



# Hunnyhill Primary School

Date of Review	27th February 2018
Next Review Due	November 2019
Staff Responsibility	Literacy Lead
Responsibility FGB/Committee	FGB
Signed by Chair of Governors	

## Handwriting Policy and Guidance

### Rationale

“Handwriting is one of the most demanding movement skills which a child is expected to master. It needs to be systematically taught.”

Handwriting is a complex skill involving a range of cognitive, linguistic, perceptual and motor abilities. It is a skill that children rarely acquire spontaneously. Even with expert tuition, it usually takes some time to perfect. As the child progresses through school the requirement to write legibly and fluently, at speed, increases considerably and the cost of being unable to do so also increases.

The difficulty with writing stems from the complexity of the task which involves combination of different skills, including the physical co-ordination required for handwriting. There is a need for automaticity, and how the component skills, such as joining up letters and spelling, need to be in place by 11 years. Creativity will suffer if the child has to focus on the mechanics of writing. As a group, reluctant writers lacking practice will trail behind their more able classmates whose skills improve rapidly just because they write more.

### Whole School Approach

Please note the following important points:

1. Changing handwriting takes a lot of time and effort.
  2. Encouragement is essential.
  3. Short, regular, frequent periods of practice are much more effective than long sessions.
  4. Make sure that any teaching at home does not set up conflicts for the child between home and school.
- (National Handwriting Association)

### Objectives

1. To develop within all pupils a legible style of handwriting
2. The size, shape of letters is consistent.
3. Flow and movement are fluent and smooth
4. A joined, consistent personal style should be established by Year 6
5. To raise children’s self-motivation and esteem through the establishment of best handwriting practice.
6. To establish and maintain a high profile of handwriting and presentation skills by displaying and rewarding work that meets the standard.

## Guidelines for Handwriting Policy and Scheme

### Style

To achieve these objectives we have decided to adopt a handwriting style, which is taught in conjunction with phonics teaching in Read, Write Inc. This will include a lead out stroke but not a lead in.

Children must be taught the necessary letter formation, modelled by the teacher, followed by individual practice.

Resources using the appropriate handwriting style can be made using the font **ccw cursive 63** (see **Handwriting Progression Chart** for further guidance.)

### Foundation Stage

Children will begin the Foundation Stage with a wide variety of writing skills ranging from simply making marks to writing their own name unaided. They will move from gross to finer motor skills using a variety of tactile methods. They need opportunities to make marks in their own way and to gradually refine these into recognisable patterns and eventually individual letters.

All Foundation Stage staff, including support staff, must be aware of directionality and when children are showing a firm interest in writing their name, they should be encouraged to use correct directionality.

They will be taught the use of capital letters for names and beginning of sentences and correct tripod grip.

The 'Read, Write Inc.' phonics programme will be introduced in Reception and will help prepare children for handwriting, consolidate their motor control and introduce letter shapes. As each letter is taught during phonics lessons, children are also taught correct letter formation alongside. It is expected that most children will be forming each letter by the end of Reception.

### Key Stage One

Initially, children will continue to work on the letter formation in relation to 'Read, Write Inc.' to reaffirm and support initial letter formation. When ready to join, children will move onto follow the handwriting scheme as set out on [www.teachhandwriting.co.uk](http://www.teachhandwriting.co.uk)

It is expected that by the end of year 1, the majority will be writing unaided, using capitals where appropriate and presenting their written work legibly.

By the end of year 1, most children should be moving towards a joined handwriting style and be able to write on lined paper with a reasonable degree of accuracy.

Children need to be made aware of:

- (a) Where the letter starts;
- (b) Where the individual letter stands with regard to the baseline;
- (c) Ascenders and descenders
- (d) Spacing and finger space between words;
- (e) Consistent writing size;
- (f) Capital letters and their appropriate use

All staff must be consistent in ensuring that children start and finish their letters in the correct places.

### Key Stage 2

Throughout Key Stage 2, children will continue to follow the scheme as set out on [www.teachhandwriting.co.uk](http://www.teachhandwriting.co.uk). Children should be developing a degree of accuracy and fluency by the end of year 3 and continuing with this in year 4.

Years 5 and 6

By Years 5 and 6, it is expected that most children will be writing fluently and are joining their writing across the curriculum. In these year groups the emphasis is on increasing speed, developing presentation skills and learning how to use different styles for different purposes.

### **Timings**

Reception - The development of gross and fine motor writing skills are continuous and on-going every day. Letter formation will be taught as they are introduced in 'Read, Write Inc.' This will be followed by using the resources from [www.teachhandwriting.co.uk](http://www.teachhandwriting.co.uk)

Year 1 – 3 x 15 minute sessions per week

Years 2 to 6 – 2 x 15 minute sessions per week

### **Left Handed Children**

Left-handed children will not in any way be discouraged from favouring the left-hand in their work. They may need to position their paper at an angle on the table. Staff will need to ensure that the left-handed child does not have a right-handed child seated to their left. The tripod grip (thumb and first finger grip the pencil, which then rests on the side of the second finger) should be encouraged. Practise on a vertical blackboard could help this position.

### **Writing implements and paper**

All children in key stage 1 should use writing pencils as provided by school to complete their handwriting practice and work within their work books. In years 3 and 4, children may be permitted to use a handwriting pen to write a 'best' piece of work.

During year 4, as children's handwriting becomes more fluent, and when a neat style of writing is produced, children may be allowed to use pen more frequently in their books. Pens used by the children must be blue ink handwriting pens as provided by school or in year 6, a suitable handwriting pen as checked by the teacher. Suitable handwriting paper should be used for the completion of taught handwriting sessions.

### **Handwriting tips for teachers**

- Insist on a correct, balanced seating position and correct tripod grip.
- 6 feet on the floor, the chairs and yours!
- When children are writing with pencil, make sure it is always sharp.
- Ensure that paper or book is correctly positioned.
- Teacher to carry out class demonstration which should be followed by practice.
- While children are writing, constantly re-enforce teaching points and good practice.
- Be constantly on the move while the children are writing, praising and assessing where individual help is needed.