

Handwriting Policy

1. Introduction

Handwriting is a taught skill and it is important that teachers are seen to put a high value on teaching and sustaining good handwriting, letter formation and correct pencil grip. We believe that children's self-esteem and pride in their work can be raised by good quality presentation.

2. Aims and objectives

For teachers to:

- To raise standards in writing across the school
- To have a consistent approach when teaching handwriting and for presentation of work throughout the school
- To adopt a common approach towards handwriting by all adults when writing in children's books, on the whiteboard or on displays/resources

For students to:

- Achieve a neat, legible style with correctly formed letters in joined handwriting
- Develop flow and speed, so that eventually they are able to produce the letters automatically in their independent writing
- Increase their stamina for sustained writing through fluent handwriting
- Improve their recognition of spelling patterns through joined handwriting

3. Learning and teaching style

Effective learning

- The whole school approach begins in FS1 where children will use a variety of materials to engage in mark making, e.g. crayons.
- In FS2, students will use pens and pencils as they continue to develop their fine motor skills.
- Before starting to write there should be a focus on posture: two feet on the floor, the back to the chair, elbows down etc.
- Students must use a sharp HB pencil and learn to hold the pencil/pen correctly between the index finger, middle finger and thumb.
- Students will be expected to note letter spacing, correct letter formation and that ascenders and descenders are at the correct height. They will use handwriting books with lined paper to support them, e.g. the height between the red and blue lines for the formation of letters.
- Students will also practise handwriting patterns to ensure the correct letter formations and joins and to develop fluency.
- Handwriting is an explicit element to the phonics programme.
- It is important that in the Early Years and at Key Stage 1 children are observed closely during lessons to ensure that letter formation is correct.



- Displays both written and computer generated need to model the diagonal and horizontal strokes needed to join letters. Students should learn and understand which letters, when adjacent to another one, are best left unjoined.

Effective teaching

- Teachers in the first instance should model this style of writing in all writing across the school, including handwritten or typed displays, labels and in marking.
- In handwriting lessons, teachers will first let the students warm up, e.g. hand warm up exercises, then model the letter formations. This may initially be done through gross motor movements (e.g. exaggerating the direction or where ascenders and descenders occur). This is before the students put pen to whiteboard or pencil/pen to paper.
- Student success in handwriting will be celebrated in lessons.
- In EYFS and KS1 the specified font should be used in all teacher created resources to model the print lettering as per DfE recommendations.
- In EYFS and KS1 the teachers will refer to the GFD rhymes that support letter formation.
- In KS2 the specified font should be used in all teacher created resources to model the joins as per DfE recommendations.

4. English curriculum planning (handwriting)

We seek to fulfil the requirements of the National Curriculum for England and EYFS Curriculum. Planning is based on objectives taken from these, which ensures a progressive structure. In their short-term planning, teachers outline specific objectives for groups of children and individuals in order to ensure progress.

- Handwriting will be taught as part of the English curriculum and will be included explicitly in the weekly planning schedule.
- In the Foundation Stage, this will be taught through phonics.
- In the Foundation Stage, students will be taught how to form letters, in conjunction with their phonics input.
- Students should also be encouraged to explore handwriting formations using different mediums particularly in the Early Years e.g. writing in sand, with gel pads, with foam, etc.

5. The contribution of handwriting in other curriculum areas

Students are expected to apply appropriate handwriting across all curriculum areas

6. Inclusion including reference to SENDo, EAL, G&T

The vast majority of students are able to write legibly and fluently. However, some students need more support and a specific individual or group programme is drawn up in consultation with the Head of Inclusion. 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.



7. Assessment and recording

Teachers will observe good handwriting practice as part of students' continuous assessment. Students will also be encouraged to self and peer-assess, e.g. celebrating success within lessons, etc. If students are struggling beyond normal class teaching, then the teacher should follow the school's Inclusion Policy for referral for targeted support from the Inclusion Team.

Handwriting and presentation should be reported on in the annual report statement to parents as part of the English commentary.

8. Roles and responsibilities

- **Senior Leadership Team** - Will be responsible for the overall implementation of the Handwriting Policy across the school.
- **Teachers** - have a duty to teach handwriting explicitly during English curriculum time but should also support students across the curriculum in implementing high standards for good handwriting and presentation.

Monitoring and review

Signed *A. Lunnings* Date 17/07/2024
Head of Primary

Signed *C. Seymour* Date: 17/07/2024
Teaching and Learning Coach

Signed *L. P. U.* Date: 17/07/2024
Principal/CEO

Next policy review dates:

February 2025
June 2025