



# Alexander Hosea Primary School

*'Roots to grow, wings to fly'*

## **Handwriting Policy**

The handwriting policy is underpinned by our school ASPIRE values:

**A**daptable  
**S**elf-belief  
**P**erseverance  
**I**nclusion  
**R**espect  
**E**nquiry

### **Introduction**

#### **The importance of handwriting to the curriculum**

Handwriting is concerned with individual expression and the conveying of meaning through fluent composition. The principal aim is that handwriting becomes an automatic process which frees pupils to focus on the content of the writing. In order for this to occur, handwriting is taught in ways that enhance fluency, legibility, purposefulness and the opportunity for creative expression.

### **Strategy for implementation**

#### **Entitlement and curriculum provision**

Handwriting is taught regularly through basic skills lessons dependent on the needs of the cohort. Phonics sessions, shared and guided writing provide many opportunities for the modelling and monitoring of handwriting.

#### **Teaching and Learning**

Handwriting is a skill which needs to be taught explicitly. The school is using The Nelson Handwriting Scheme with the addition of looping g and y to aid fluency and flow. Correct modelling of the agreed style by the teacher /TA is expected. Consistency in style, modelling, and expectation of standards is an important factor in maintaining good quality presentation across the school. A mixture of whole class, small group and individual teaching is planned.

The role of the teacher/teaching assistant

- To follow the school policy to help every child develop legible and fluent handwriting
- To provide direct teaching and accurate modelling
- To provide resources and an environment which promotes good handwriting
- To observe pupils, monitor progress and determine targets for development

### **Continuity and Progression**

#### **Early Years Foundation Stage**

The emphasis at this stage is to develop a physical readiness for writing and to build up muscles and core strength. In order to do this, several strategies are used:

- Write Dance
- Dough Disco
- Midline cross

Letter formation (starting at the right entry point and then moving in the right direction) is learned at this early stage and becomes automatic. To aid movement, close attention is given to pencil grip, correct posture, the positioning of the paper, correct pressure, organisation of the writing space and the joining of digraphs is encouraged. The teacher /TA regularly tracks the development of pivots and pencil grip.

Teachers/TAs are vigilant in ensuring good practice promotes legibility and fluency, and that the specific needs of left-handed pupils and those with special educational needs and disabilities are met.

Pupils are given the opportunity to experiment with a range of writing materials and implements; a multi-sensory approach is used to help pupils develop both gross and fine motor skills.

### **Key Stage 1**

Building on the Early Years Foundation Stage, pupils at Key Stage 1 develop a legible style. This is achieved by developing a comfortable and efficient pencil grip and by practising handwriting in conjunction with phonics, spelling and independent writing. Correct letter orientation, formation and proportion are taught in line with the school's handwriting style (Nelson Scheme). Basic handwriting joins are introduced as soon as possible. Our aim is to have all children able to write in a joined hand by the end of KS1, unless a child has particular physical or other difficulties. All children write in pencil.

### **Key Stage 2 Years 3 and 4**

In Year 3 and 4, the pupils consolidate their use of the basic handwriting joins, ensuring consistency in size, proportion and spacing of letters. Handwriting speed, fluency and legibility are built up through practice. Children are introduced to use pens and write in black ink. Whilst pens are available in the classrooms, they are encouraged to bring in their own handwriting pens from home, preferably rub out ones and not biros.

### **Years 5 and 6**

Years 5 and 6 are used to consolidate learning for those pupils who have not yet achieved a fluent and legible joined script. Those who have will develop an individual style based on the principles of good handwriting taught in previous years. Children are encouraged to increase speed whilst maintaining legibility. Whilst pens are available in the classrooms, children are expected to write in black ink and bring in their own handwriting pens from home, preferably rub out ones and not biros.

### **Inclusion**

The vast majority of pupils are able to write legibly and fluently. However, some pupils need more support and specific individual or group intervention is provided for these pupils in both key stages. Extra resources are allocated according to the needs of the child e.g. pencil grips, alternative writing implements and lines of varying widths.

All teachers are aware of the specific needs of left-handed pupils and make appropriate provision accordingly to suit their needs. In order to help their legibility, they are encouraged to find space to write comfortably.

### **The Role of Parents and Carers**

Parents and carers are introduced to the school's handwriting style through written information, the Literacy Evening for Foundation Parents and other curriculum meetings. The Foundation Leader plays an important role in communicating this at an early stage, and ensures that parents are informed and encouraged to be good models to children.

Handwriting in home learning tasks is expected to be consistent with the school's handwriting style, and of the same standard as learning at school. Pencil or pen should be used as appropriate for the year group and child's development. All members of staff (including teaching assistants, supply teachers, and students) are expected to promote the agreed handwriting style.

### **Monitoring and Assessment**

The monitoring of the teaching of handwriting is carried out by class teachers, the Headteacher, SLT and English subject leader in line with the school's handwriting policy and expectation of standards. Assessment of handwriting is ongoing across all writing opportunities including cross curricular learning. Children's progress in handwriting is closely monitored and tracked in their books to help ensure standards are consistent across the school.

### **Equalities Impact Assessment (EIA)**

This policy has been screened to ensure that we give 'due consideration' to equality of opportunity and has been agreed and formally approved by the appropriate reviewing and ratification Committee.

<b>Author</b>	Angela Moncrieff	<b>Date reviewed</b>	May 2017
<b>Position</b>	English Leader	<b>Date ratified</b>	28 <sup>th</sup> June 2017
<b>Document status</b>	Ratified	<b>Next review date</b>	June 2020
<b>Version (from 2017)</b>	1	<b>Reviewing committee</b>	T&L