

Handwriting Policy

Here at Springwood Heath Primary School we aim for children, of all abilities, to be able to present their work to the highest possible standard in order to increase their confidence, self-esteem and pride in their work. For them to know the importance of clear and neat presentation in order to communicate meaning effectively. To be able to write legibly in both joined and printed styles with increasing fluency and speed and to have the ability to choose the appropriate style for each task.

By the end of Y6, children will be equipped with the skills to be able to develop their own individual writing style later in life.

Statutory Requirements: Statutory requirements for the teaching and learning of English are laid out in the National Curriculum (see over leaf.)

Handwriting Style

Twinkl font (cursive and looped) and style is taught starting at y2 where appropriate.

Developmental Stages in handwriting are to be taught

All staff to be aware, through CPD, of the developmental stages in handwriting: 1. Readiness for handwriting- hand eye coordination, gross and fine motor skills 2. Pencil grip 3. Development leading to pattern and letter formation 4. Beginning to join 5. Securing the joins 6. Practising speed and fluency 7. Presentational skills

The importance of good posture for handwriting should be taught

All children to be taught to sit correctly, hold their pencil/pen correctly and to secure their paper/book with their other hand.

Provision for left-handed children

Staff in class should be aware of which children write with their left-hand and ensure that they are seated appropriately – to the left of a right-handed child. Left-handed pupils should receive specific teaching to meet their needs. (Additional guidance is provided for left-handed children on staffshare.)

SEND

- All staff in class to be aware of children who have specific conditions that affect their handwriting ability. Individual strategies/resources should be implemented for children in consultation with the Outreach team. For example: slanting boards, Dycem, pencil grips etc.
- Intervention through fine motor skills practice and extra handwriting support to be provided for specific children.
- Staff working with children should make it explicitly clear when they have scribed for a child in a book/on a piece of work.
- Specific exemptions to be applied for, for end of Key Stage SATs tests when required. Staff to have evidence that specific children meet the requirements for such exemptions.

Resources

School pencils pens and rulers should be provided and readily available at all times.

2014 National Curriculum Programme of Study Statutory Requirements

(Updated 2018/2019)

EYFS

We follow guidance from the NHA (National Handwriting Association) which concludes that: The focus of the Reception year should be to foster and strengthen the areas of development which provide the basis for long-term success in handwriting and to identify those children who need extra provision to strengthen their skills and not to introduce a 'lead in' cursive style this early.

- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence
- Write own name and other things such as labels and captions
- Attempt to write short sentences in meaningful context
- Use a pencil and hold it effectively to form recognisable letters, most of which are formed correctly.

Y1

- 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.

Y2

- 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 unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters.

Y3+4

- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- 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 ascenders and descenders of letters do not touch].

Y5+6

- 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.

End of KS1 Teacher Assessment Framework 2018/2019 UPDATED

Working towards the expected standard

- form lower-case letters in the correct direction, starting and finishing in the right place
- form lower-case letters of the correct size relative to one another in some of their writing
- use spacing between words

Working at the expected standard

- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters.

Working at greater depth

- use the diagonal and horizontal strokes needed to join some letters

End of KS2 Teacher Assessment Framework 2018/2019 UPDATED

Working towards the expected standard

- At this standard, there is no specific requirement for a pupil's handwriting to be joined.

Working at the expected standard

- maintain legibility in **joined handwriting** when writing at speed.

Working at greater depth

- There are no additional statements for spelling or handwriting