



HANDWRITING POLICY 2017

Introduction

The Handwriting Policy is intended to enable all children in the school to develop a consistent and legible script that will assist their writing. It follows the guidance of the National Curriculum and is supported by the use of the Cambridge Pen Pals (CPP) scheme. Effective teaching of handwriting can only be achieved through modelling. Teachers must demonstrate letter formation and joins regularly for children to practice by copying and repeating.

Key Principles

- Handwriting should be taught explicitly in short frequent sessions. It should be modelled by staff then supervised.
- Staff should be modelling correct handwriting at all times E.g. when writing on the board and marking children's books.
- Where possible, especially in EYFS/YEAR 1 it should be linked to phonics and spelling patterns. This will help with handwriting and with the 'muscle memory' of spelling patterns.
- When ready, children should practise their handwriting on lines the same as those in their writing books.
- High expectations of writing are needed; children should repeat handwriting if incorrect.
- A pen licence will be issued at the discretion of the class teacher; when the child can write with speed, fluency and legibility.

Using the CPP Scheme

At Stow Primary, teachers refer to the teaching book specific to the year group they are teaching. This supports the teaching of handwriting progressively and at the appropriate stage for the pupils in their class. Supporting materials are also available to the children including specific CPP practice books and an interactive computer programme. This includes warm-up activities for the children to follow along for their specific joining rule.

Progression of skills

Handwriting in the EYFS:

Good handwriting relies on secure motor control and hand-eye coordination. Children in EYFS should learn handwriting through movement, play and opportunities to use their fingers and hands.

Children will:

- Draw lines and shapes.
- Manipulate objects with control eg: play-dough.
- Re-trace lines with control.
- Engage in activities requiring hand-eye coordination.
- Use one handed tools and equipment.
- Develop their fine motor skills through activities such as cutting and Finger Gym.
- Develop their gross motor skills through large scale movements.

Pupils should be taught:



EYFS

- Pre-writing stage; mark making.
- Using a range of writing tools such as chalk, pencils, paint, crayons.
- Sit correctly at a table.
- To form lower case letters in the correct direction, starting and finishing in the right place.
- Word formation based on word groups.
- Holding a pencil comfortably and correctly.

YEAR 1:

- Form lower case letters to the correct size relative to one another.
- Continue to form lower case letters and capital letters in the correct direction, starting and finishing in the right place.
- Continue to develop the right posture in order to write correctly.
- Understand which letters belong to which handwriting groups eg: the letter 'a' belongs to the curly caterpillar group.
- Make links with spelling and phonics.
- Start using horizontal and diagonal strokes to join letters.
- Understand the vocabulary related to handwriting E.g: entry, exit points, horizontal and diagonal strokes, ascenders, descenders.
- Children to regularly practise their handwriting in a tracked book.

YEAR 2:

- Children to continue to regularly practise their handwriting in a tracked book until ready to use a non-tracked book.
- Use horizontal and diagonal strokes to join letters and understand which letters are best left un-joined.
- Understand which letters have an ascender and which letters have a descender.
- Write capital letters of the correct size, orientation and relationship to one another and to lower case.
- Use spacing between words that reflect the size of the letters.
- Continue to develop the right posture in order to write correctly.

YEAR 3/4:



- Use horizontal and diagonal strokes to join letters and understand which letters are best left un-joined.
- Increase the legibility, consistency and quality of their handwriting.
- Lines of writing are spaced sufficiently.
- To develop the right posture in order to write correctly.
- Children progress to practising their handwriting in a book with lines that are in their writing books.
- Children aim to gain a pen licence for correct formation, fluidity and correct joins. (The giving of a pen licence will be at the class teacher's discretion and children will then be able to use these for their handwriting practice).

YEAR 5/6:

- Write legibly and fluently with increasing speed and personal style.
- Choosing which shape of letter to use when given choices and deciding, as part of their personal style, whether or not to join letters.

Supporting Individual Children

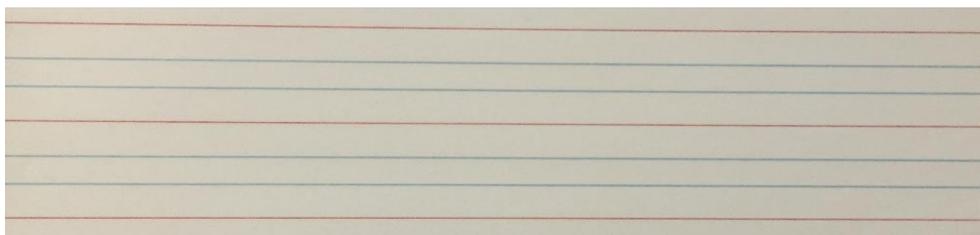
Left-handed children should sit to the left of right handed children to avoid their arms bumping each other. Left-handed children should sit with their body and paper at a slant to the right. This enables them to see their pencil tip, prevents children smudging their work with their writing hand and allows the pencil to move more freely. Some children may also need to use different tools to support their handwriting development, for example; pencil grips, a sloping surface or a thick triangular pencil.

If children require intervention, KS1 children will receive a Fine Motor Skills intervention and KS2 will carry out their handwriting joins on more occasions in the week; supported with prompts.

SEN children will move through each stage at the time that is right for them but should still be exposed to their age appropriate phase. The overall idea of each new letter formation and relevant task is for **everyone** to learn.

Appendix

Tracked lines used in all children's handwriting books from the more able children in Year 1 to Year 6.





Policy written- March 2017
Ratified by Governing Body-
Date to be reviewed- **March 2018**

Signed:
Subject Lead

Signed:
Subject Governor

Signed: **Chair of Governors.**