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<b>Linked policies:</b>	English Feedback and Marking Presentation
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## **Boarshaw Community Primary School** **Handwriting Policy**

### **Introduction**

At Boarshaw Community Primary School, we believe that handwriting is a skill which needs to be taught explicitly. It is a movement skill which affects all areas of written communication for all children. We therefore feel that these writing movements need to be practised correctly and regularly so as to avoid ineffective handwriting styles that will be harder to correct as the child becomes older.

In this school, we teach a cursive handwriting style through Achieving Excellence in Handwriting as we believe that this style will establish a systematic and consistent style of writing throughout the school.

This handwriting scheme helps to:

- minimise confusion for the child as every letter leads out with an exit stroke
- write with a fluid motion as letters naturally flow into each other
- form spacing between words as the child develops whole word awareness through the scheme
- develop a child's visual memory
- develop their writing skills regardless of academic ability
- develop skills of punctuation and grammar which are included within the progression of the handwriting scheme

### **Aims**

We aim to provide effective handwriting lessons and activities so as to:

- provide equal opportunities for all pupils to achieve success in handwriting
- produce clear, concise, legible handwriting
- develop accuracy, fluency and speed as the children progress through the scheme
- present work neatly and appropriately to a variety of audiences
- promote confidence and self-esteem in writing
- support the teaching and learning of spellings
- encourage children to take pride in their work
- build in cross curricular links to broaden experience
- help children recognise that handwriting as a life-long skill and will be a fundamental element of all forms of written communication throughout their lives
- display neatly presented work around the school as a model of excellence

### **Organisation and Planning**

All classes are timetabled to carry out daily handwriting sessions. This is evident in all class timetables. Classes usually carry out further handwriting tasks and activities in conjunction with their weekly spelling practice. In EYFS and KS1 this will be evident in their Letters and Sounds work which takes place every day for 20 minutes. In Key Stage 2, spelling practice takes place for at least 20 minutes per day.

Extended writing tasks are carried out on a regular basis throughout the year, which allows for the practice and development of handwriting skills. Work should be copied up neatly and redrafting and final copies encouraged. A handwriting display should be used and staff should model using the guidelines in sessions where appropriate.

Children throughout the school with special needs may be given tasks and activities from earlier books where necessary so that all children develop at their own pace. They may also take part in extra sessions which focus on developing gross and fine motor control through specific activities. Increased time is also spent on handwriting for these children in smaller adult led groups. This will be specified in children's IEP's.

### **Teaching and Learning Styles**

Teachers and all adults will model the correct handwriting formation and skills needed for the children throughout the school, during all lessons and in all written feedback to the children.

### **The Foundation Stage**

Reception children work according to the Early Years Foundation Stage (EYFS) Framework using the Foundation Stage Curriculum. Their curriculum encourages the children to develop essential pre-writing skills which form the foundations of the handwriting lessons in Key Stages 1 and 2. This achieved by:

- the teacher and support assistants modelling different writing processes regularly
- learning the letters of the alphabet and numbers 1-20.
- making patterns and letter shapes in the air, on each others' backs, in shaving foam/ wet sand/ paint etc
- linking letter sounds with their shape e.g. s = slippery snake, and encouraging children to write individual letters/ words when they are ready via their Letters and Sounds work
- developing motor control and finger strength through a variety of activities to include (for fine motor control) modelling with salt dough / plasticine, using clothes pegs and rubber bands etc, (for gross motor control) rolling balls/ hoops etc, skipping, using circus ribbons

Reception children are encouraged to 'mark make' with a variety of equipment, but when more formal, they are encouraged to write with sharp, thick pencils on blank paper without lines. They are taught from the onset that the lower case letter f has a descender and the letter k has a loop so as to correspond with the Nelson scheme in preparation for Year 1.

### **Key Stage 1**

The skills taught in Reception are continued throughout Key Stage 1. Children carry out handwriting lessons using the lines to show where various letters and numbers should be positioned in order to develop letters of consistent size and proportion. Key Stage 1 children write with a sharp pencil and a pen if given a pen licence.

### **Key Stage 2**

The skills taught in Key Stage 1 are continued throughout Key Stage 2. Attention is then focused onto the joining of all letters into any word. Children can obtain a pen licence if their handwriting in pencil is considered consistently neat and proportionate. These children can then write using a Black biro. Corrections and editing is to be done in purple biro.

### **Left-Handed Children**

Left-handed children are seated to the left of a right-handed child so as to avoid clashing. Workbooks and spelling logs are altered accordingly so that the children can write clearly and see what they are writing. Their paper needs to be to the left side of the midpoint of their body and tilted about 30° clockwise so they can see what they are writing. To avoid smudging their work, children are encouraged to position their fingers about 1.5 centimetres from the end of the writing implement.

### **Assessment and Recording**

When children are engaged in handwriting activities teachers and teaching assistants constantly observe the children and offer continuing support, identifying, intervening and addressing any misconceptions or bad habits.

Assessments include:

- observation of the children and correction at the time of writing
- marking of handwriting books
- marking of presentation in cross-curricular books
- individual discussions with children in order to review their handwriting and set new targets

Formative assessments are continuous, enabling the teacher to plan and adapt appropriately. We recognise that effective marking and the inclusion of the assessment of handwriting within writing assessments and are important features of ongoing formative assessment.

### **Monitoring, Evaluation and Development**

We believe that school self-evaluation is a necessary prerequisite for school improvement and we place high importance on our monitoring and evaluation procedures. Teachers keep their own running records which are kept in line with the English and Assessment policies. Examples of children's written work, showing progression through the levels, are kept in the assessment books.

The class teacher, head teacher and SLT members monitor the approaches outlined in this document, in line with school policy. Monitoring includes:

- lesson observations
- work scrutiny to include presentation and handwriting
- moderation of writing to include general class work, cross-curricular work and optional SAT writing assessments

The SLT team must provide Governors with an annual report outlining how English in school is placed currently and their intentions over the year. If writing is the focus then this will be the school's assessment and monitoring priority.

Progress is discussed twice a year at parents' evenings and a written report is provided annually at the end of the year in line with DfES statutory requirements. If children have specific problems or targets associated with handwriting, then these will be addressed at the parents' meetings.

In-service training and staff meeting time is provided for staff in order to inform them of any writing developments or changes, to discuss any queries or concerns, and to moderate written based work.