



HANDWRITING POLICY

Date of Policy/Reviews	Author(s)	Approved by Gov. Body	Signed	Date for Review
Sept 2018	Natalie King	-	-	Sept 2019
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Handwriting Policy

Our aim is for children to develop legible, fluent, efficient handwriting.

In handwriting, as in other skills, children will develop at different rates; for that reason, it is important that there is a consistent style of handwriting throughout the academy, and that all staff consider themselves to be teachers of handwriting, with a clear understanding of the progression of skills, and of how to remedy errors. It is not sufficient to expect children to improve their handwriting; the different elements need to be taught and practised. Early intervention is essential at every stage, to prevent the acquisition of bad habits which are difficult to correct.

Posters appropriate to the age group of the class are displayed in every classroom. These show the correct letter formation for capital and lower case letters and also demonstrate the progression towards joined handwriting (looped descenders).

The progression towards fully joined handwriting is included in the Appendix. Children who join the school with established, fluent and joined handwriting will be allowed to continue with their current style of handwriting.

The following is a brief outline of our agreed policy:

Gross and fine motor skills: activities to develop gross and fine motor skills are essential to the development of good handwriting and are undertaken regularly. Children have regular Handwriting Gym sessions to ensure gross and fine motor skills are fully developed.

Posture: children are taught the importance of sitting upright and correctly on their chair, with their feet on the floor.

Pencil grip: children use a tripod grip and are given constant reminders until this is established. Triangular section pencils and shaped pencil holders are available in school for children who find them helpful.

Position of paper: left handed children should be encouraged to tilt their paper slightly to the right to improve their view of what they are writing, and to reduce smudging later on when they write in pen. Right handed children may find it helpful to tilt paper slightly to the left. Paper should be steadied with the free hand.

Paper: early writers will write on unlined paper so that they are able to write at a size appropriate to their needs. As soon as children are beginning to control the size of their writing, they will be given guide-lined paper and exercise books, to encourage the correct placing of letters on the line. Guide-lined handwriting books will be given to all pupils in KS1 and KS2 (line intervals will be appropriate to letter size, however 16/4 is the standard for KS2 and 21/6 is the standard for KS1). Where work is redrafted and presented for display, children may use plain paper and guidelines, with the same line spacing. When it is deemed appropriate, children will move away from guide-lined handwriting books into ruled exercise books but will continue to practise handwriting in the guide-lined books.

Correct letter formation: children are taught to form letters correctly, paying attention to the starting point for each letter (indicated with a green spot) and where the letter ends (indicated

with a red spot). A whole school model using the visual image of sky, grass and underground reinforces the orientation and relationship of letters to each other. A consistent letter "patter" is used to support this as well as the direction of pencil movement. The "patter" is introduced in Reception to accompany correct letter formation connected to their phonics and is included in the Appendix. Children are taught the shape and orientation of the letter, and the relative heights of the body of each letter, and any ascender and descender. Teaching is multi-sensory and appropriate to the needs of the child. Our policy is to teach a letter shape which closely resembles print for early readers, and which will not need to be changed as handwriting becomes joined. The "patter" will be shortened once the children are able to follow it to support independence.

Joining letters: children should be introduced to joined handwriting as soon as they have mastered the shape of individual letters. The use of the green and red spots support accurate joining. All letters are joined from red spot to green spot. Joining follows the school progression as agreed and set out in the Appendix. Children begin by joining in letter families. Joining vowel and consonant digraphs is reinforced in phonics. This helps to facilitate the recall of spelling patterns. Short handwriting sessions, linked to joins, spelling patterns, common exception words and grammar take place in all classes.

Correcting mistakes: mistakes in pencil or ink should be crossed out using a single horizontal line, and the whole word rewritten.

Writing implements, linked to assessment: when children have achieved legible joined handwriting in pencil, they receive a 'pen license' and progress to a ball point "school handwriting pen", which is used for all written work. Handwriting is part of the agreed marking policy "Fix It" and individual difficulties are highlighted. Children are expected to 'fix' incorrectly formed letters. In some instances, children will be asked to rewrite small sections of work on overlaying guideline paper.

In the case of the children's ball point pens, these should be labelled with the child's name. This is because individual styles can also impact on nibs. Children are not allowed to provide their own writing implements from home unless they have been approved by academy. For example, parents of some left handed children may prefer to provide a more expensive specialist left handed pen if their child finds that helpful.

Ink: blue ink will be used throughout the academy for writing and purple ink will be used for correcting work.

Further help and guidance can be sought from the English Subject Leader or from the SenCo.