



Handwriting Policy

Mission Statement

St Barnabas Church of England School aims to provide a safe, caring Christian environment where each child is valued, nurtured and given the opportunity to thrive educationally, personally and spiritually.

Working together we can aspire, learn and achieve through our Christian Values of Forgiveness, Honesty, Kindness, Love, Obedience and Respect.

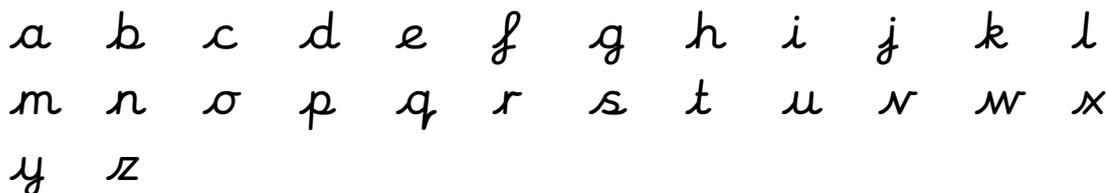


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ST BARNABAS CHURCH OF ENGLAND SCHOOL

Handwriting Policy

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. Handwriting skills should be taught regularly and systematically through the use of our cursive script.



We believe that by introducing this font with the lead-in and out lines as part of the letter formation, children will be able to smoothly transition to a joined writing style.

Aims

At St Barnabas Church of England School our aims in teaching handwriting are that the pupils will:

- Achieve a neat, legible style with correctly formed letters in accordance with the chosen font.
- Develop flow and speed.
- Eventually produce the letters automatically and in their independent writing.
- Be writing with neat, joined handwriting by the end of Year 2.

In order to achieve these aims, the following principles are followed:

Teaching and Learning

- Children should experience coherence and continuity in learning and teaching across the School.
- Develop a recognition and appreciation of pattern and line and be given support in finding a comfortable grip.
- Understand the importance of clear and neat presentation in order to communicate meaning clearly.
- Encouraged to take pride in the presentation of their work and therefore study handwriting with a sense of enjoyment and achievement.
- Be supported in developing correct spelling quickly through a multi-sensory approach to handwriting.
- Shown how to be able to write quickly to aid expressing themselves creatively and imaginatively across the curriculum and for a range of purposes.
- Encouraged use their skills with confidence and pride in real life situations.
- Teaching staff will model the chosen font in all their writing for children- in books and on boards.
- Teaching and materials will be produced in the chosen cursive font wherever possible, whilst we accept the importance of children seeing and recognising a range of fonts.

Knowledge, Skills and Understanding

Early Years Foundation Stage – Reception

Children take part in activities to develop their fine and gross motor-skills and recognition of patterns, for example, to form letters using their index finger in sand or using paint. Children should begin to learn how to correctly hold a pencil and then how to use a pencil, and hold it effectively to form recognisable letters most of which are correctly formed. As the children show they are secure with their pencil grip and demonstrating the motor control necessary, they can be introduced to the chosen font style and be encouraged to start each letter from the line. They should be given the opportunities to develop their handwriting to their full potential at that age. Once the children have learnt all letters of the alphabet, for those children that are ready, cursive handwriting will be introduced, with the aim that by the end of the year a large proportion of the children will be writing in this style.

Years 1 and 2

Children will continue to develop fine and gross motor-skills with a range of multi-sensory activities. Handwriting should be discussed within and linked to phonics sessions. Teachers and support staff continue to guide children on how to write letters correctly, using a comfortable and efficient pencil grip. Children should now be leaving spaces between words accurately and writing on a line and then missing a line. The expectation is that children will all be starting each letter from the line and at the point this is embedded they will develop this into a joined style.

Handwriting practice will be undertaken in the children's usual writing / literacy books on single lines or on paper for writing up work for display. It is important that the children value every piece of writing and so always produce their best. Therefore, work displayed need not be rewritten unless for a specific handwriting display. Where teachers feel it is required, handwriting can be taught more frequently / intensively for a short period in order to raise standards in the class.

By the end of Key Stage 1 children will be able to write legibly, using upper and lower-case letters appropriately and correct spacing between words. Most children should be using a neat and joined style by the end of Year 2.

Handwriting awards will be given by the head teacher each week.

Provision for left-handed children

All teachers are aware of the specific needs of left-handed pupils and make appropriate provision:

- paper should be positioned to the left for right handed pupils and to the right for left handed pupils and slanted to suit the individual in either case;
- pencils should not be held too close to the point as this can interrupt pupils' line of vision;
- pupils should be positioned so that they can place their paper to their left side;
- left-handed pupils should sit to the left of a right-handed child so that they are not competing for space;
- extra practise with left-to-right exercises may well be necessary before pupils write left-to-right automatically.

Teachers are aware of the fact that it is very difficult for left-handed pupils to follow handwriting movements when a right-handed teacher models them. Teachers demonstrate to left-handers on an individual or group basis, even if the resulting writing is not neat.

Capital letters

Capital letters stand alone and are not joined to the next letter. Children must practise starting sentences and writing names using a capital letter and not joining the subsequent letter. This should be modelled by the teacher during English and Phonics sessions.

Inclusion

The vast majority of pupils are able to write legibly and fluently. However, some pupils need more support and provision will be made for this in Individual Education Plans [I.E.P.'s]. Teachers of children, whose handwriting is limited, by problems with fine motor skills, should liaise with the SENCo to develop a programme designed for the individual child or small group.

The Learning Environment

In all classes there are a range of writing materials for pupils to use at their own tables. This includes writing implements, letter formation cards and mats, spelling of key words, suffix examples, word lists etc.

Assessment

A uniformed handwriting style should be consistent throughout the school; this will be evident on display boards and in book scrutinies. Handwriting is currently assessed and recorded within the Symphony Assessment System and forms part of the success criteria of these when assessing pupils progress.

The Role of Parents/Carers

Parents/Carers are made aware of our agreed handwriting style from their child starting school in Reception and encouraged to practise this with their children at home.

Resources

Teachers should have the cursive font installed on any computer they or the children use. Our handwriting style should be displayed in every classroom.