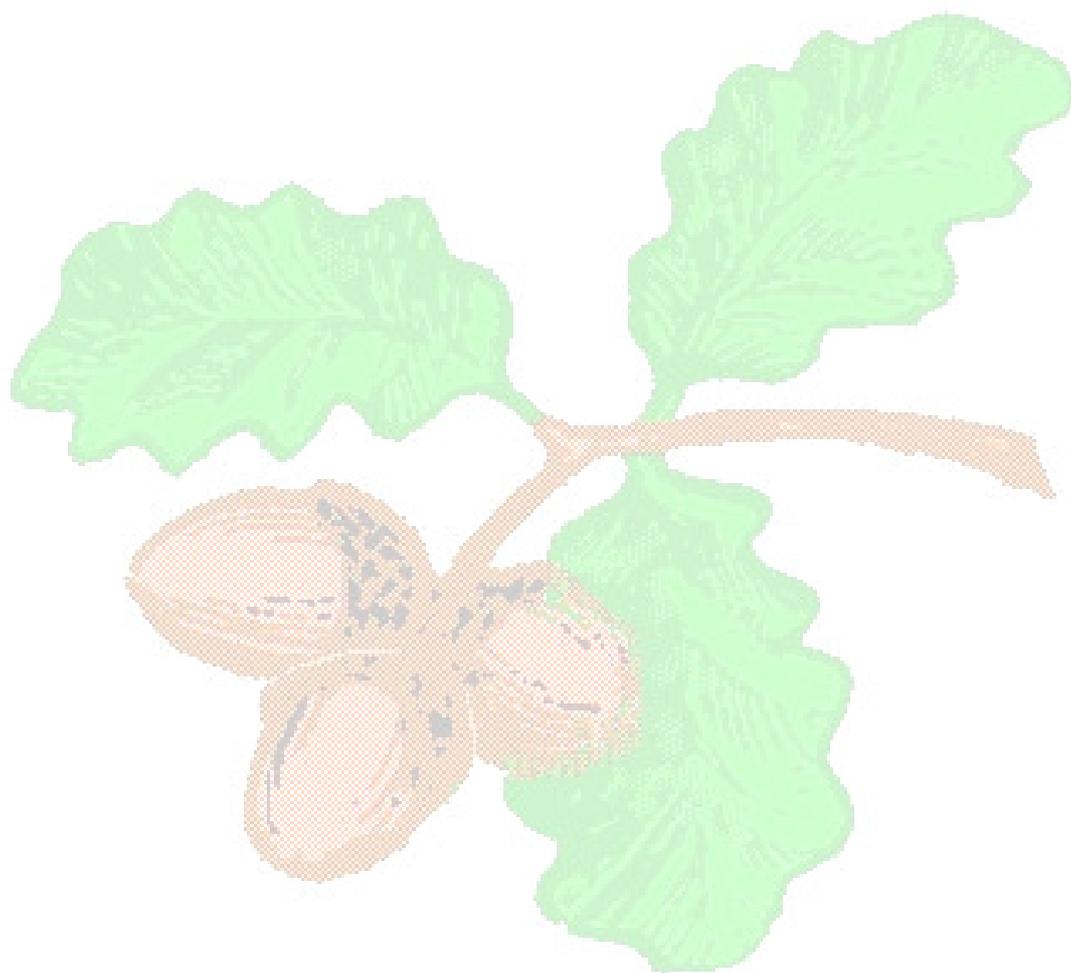


**Churchfields Infants' School,
Nursery Unit
& Language Facility**



**Handwriting
Policy**

Handwriting Policy

Aims

Our aims in teaching handwriting and presentation are:

- For all children to develop a legible style of handwriting in both joined and printed styles, with increasing fluency, confidence and speed;
- For the children to be aware that different forms of handwriting and presentation are used for different purposes;
- To make provision for left handed children to develop free flowing writing;
- Children whose first language is not English, and may observe writing within the home in a different writing system, will have their knowledge respected and used to promote understanding;
- All children will be given the opportunity to write in a range of activities and emergent writing should be respected;
- Handwriting should enhance fluency, legibility, purposefulness and the opportunity for creative expression.

In order to achieve this, children will be taught to:

- Develop fine motor control;
- The importance of correct posture and paper position whether right or left handed;
- To use a pen/pencil and to hold it effectively;
- To write from left to right and top to bottom on a page;
- To start and finish letters correctly;
- To form letters of regular size and shape;
- The language of writing and to use the correct terminology(e.g. ascenders);
- To put regular spaces between words;
- How to form upper and lower case letters;
- How to join letters;
- How to write legibly in both joined and printed style;
- To use different styles of writing for different purposes;
- The importance of neat and clear presentation in order to communicate meaning effectively;
- To evaluate a range of computer fonts and select what is appropriate to suit particular purposes;
- To develop skills to enable them to draft, edit and manipulate text with confidence and accuracy.

EYFS

Children will be given the opportunity to:

- Experiment with mark making, sometimes ascribing meaning to marks.
- Use some clearly identifiable letters to communicate meaning.
- To represent some sounds correctly in writing.

Children will be taught to:

- Write their own name and other words from memory.
- Hold a pencil and use it effectively to form recognisable letters, most of which are correctly formed.
- Attempt writing for a variety of purposes, using features of different forms.
- Form captions and simple sentences.

Key Stage 1

New English programme of Study

Year One

Children will be taught to:

- Sit correctly at a table, holding a pencil correctly
- Correctly begin to form lower case letters in the correct direction
- Starting and finishing in the right place
- Forming capital letters.

Year Two

Children will be taught to:

- Form lower case letters of the correct size, relative to one another
- Begin joining
- Write capitals and digits of correct size
- Correct use of spacing

All children will:

- Write legibly in both joined and printed styles with increasing fluency and speed.
- Write most letters, correctly formed and orientated, using a comfortable and efficient pencil grip.
- Write legibly, using upper and lower case letters appropriately within words, and observing correct spacing within and between words.
- Write with spaces between words accurately.
- Form and use the four basic handwriting joins.
- Use different forms of handwriting for different purposes.
- Use the space bar and keyboard to type their name and simple texts.
- Wordprocess short narrative and non-narrative texts.
- Use different forms of handwriting for different purposes.

Children will be taught to join as soon as they can form their letters securely and by the end of Year Two most children will write with a fluent style, using the correct formation of handwriting joins.

Methodology and Organisation

At Churchfields Infants' School, Nursery Unit and Language Facility we aim to develop handwriting through systematic and regular practice in the teaching of handwriting.

The use of the Berol Handwriting Scheme, ensures a consistency of style and approach which leads to an effective progression of experience and teaching.

Children who join the school with an acceptable, alternative style of writing will be supported and encouraged to improve and develop their individual style.

By the end of Year Two some children will be developing individual styles of writing. This is acceptable as long as the writing is fluent and clear.

Teachers will be good visual role models: their marking should reflect the handwriting scheme and they should model the correct handwriting style.

A variety of presentational styles should be evident around the classroom: handwritten and computer generated.

Posture and Grip

All children should be reminded about posture, paper position and pencil grip before commencing any writing activity: feet flat on the floor, sitting upright on chair, elbows off desk, use non-writing hand to hold paper steady and paper should be tilted away from body.

- Grip must be relaxed but controlled.
- Children should be encouraged to hold the pencil between the thumb and forefinger with the pencil resting on the third finger.
- Triangular pencils and pencil grips will be available for children experiencing problems.
- Rubbers should only be used at the discretion of the teacher.

Left-Handed Children

- Teacher to model sky writing with left hand.
- Left-handed children to sit on the left of right handed children.
- Put a mark on the left hand side of paper to indicate where writing begins.
- Paper should be placed left of centre of the body and tilted clockwise.
- Consult left-handed teachers.

Progression

EYFS

Pre writing skills and experiences will be promoted through a variety of media and a wide range of materials. Children will be encouraged to participate in both directed and also free activities, using gross and fine motor movements. The children's early writing will be encouraged and valued. A holistic approach to learning handwriting and phonics together is a good basis for emergent writing.

Parents will be given a help sheet showing the schools preferred letter formation.

In the Autumn Term of the Reception, the parents will be given advice on the best way to support their children's pre writing and writing skills.

As children begin to form letters they will be taught correct letter formation. This will be taught in conjunction with Jolly Phonics. Handwriting will be modelled and taught daily. Lines can be drawn on paper and in books to guide formation in early years.

Handwriting sheets will be provided for parents.

When the children are ready they will begin to be taught to correctly write the individual cursive letters.

Year One

The children will be taught all the cursive letters and when they are ready they will be taught to write in a joined style. They will then begin to follow the Berol Handwriting Scheme, initially learning to join their blends. By the end of Year One the majority of children should be writing in a joined style. Handwriting will be modelled daily and taught at least once a week. The teaching of phonics and key words will be closely linked.

Handwriting sheets will be provided for parents.

Year Two

Children will continue to practise their joined handwriting and they will learn to write their capital letters following the Berol Handwriting Scheme. Handwriting will be modelled daily and a formal handwriting lesson taught at least once a week. The teaching of phonics and key words will be closely linked.

Handwriting sheets will be provided for parents where necessary. By the end of Year Two most children will write with a fluent style, using the correct formation of handwriting joins.

Special Needs

We recognise the needs of individual children and aim through careful differentiation and planning, to give extra support to children experiencing handwriting problems.

Children with special needs will be given the opportunity to develop their gross and fine motor control, through specific activities.

The Special Needs Co-ordinator will monitor, with the class teacher and external agencies, children with identified dyspraxic tendencies and provide a programme of support.

Monitoring and Assessment

- Assessment of handwriting is an on going process and will take place formally and informally, during the regular, focused handwriting sessions and across other curricular areas.
- Samples of children's work are collected on a regular basis and assessed against set criteria.
- This will provide evidence of children's progress and attainment, will serve to inform the children's future learning targets and provide information when reporting to parents.
- All assessments are passed on to the receiving teacher.
- The monitoring of the teaching of handwriting is carried out by the Head teacher and Literacy Coordinator in line with the school development plan.

Home/school links

Parents/guardians are informed of the school's approach to handwriting and they are given guidance on correct letter formation and suggestions for pre writing activities, prior to their children starting at the school.

Available Resources

- Cursive script boards

- Can't Write Won't Write – ideas for teachers to use with children experiencing difficulty with writing.
- Development Matters - writing
- Jolly Phonics
- Berol Handwriting Books
- A Whole School Approach to Improving Access, Participation and Achievement.

Teachers as Role Models

- Teachers will write on the IWB and flip chart in the handwriting style being taught in the year group.
- Teachers will mark written work in blue or black ink pens, using the handwriting style being taught by the year group.
- Teachers will be the handwriting role models for their children.

