



The Federation of Cowick and Pollington-Balne CE Primary Schools



Handwriting Policy

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Policy in brief

This policy sets out the following:

- The legal framework related to the English curriculum (handwriting)
- The roles and responsibilities of staff
- An overview of coverage in the handwriting curriculum across school
- How staff teach handwriting through two stages

Handwriting policy

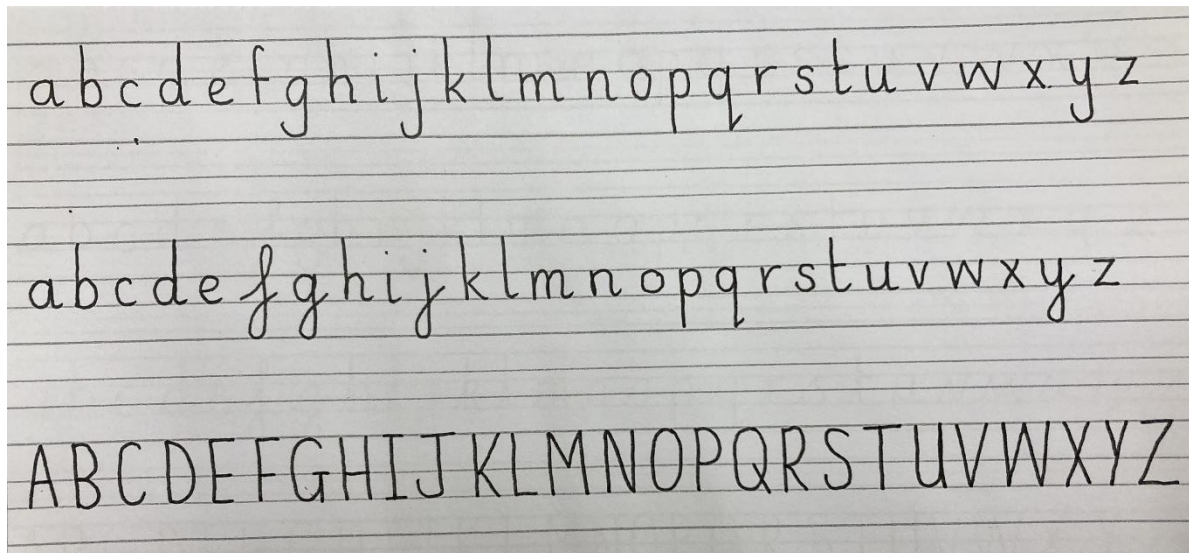
Intent

Handwriting is a skill which, like reading and spelling, affects written communication across the curriculum. Children must be able to write with ease, speed and legibility. Cursive handwriting teaches pupils to join letters and words as a series of flowing movements and patterns. The development of this fluid style when mastered allows children to apply their energy into the content of their writing as opposed to the formation of the letters themselves. Handwriting skills are taught regularly and systematically throughout the school.

At the Federation of Cowick & Pollington-Balne CE Primary Schools, our aims in teaching handwriting are to encourage the progression and development of each child's handwriting throughout the school into a fluent, legible and individual style that can be adapted for a range of purposes and will support their spelling and composition.

Implementation

Children will be taught to follow the 4 Ps (Posture, Pencil, Paper, and Pressure) and the S Factors (Shape, Space, Size, Sitting, Stringing, Speed, and Style). *See Appendix A.* Presentation and letter formation will be encouraged, during writing across the curriculum, in line with National Curriculum expectations. However, unless a neat copy, content will take precedent.



EYFS

In this stage, our focus is on movement and motor skill development. Opportunities for children to develop these skills through their play. By the end of EYFS, the expectation is that 'every child uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.' We ensure that:

- Children have access to a range of mark making tools.

- The environment provides a range of writing opportunities both indoors and outdoors, where children can practise and apply pre-writing skills.
- Children are taught the letters in their name when they are developmentally ready.
- Children use thick triangular pencils to enable them to learn how to hold a pencil correctly.
- Irregular letter forms starting in the correct place, with movement in the correct direction are encouraged over uniformly regular letters achieved through incorrect movements. This will support children to develop their fluency as they progress through our school.
- Close attention is paid to pencil grip, correct posture and the positioning of the paper to help children develop good handwriting habits for the future (4 Ps and S Factor).

Key Stage 1

Across KS1, children are encouraged to form letters correctly, starting and finishing in the right place. The National Curriculum states that children should be taught a joined style as soon as they can form letters securely with the correct orientation (usually around the age of seven). This may occur during Year 2 if a pupil is ready. Discrete handwriting sessions are delivered using 'letter families' and are also linked to children's spelling work.

National Curriculum

In Year 1, pupils are encouraged to:

- Sit correctly at the 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 the digits 0 to 9.
- Understand which letters belong to which handwriting 'family' (a group of letters that are formed in the same way).

In Year 2, pupils are encouraged to:

- Form lower case letters of the correct size, relative to one another.
- Write capital letters and digits of the correct size, orientation and relationship to one another.
- Use spacing between words that is appropriate for the size of the letters.
- When ready, start using some of the diagonal and horizontal strokes needed to join letters, and understand which letters are best left unjoined.

Key Stage 2

Across KS2, children are taught to write with a joined style as soon as they can securely form letters with the correct orientation. understand which letters, when adjacent to one another, are best left un-joined. Discrete handwriting sessions are supported through independent handwriting activities linked to phonics and spelling, for example Get Spelling.

National Curriculum

In Year 3 and 4, pupils are encouraged 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 unjoined
- increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes 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]

In Year 5 and 6, pupils are encouraged 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

Disabilities & Equalities Statement

All children are given full access to the National Curriculum. Staff will endeavour to ensure that all children reach their potential, irrespective of race, gender, age, home-background or ability. The Federation of Cowick & Pollington-Balne CE Primary Schools is committed to promoting equality. When planning and teaching handwriting, staff will make reasonable adjustments to promote equality of opportunity.

Handwriting Equipment

Children will use line sizes appropriate to their stage in writing. During handwriting sessions, specific handwriting paper may be used. Children should use a sharp HB pencil for all handwriting initially. When pupils demonstrate competency, there will be appropriate opportunities for them to use pen for specific pieces of work. The use of pen will be determined by the purpose and context of the writing rather than individual teacher permission. Adaptations may be made for pupils whose needs mean that pencil or pen is more appropriate to support their handwriting development and participation in learning.

Marking and Feedback

We emphasise constructive feedback. In our marking policy we have clear systems for feedback of children's work which is adhered to throughout our handwriting sessions. In handwriting sessions and during independent work it is important that incorrect pencil grip and incorrect letter formation are identified and corrected at the point it occurs. Staff members will teach discrete handwriting sessions; however, this style may not always be reflected during adult marking. This may not also be used by children within workbooks, but will be encouraged in handwriting/neat/presentation books.

Impact

Handwriting is a skill which affects written communication across the curriculum. Our aim is that children are able to write with ease, speed and legibility. Writing should be fluid in style to allow children to apply their energy into the content of their writing as opposed to the formation of the letters themselves.