



Jesus said 'I have come so that you might have life - life in all its fullness' St John's gospel Chapter 10, verse 10

Brill Church of England School Handwriting Policy

<u>Policy Reviewed</u>	<u>Sept '18</u>				
<u>Policy Owner</u>	<u>L. Wilkinson</u>				
<u>Signed Headteacher</u>					
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<u>Version</u>	<u>1</u>				

Good handwriting is essential for effective communication, good presentation and speed. The children need to be taught correct letter formation, joining methods and good habits of posture and presentation to enable them to achieve proficient standards in all aspects of the curriculum.

The place in the curriculum

Handwriting requires frequent and discrete, direct teaching therefore all year groups will have weekly handwriting lessons and further practice as required. This will form a discrete part of the curriculum and will be taught for a minimum of 20 minutes a week according to the children's needs. Handwriting will also be taught through and linked with other subjects.

Aims

- To achieve high standards in presentation and communication.
- To develop quick writing maximising the fluency, quality and quantity of their work
- To fulfil the National Curriculum Statutory Requirements

Objectives

- Children's handwriting to be correctly formed,
- Children to use effective cursive joining methods, joining letters and words as a series of flowing movements and patterns
- Children to develop a consistent fluent style, which is legible and quick.
- Presentation of children's work to be of a high standard.
- Good handwriting to be an automatic and useful tool to the children's learning making links between handwriting, phonics and spelling.

Teaching and learning strategies

- Foundation Stage will move to pre-cursive lead in lines when the teacher deems it appropriate.
- Whole class or group teaching is used. Children will be taught the skills, posture and methods of writing in recommended exercise books or occasionally as part of a "neat" final draft.
- Displays throughout the school include block letters, cursive writing and computer generated writing.
- When marking or writing comments, members of staff use cursive handwriting.
- Children are given experience of a variety of writing tools. Pens (handwriting and biro) are used.
- Photocopiable masters, handwriting books and lined paper are used throughout the school as appropriate. Guidelines are also used when the children are writing on plain paper.
- Left-handed pupils will receive specific teaching to meet their needs, for example they will sit on the left side of right-handed children, so their elbows don't bump. They

will be encouraged to find a comfortable orientation for their paper, usually slightly to the left of centre of their body, and to have their fingers about 1.5 cm from the point of their pencil.

Resources

- HB pencils are stored in the stationery cupboard.
- Special handwriting pens are provided to all children once they receive their 'Pen License'.
- Handwriting exercise books with guidelines are in the general stock cupboard.

STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of Handwriting are laid out in the National Curriculum for English.

Foundation Stage pupils will be taught to;

- take part in activities to develop gross and fine motor skills and recognition of patterns.
- sit correctly at a table, holding a pencil comfortably and correctly
- know letter formations through the phonics session.
 - form digits 0-9

Year 1 pupils will be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these

Year 2 pupils will be taught to:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters.

Year 3 and 4 pupils will be taught to:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

- joined handwriting throughout their independent writing to support fluency and their composition and spelling

Year 5 and 6 pupils will be taught to:

- write legibly, fluently and with increasing speed by:
- present their work in a neat and visually appealing way
- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task.
- be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version
- be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.

ASSESSMENT

Children are assessed continually throughout the school, through the use of formative, summative, self and peer-assessment. Throughout the academic year samples of children's writing are collected and moderated against National Curriculum and scrutiny criteria.

THE GOVERNING BODY

Regular reports are made to the governors, and in particular to the Literacy Governor, on the progress of English provision. Reports to the Curriculum Governors will also take place regularly on this.