

HANDWRITING POLICY

Rationale:

All children are introduced to Cursive Handwriting from the start of FS2. We believe this raises standards in handwriting throughout the whole school, developing confidence, accuracy and fluency and improved presentation.

The rules of the Cursive Style help:

- To minimise confusion for the child as every letter starts on the line with an entry stroke and leads out with an exit stroke.
- With the flow of Cursive Writing as letters naturally flow into each other, it is impossible to write separate letters without joining.
- Form spacing between words as the child develops whole word awareness
- Develop a child's visual memory
- All children's writing skills regardless of academic ability
- To develop skills of punctuation, spelling and grammar.

Aims

- To provide equal opportunities for all pupils to achieve success in handwriting.
- To produce clear, concise, legible handwriting in all areas of the curriculum.
- To develop accuracy and fluency.
- To help children recognise that handwriting is a form of communication and as such should be considered important in order for it to be effective.
- To promote confidence and self-esteem.
- To encourage children to take pride in their work.
- To help children recognise that handwriting as a life-long skill and will be a fundamental element of all forms of written communication throughout their lives.
- To adopt a common approach towards handwriting by all adults when writing in children's books, on the whiteboard or on displays/resources.
- To have a consistent approach to the teaching of handwriting across both Key Stage 1 and Key Stage 2.

Objectives: Implementation of the school's Aims:

All teachers and teaching assistants have a responsibility to model and teach consistent, cursive handwriting throughout the curriculum.

To achieve the aims of the Handwriting policy the school will:**Entitlement and curriculum provision**

Cursive handwriting is taught alongside phonics from Early Years onwards. It is also taught, when needed, throughout Key Stage 1 and 2, reacting to the children's needs. Issues with a child's handwriting is picked up on through feedback and marking. Children may also be taken for handwriting intervention.

Teaching and Learning

Handwriting is a skill which needs to be taught explicitly. Since handwriting is essentially a movement skill, correct modelling of the agreed style by the teacher is very important. Consistency in the attitudes displayed, the methods employed and the models provided is the key to effective learning. A mixture of whole class, small group and individual teaching is planned.

The role of the teacher:

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

To provide direct teaching, when appropriate.

To provide resources and an environment that promotes good handwriting.

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

To be a good role model, using a neat legible handwriting style themselves.

To have high expectations of presentation and handwriting in all subjects.

Continuity and Progression**EYFS**

On entry, children are involved in a variety of activities to develop essential pre-writing skills in line with the Early Learning Goals of the Foundation Stage. They are encouraged to work towards a tripod grip. Activities to develop gross motor and fine motor control are used on a regular basis.

Children are introduced to actual letter formation in conjunction with the introduction of phonic skills. They are taught where to start the letter and introduced to cursive script when taught a new grapheme. Practice of particular High Frequency Words helps to develop good visual and writing habits e.g. 'the', 'and'. By the end of the EYFS, all children will have been introduced to all cursive letters of the alphabet and introduced to more independent writing.

Parents are sent our cursive script in their initial starter pack and as children learn a new phoneme; this is sent home with handwriting practice of the child's own name.

KEY STAGE 1

Building on the foundation stage, pupils at Key Stage 1 develop a legible style and begin to use fully cursive handwriting by Year 1 This is dependent on ability not age/ year band of child. This is achieved in Year 1 by developing a comfortable and efficient pencil grip and by practising handwriting in conjunction with phonics and independent writing. Correct letter orientation, formation and proportion are taught in line with the school's agreed handwriting style. This continues in Year 2.

KEY STAGE 2

The Cursive style continues to develop throughout Key Stage 2. Handwriting may still need to be taught and is definitely consolidated through GPS and writing in any area of the curriculum. Handwriting is assessed as part of the year group curriculum

The use of ICT

All teachers use the Interactive Whiteboard in direct teaching: the teacher can demonstrate the correct letter formation and joins clearly to the whole class at once if necessary. Joined cursive font is used as standard with any printed text the children see or receive.

Handwriting and Reading

In school, children are exposed to both cursive and print styles as well as commercial print. They develop awareness for reading in print and writing in cursive side by side in their learning, such as prompts around classrooms/school – teachers lettering, labels on displays/teaching aids e.g. alphabet on walls and through teachers modelling of writing.

Left Handed Children

Each left-handed child is identified to ensure that writing conditions are suitable. The following guidelines are useful to help left-handed children.

Guidelines for writing left-handed:

- The writing surface and chair are suitable for the child's own height and allows them to sit appropriately.
- The child sits towards the left of their partner leaving plenty of space for writing on the left side of his/her – mid line (this allows maximum space for arm movement).
- A writing tool which does not smudge.

Children with difficulties

Sometimes some children may experience difficulties and these will be addressed through differentiated work and intervention. We have adopted the Tiodorescu Intervention Programme for fine motor skills to support children who experience more difficulty.

Resources

Teachers use the chosen handwriting joins (see appendix 1) to base their teaching of handwriting on. Joined cursive font is used on the computer where possible. Lined flipchart paper is used for modelled and shared writes.

Monitoring

The presentation of all work is monitored through work scrutinies, learning walks and lesson observations.

Date for next review

February 2018 (Annually)

<u>Policy Adopted by Subject Coordinator</u>	<u>SIGNATURE</u>	<u>DATE</u>
Miss L Nicholson	L. Nicholson	9.1.18
<u>Policy Adopted by Headteacher</u>	<u>SIGNATURE</u>	<u>DATE</u>
Mrs J Elcock		

Handwriting Policy
(Appendix A)

Aa Bb Cc Dd Ee Ff Gg

Hh Ii Jj Kk Ll Mm Nn

Oo Pp Qq Rr Ss Tt Uu

Vv Ww Xx Yy Zz

*The quick brown fox
jumps over the lazy dog.*