

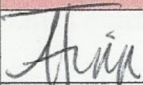
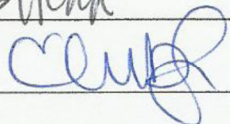


Handwriting Policy

Policy Number : POL-TAL-010

Issue : 1

Status : Final

APPROVED	Date	Name	Signature
School	18/10/12	A. FINN	
Governing Body	18/10/12	E. GIBSON	



CHANGE HISTORY

Issue Number	Issued On	Next Review Due	List of Changes
1	Sep 2012	Sep 2015	Initial Version

1. Overall aims of Handwriting Policy

A flexible, fluent and legible handwriting style empowers children to write with confidence and creativity. As such, we actively teach handwriting as part of the Literacy curriculum through discrete weekly lessons, quick reinforcing sessions and application every day. Handwriting is a developmental process with its own distinctive stages of progression from readiness for handwriting, through to letter joins, practising speed and fluency and higher presentation skills.

To develop a clear, legible style of writing, children are taught to:

- hold a pencil comfortably; promoting a legible style that encourages writing from left to right, from top to bottom of the page and starting and finishing letters correctly
- develop a consistent size and shape of letters and a regularity of spacing between letters and words
- join letters correctly
- develop greater control and fluency as they become increasingly confident.

Since handwriting is an essential movement skill, correct modelling of the agreed handwriting style by all adults is very important. We will never simply ask children to copy models from a sheet or practice book.

2. Expectations

Considerations when teaching handwriting:

- (a) Pencil grip and tension;
- (b) Writing pressure;
- (c) Clarity of the stroke;
- (d) Orientation of the paper for left/right handed children;
- (e) Body posture.

Foundation Stage

Children will begin the Foundation Stage with a wide variety of writing skills ranging from simply making marks to writing their own name unaided. They will move from gross to finer motor skills using a variety of tactile methods. They need opportunities to make marks in their own way and to gradually refine these into recognisable patterns and eventually individual letters.

All Foundation Stage staff, including support staff, must be aware of directionality and when children are showing a firm interest in writing their name, they should be encouraged to use correct directionality.

To aid co-ordination, sand trays and sticks (or fingers), paper, paint and large brushes, modelling materials, blackboards and chalk may be used.

They will be taught the use of capital letters for names and beginning of sentences.

Suggested materials to develop gross and fine motor skills:

- (a) Sand trays/seeds and other tactile materials
- (b) Letter shapes/feely letter shapes
- (c) Large paper and brushes to make writing patterns
- (d) Blackboards and chalk
- (e) Plasticine, play dough, clay.

The *Penpals for handwriting* scheme (Cambridge University Press) will be introduced in Reception and will help prepare children for handwriting, consolidate their motor control and introduce letter shapes. It is expected that most children will be forming each letter by the end of Reception.

By the end of Key Stage One

It is expected that by the end of Key Stage One, children should be moving towards a joined handwriting style and be able to write on lined paper with a reasonable degree of accuracy. They practise and build on Year 1 joins and are introduced to break letters.

In Year 1, children practise forming letters and are introduced to diagonal joins and latterly, horizontal joins both to letters with and without ascenders. An introduction to joined writing can be started when a child has developed a consistent, clear print style, where letters are generally correctly formed.

Children need to be made aware of:

- (a) Where the letter starts;
- (b) Where the individual letter stands with regard to the baseline;
- (c) Ascenders and descenders - lined paper will assist;
- (d) Spacing and finger space between words;
- (e) Consistent writing size;
- (f) Capital letters and their appropriate use

By the end of Year 4

Formation of capitals, lower case letters and the two basic join types (horizontal and vertical) should now be familiar and secure. The majority of children should be able to use joined-up writing for most of their work. Whilst there is continued emphasis on using the movements of handwriting to support spelling through the revision of common letter patterns, they will also be given opportunities to develop speed and accuracy.

By the end of Key Stage Two

It is expected that most children will be writing fluently and are joining their writing across the curriculum. In these year groups the emphasis is on increasing speed, developing presentation skills and learning how to use different styles for different purposes.

The children will be encouraged to develop their own legible, correctly formed and joined script in Year 6.

3. Timings

Reception - The development of gross and fine motor writing skills are continuous and ongoing everyday. Letter formation will be taught as they are introduced in Letters and Sounds, using the *Penpals for Handwriting* materials.

Key Stage One – 1 x 20 minute sessions per week using the *Penpals for Handwriting* materials as well as in daily phonic sessions.

Key Stage Two – 1 x 15 minute session with Teacher assistance and 1 x 15 minute during Guided Reading/Writing independently using the *Penpals for Handwriting* materials.

4. Left-handed Children

Left-handed children will not in any way be discouraged from favouring the left-hand in their work. They may need to position their paper at an angle on the table. The tripod grip (thumb and first finger grip the pencil, which then rests on the side of the second finger) should be encouraged. Practise on a vertical blackboard could help this position or elevated seating.

Extra support, where appropriate, will be provided weekly.

Child Protection Statement

At Kettlefields Primary School the welfare of the child is paramount. All children, whatever their age, culture, disability, gender, language, racial origin, religious beliefs and sexual identity have the right to protection from abuse. All suspicions and allegations of abuse and poor practice will be taken seriously and responded to swiftly and appropriately. All staff and volunteers in school have a responsibility to report any concerns to one of the designated child protection officers.

Equalities Impact Statement:

1. Has this policy fully considered the School's Equality objectives and statement agreed on 28 March 2012?
Yes
2. Are there any impacts of the School's Equality objectives and statement on this policy?
No
3. If "Yes" are these clearly described and their impact assessed within the policy document?
n/a