provides additional opportunities for the modelling and monitoring of handwriting.

Teaching and Learning

Handwriting is a skill, which needs to be taught daily. Since handwriting is essentially a movement skill, correct modelling of the agreed style by the teacher and teaching assistant is very important; it is not sufficient to require pupils to copy models from a published scheme or worksheet.

Consistency in the attitudes displayed, the methods employed and the models provided is the key to effective learning.

The role of the teacher:

To follow the academy policy to help each child develop legible and fluent handwriting.

To provide direct teaching and accurate modelling.

To provide resources and an environment which promotes good handwriting.

To observe pupils, monitor progress and determine targets for development.

Continuity and Progression

Foundation Stage

The emphasis at this stage is with movement rather than neatness. Letter formation (starting at the right entry point and then moving in the right direction) learned at this early stage becomes automatic and has a profound influence on later fluency and legibility. Pupils are to

be taught to use lead-in strokes, following agreed policy, as soon as they are ready for letter formation. (For agreed letter formation please see **Appendix 1**).

To aid movement, close attention is given to pencil grip, correct posture, the positioning of the paper and the organisation of the writing space. Teachers are vigilant to ensure that bad habits do not become ingrained and that the specific needs of left-handed pupils (for example, additional tracking and tracing of letters at the pre-writing stage) and those with special educational needs are met.

In the pre-communicative stage, pupils play with writing and these experiments are recognised and praised as an important stage in the child's understanding that marks on paper convey meaning. Pupils are given the opportunity to experiment with a range of writing materials and implements; a multi-sensory approach is used to help pupils feel the movement in the hand.

Key Stage 1

Building on the foundation stage, pupils at Key Stage 1 develop a legible style and begin to use fully cursive handwriting in Year 1 by starting to join their letters. This is dependent on ability not age/ year group of the child.

This is achieved in Year 1 by developing a comfortable and efficient pencil grip and by practising handwriting in conjunction with spelling and independent writing. Correct letter orientation, formation and proportion are taught in line with the academy's agreed handwriting style. This continues in Year 2.

Key Stage 2

The target for children in Key Stage 2 is to produce a fluent, consistently formed style of fully cursive handwriting with equal spacing between the letters and words.

- Children will have handwriting modelled to them in every lesson.
- Children in Year 3, Year 4 and Year 5 will write with pencils until the class teacher assesses that they are joining competently and consistently. They will then be given a black biro.
- In Year 6, children will use a black biro.
- Children will use a pen to complete the majority of learning, where appropriate and using a fully cursive style.
- Pencils will be used in Maths or for drawing and completion of diagrams.

Presentation guidance

It is essential that all children should have pride in their learning and that it is set out well.

When ready, children should be encouraged to use a neat, cursive style in all written learning, except Maths.

- Children should write from the margin to the edge of the page.

- Children should start new learning on a new page.
- Children will neatly cross out any mistakes made.
- Rubbers will not be used to correct errors. Children need to show their mistakes and so a neat line will be used to cross out any mistakes before correcting.
- Criteria for presentation of learning will be discussed prior to commencement of learning.
- Pictures should be coloured in pencil crayons or plastic crayons. Felt pens should not be used in exercise books.
- When squared paper is used for Maths 1 digit is written in each box and a line is left between each calculation.

Resources

To aid pupils' handwriting we have purchased a site license for 'Handwriting for Windows'. This is loaded on to all computers in the academy, the default settings for individual letter formation are as agreed, and these can be seen in **Appendix 1**.

In addition, site licenses for "The Handwriting File" and "Precursive fonts" have been obtained. These resources can be used to print readymade and prepared materials in agreed style. These can also be used on interactive whiteboards to model letter formation.

Inclusion

The vast majority of pupils are able to write legibly and fluently. However, some pupils need more support and a specific individual or group programme is drawn up in consultation with the SEN co-ordinator. Thicker triangular pencils, pencil grips and wider lines will be used by children experiencing problems writing alongside other activities to develop their fine motor skills.

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 are alert to the fact that it is very difficult for left-handed pupils to follow handwriting movements when a right-handed teacher models them. Teachers should demonstrate to left-handers on an individual or group basis, even if the resulting writing is not neat.

The learning environment

A dedicated writing area is established in all classrooms at Foundation Stage.

Writing areas/boxes are equipped with a range of writing implements and materials.

In KS1 and KS2, suitable materials are available for pupils to learn at their own tables. Throughout all Key stages teachers display both handwritten and word-processed learning to give a high profile to developing a neat, legible cursive style.

The role of parents and carers

The Foundation Stage teachers play an important role in communicating this at an early stage, for example, to ensure that parents are informed and encouraged to offer good models to their pupils by using only capital letters for the beginning of their names, practising drawing patterns together, playing joining up games which encourage left to right directionality.

All members of staff (including teaching assistants, supply teachers, and students) are provided with appropriate handwriting models and are expected to promote the agreed handwriting style by their own example.

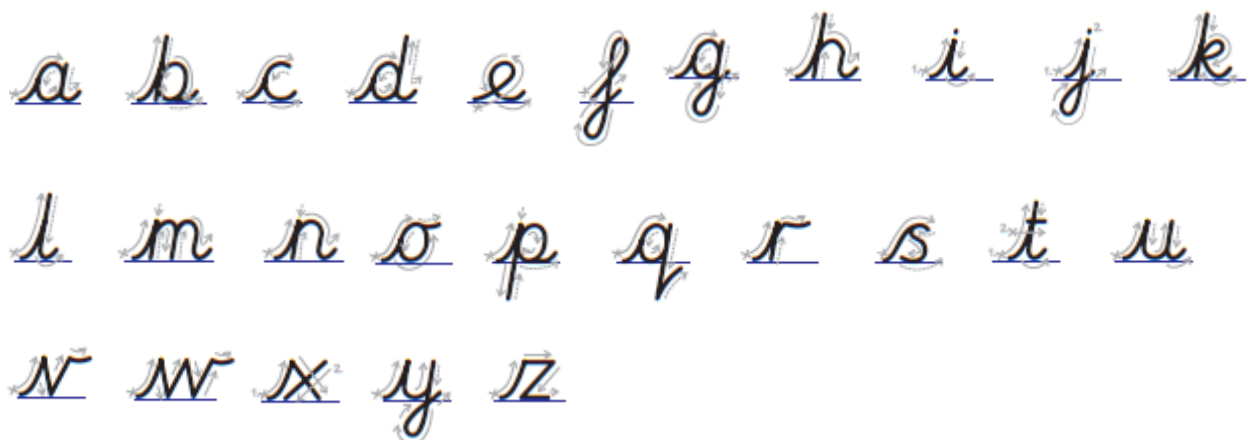
Monitoring and Evaluation

- This will be undertaken by the class teacher and will also be assessed as part of each term's English writing assessments.
- When undertaking scrutiny, co-ordinators will monitor all subjects for appropriate presentation and the use of cursive writing.

Appendix 1: Examples of agreed letter formation

- After consultation of SLT and teaching staff the following handwriting style was agreed:
- As an academy, we are adopting the fully cursive method of handwriting, which will begin, as pupils are developmentally ready, in EYFS.
- Letter formation will feature lead-in strokes.

Examples:



Example text featuring these letter formations:

Friday 19th - Tuesday 23rd March 2021

Final piece - Paddington narrative.

One sunny, bright day, Mr and Mrs Brown were waiting at Paddington station for their daughter Judy when Mr Brown saw a luggage bear. They couldn't believe their eyes. Unbelievably, there was actually a bear and Mrs Brown read the label said, 'Please look after this bear'. Mr Brown took Paddington to the snack bar, to get some delicious food while Mrs Brown got their daughter Judy. When Mrs Brown got back she shouted "What are you doing to that poor bear!" Paddington stood up and clumsily slipped on a chocolate tart. Then they strolled outside and clambered into a taxi and drove home to see Mrs Lord.

When they slowly walked down the stairs, they saw an immaculately clean taxi waiting for them. Next, when they were in the taxi, Paddington tapped the taxi driver's shoulder and he muttered "Cream, I mean and jam all over my new, dear coat!" Soon, they arrived at home and helped him on the patio. When they got in Paddington heard Mrs Brown say, "You better have a bath before you get older!" So Paddington took a bath. The bath was like a bubble popping on your head.

Paddington made himself at home by writing his name in the steam on the mirror and he carefully drew a picture of Lima, which is the capital city of Peru. It wasn't until a splash of water dropped on his head that

he remembered what he was meant to be doing. Paddington cannon balled into the bath. He yelled "HELP!" "What on earth happened?" R replied Judy. "You should of unplugged it", exclaimed Jonathan. "Oh I never thought ^{of} that", Paddington muttered. Paddington came down the stairs so nice and clean no body could possibly be mad with him. Paddington was so clean and the bath left no marmalade or chocolate tart stains. He sat in a slippy chair and told the family about his adventures but before he had finished he was fast asleep.

A brilliant narrative Olue, you have really concentrated, and have included all of the taught features. Well done!

VT layout