



Handwriting Policy – Kathryn Elliott

<u>Minute number</u>	<u>Signed</u>	<u>Date</u>	<u>Amendment</u>
		<u>September 2023</u>	

'Learning and Growing Together'

Is underpinned by our school's core values of Hope, Friendship, Forgiveness, Perseverance, Respect, and Honesty. We nurture the tiny seeds (that are each individual child and our community) to grow into the mighty tree, as Jesus describes the Kingdom of Heaven (Parable of the Mustard Seed- Matthew 13) Individuals flourish in a school which is a safe, respectful and welcoming Christian community.

Learning we develop our wisdom, knowledge and skills

Growing in our character development, hope, aspiration, resilience and social action

Together; so our community can live well together, showing dignity and respect.

This policy describes our aims and our practice in the teaching of reading. It is defined by current national guidance on best practice, in house training, staff discussion and professional judgement and links to the phonics policy, speaking and listening policy, curriculum statement and Writing policy.

Intent

It is our aim to encourage the progression and development of each child's handwriting throughout the school into a fluent, legible and individual style that can be adapted for a range of purposes and will support their spelling and composition.

Implementation

The school uses cursive handwriting as our agreed writing style from Year 2 onwards. In Reception and Year 1, children must master letter formation / transcription to enable their working memory to be released to concentrate on composition, therefore daily practice of handwriting and spelling is vital. Any weaknesses in transcription skills are then addressed through interventions.

This ensures that there is a continuity of handwriting style from Year 2 through to the end of Key Stage 2. The Cursive handwriting style has been developed by

Wendy Goldup (Dyslexia Institute) to teach children to join with fluency. It enables them to develop a neat style with the added benefit of encouraging accurate spelling. For dyslexic children, it promotes making links to words as whole units, and fully beneficial to children with dyspraxia and dyslexic difficulties.

Fully joined cursive handwriting from Year 2 onwards encourages:

- Natural movement
- Correct letter formation
- Less load on memory, aiding movement from left to right
- Clearer spacing
- Increased speed
- The development of a personal style
- Less focus on the mechanics and more on the product of writing
- Improved spelling

Organisation

Handwriting objectives are taken from National Curriculum English Programme of Study (see Appendix 1) and form part of the class teachers' and children's continuous work. Handwriting is taught in explicit, daily sessions focussing on letter formation, consistent size and shape of letters, as well as accurate joining.

The teaching of handwriting follows the expectations set out in the Programmes of Study and includes cursive handwriting from Year 2 onwards. In Reception and Year 1, there is a focus on transcription and composition. Learning is adapted based on the needs of the child. Handwriting is applied in all writing and modelling, as well as in displays, where appropriate, and is a consistent marking focus.

Planning and Delivery

Letter formation is taught and modelled in KS1 and cursive handwriting is taught and modelled in marking and teaching from Year 2 (KS1) and Key Stage 2 (KS2). All teachers in the school give specific attention to pencil and pen control, grip and posture in helping pupils to develop a legible cursive style. Teachers identify

all left-handed pupils in their class. Left-handers should always sit on the left of a right-handed child to avoid collision.

In Reception and Year 1, children are encouraged to write using a wide variety of media. Once a child can form their letters correctly, from Year 2 they can choose their preferred writing implement.

Early Years Foundation Stage (EYFS)

Children in the Early Years Foundation Stage are involved in a variety of activities to develop their physical development. Both gross and fine motor skills are developed in the following ways:

Fine Motor / malleable table: a station in classrooms where fun challenges are set out to develop various fine motor skills such as eye hand coordination, or pincer grip.

Fine Motor intervention groups: this aims to provide children with lower motor skills chances to learn and develop in this area, leading to better balance, coordination and mark making.

Interventions for Fine Motor: Pindora's Box, Achieve hands, ECAM, Disco dough, Squiggle what you wiggle.

KS1/KS2: Write dance, Write from the start Teodorescu programme.

Handwriting sessions are with adults in the classroom to support and develop children's letter formation and handwriting skills. These tie into Phonics sessions and letter formation is taught alongside the Jolly Phonics validated programme. Opportunities for mark making are planned in both the inside and outside environment.

Children are offered a range of materials and experiences for mark making developed across all six areas of learning. When teachers are modelling activities, they demonstrate and encourage correct pencil grip. In Reception / Year 1, Children are taught how to form individual letters accurately in line with the agreed letter formation alongside phonic teaching using a variety of strategies. Patterns to support letter shapes are used for children that need them.

Key Stage 1

In KS1, there are daily handwriting sessions. In addition, handwriting forms part of early morning activities and is a focus in Phonics and spelling lessons. These

focus on letter formation and the objectives of the Key Stage One and Two Programmes of Study. Extra intervention is offered to children who need further handwriting support. (See below.)

Note: Sounds are taught in a specific order in Phonics (not alphabetically) and letter formation follows this order in EYFS and Year 1.

1. s, a, t, i, p, n
2. c k, e, h, r, m, d
3. g, o, u, l, f, b
4. ai, j, oa, ie, ee, or
5. z, w, ng, v, oo, oo
6. y, x, ch, sh, th, th
7. qu, ou, oi, ue, er, ar

Key Stage 2

Across KS2, children are expected to use the cursive script. Discrete handwriting sessions are supported through independent handwriting activities linked to phonics and spelling.

Letter Formation

Teachers will provide opportunities to demonstrate and reinforce correct letter formation, allowing a natural lead-in to the correct starting point for each letter. When children are confident with the individual letters, they begin to learn the letter combinations. Capital letters are not joined because they do not start from the line.

Individual and Group Support

At all stages, teachers are aware of the specific requirements of individuals and will adapt lessons to meet individual needs. Individuals and groups pinpointed as needing further support are given extra time to practise handwriting. Opportunities to continue to develop fine motor skills are planned and provided as appropriate. Teachers also give further support to children who still have not established correct letter formation and may need to include this in an IEP.

When marking, teachers offer opportunities to practise specific letters that children are struggling with. Pencil grips and ergonomic pens are provided for children where required.

Terminology

Cursive: Joined-up handwriting style

Capital and lowercase: The names of capital and lowercase letters (rather than 'big and small').

Ascenders and Descenders: Letters that go above the usual letter line and below the base line

Letter bodies: The main body of letters, which are neither ascenders or descenders (e.g. the rounded parts of 'b', 'd' and 'a' and the arches of 'm' and 'n')

Entry and exit strokes: Entry stroke starts on the line and exit strokes generally end on the line (with the exception of 'o', 'v,' 'w,' 'r' and 'x')

Assessment of writing

Writing is assessed as part of the English Curriculum. In KS2, quick, writing assessments are carried out at the beginning and end of the year to show progress. These include an evaluation of letter formation and joining, letter shape, letter size, slant/slope, alignment, spacing and orientation. Teachers also observe posture, pen grip, paper position, pressure and fluency and speed.

Resources for Handwriting

Handwriting for Windows is used where appropriate for such things as displays, titles, presentations and modelling. Twinkl has a wealth of cursive handwriting resources that follow our handwriting style (Appendix 2).

Appendices

Appendix 1

Development Matters and National Curriculum Handwriting Programme of Study

Early Years Foundation Stage Handbook 2022. Birth to 5 years

Writing ELG:

Range 5:

- A child includes mark making and early writing in their play.
- Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right.
- Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type-shapes.

Range 6:

- Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, ticket, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats.
- Gives meaning to the marks they make as the draw, write, paint and type using a keyboard or touch screen technology.
- Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together.
- Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence such as in their own name.
- Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences.

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

Year 1 Pupils should 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.

Notes and guidance (non-statutory)

Handwriting requires frequent and discrete, direct teaching.

Pupils should be able to form letters correctly and confidently.

The size of the writing implement (pencil, pen) should not be too large for a young pupil’s hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided.

Left-handed pupils should receive specific teaching to meet their needs.

Year 2 Pupils should 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 un-joined e.g. x?
- write capital letters of the correct size and orientation in relationship to one another, and to lower case letters
- Write digits of the correct size and orientation in relationship to one another
- use spacing between words that reflects the size of the letters.

Notes and guidance (non-statutory)

Pupils should revise and practise correct letter formation frequently. T

hey should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.

Year 3 & 4 Pupils should 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 un-joined
- increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch).

Notes and guidance (non-statutory)

Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.

Year 5 & 6 Pupils should be taught to:

- write legibly, fluently and with increasing speed by:
- 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.

Notes and guidance (non-statutory)

Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also 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.

Links to other Policies

- English Curriculum statement
- English Policy
- Phonics Policy
- SEND Policy
- Reading Policy
- Speaking and listening Policy
- Marking Policy

Equality Act 2010

Protected Characteristics

At St Oswald's we have a due regard to eliminate discrimination, harassment or victimisation when we teach Reading. We aim to remove or minimise any disadvantage connected to a relevant protected characteristic.

We tackle prejudice within Reading and promote understanding. We do not treat anyone differently based on the following protected characteristics; Age,

disability, sex, race, pregnancy/maternity, marriage/civil partnership, sexual orientation, religion and/or belief, gender reassignment.

All learning and teaching in Reading is accessible for all.

Monitoring of the Policy

This policy will be monitored by the English Subject Leader. Its implementation will be monitored during each academic year.

Policy Review

The policy will be reviewed in September 2024

Appendix 2:

Cursive style

