



Handwriting Policy

Revised: May 2018

Review date: September 2020

Signed: _____

Headteacher

“Handwriting is a tool that has to work. It must be comfortable, fast and legible.” Angela Webb, Chair, National Handwriting Association

Handwriting is a movement skill that must be taught through demonstration, explanation and practise. Children must develop a fluent style that not only enables them to present their work to their best standard, but provides them with a skill to write their ideas quickly, whilst maintaining stamina.

Aims

As a school our aims in teaching handwriting are that the pupils will:

- Experience coherence and continuity in learning and teaching of a joined cursive style across the school.
- Understand the importance of clear and neat presentation in order to communicate meaning clearly.
- Take pride in the presentation of their work and therefore learn handwriting with a sense of enjoyment and achievement.
- Be able to write quickly and develop stamina to aid expressing themselves creatively and imaginatively across the curriculum and for a range of purposes.
- Use and maintain their skills with confidence across all subjects and in a wider context outside of school.
- Develop a fluent, joined handwriting style that enables them build writing stamina ready for secondary school.

Knowledge, Skills and Understanding

Years 3 and 4:

- Write legibly, using upper and lower-case letters appropriately and correct spacing within and between words.
- Use the four basic handwriting joins to begin to maintain a consistently cursive style in all writing.
- Begin to use a pen when writing narrative pieces and longer non-fiction pieces across the curriculum.
- Word process short narrative and non-narrative texts.

Years 5 and 6:

- Develop a functional cursive style of handwriting in order to write with greater quantity and at greater speed to keep up with what they want to say.
- Be able to write automatically so that their attention can be given to the content of their writing.
- Understand that different tasks require different levels of speed and legibility, e.g. for personal notes speed is usually important and legibility less so; work for display requires a high level of legibility and neatness but speed is less important.
- Know when to use an un-joined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, e.g. for filling in a form.

Teaching handwriting will follow the National Curriculum (DFE 2013)

Teaching and Learning

We teach handwriting as a specific skill with independent follow-up tasks to practise the particular join taught. Handwriting is taught weekly within the Literacy lesson in Years 3 and 4 and as necessary in Years 5 and 6 based on assessments of the children made by the class teacher. Further intervention with a Teaching Assistant in a one-to-one or group context is provided for those children who are struggling to develop and maintain a joined style.

During the lesson children record their examples taught and practise the joins in their handwriting books. Whiteboards and pens may be used for some activities, as mistakes can be wiped away leaving no record of poor performance.

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. 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. This may involve extra handwriting sessions and access to extra resources. Other areas that could be considered are posture, lighting, angle of table etc. Outside agencies can be contacted where appropriate.

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;

The learning environment

In all classes, children are equipped with pencils and rubbers on their table, as well as having access to line guides in class equipment drawers. A model of the agreed handwriting style should be displayed in all Year 3 and 4 classrooms and all laptops and school computers have a cursive font installed.