



Learning and growing in the love of God

(John 4:16)

Sledmere and Wetwang Federation

HANDWRITING POLICY – July 2019

Adopted by Sledmere and Wetwang Federation Policy Review Group
on

Signed: Anne Sonley

Position: Chair of Governors

To be reviewed by Governors
July 2021



Sledmere and Wetwang Federation

Handwriting Policy – March 2018

Our Philosophy

- At Sledmere and Wetwang Federation we believe in having a consistent cursive approach across the whole school to ensure high levels of presentation.

Our Aims

- To adopt a common approach towards handwriting by all adults when writing in children's books, on the whiteboard or on displays / resources.
- Children to achieve a neat, legible style with correctly formed letters in cursive handwriting.
- Children to develop fluency and speed whilst writing, so that eventually the children are able to write the letters with confidence and correct orientation.

Teaching and Learning

As recommended by the British Dyslexia Association, we adopt a continuous cursive style of writing.

Teachers and Learning Support Assistants model the agreed cursive style when modelling writing both in class, on displays and in feedback in books.

i) Early Years Foundation Stage (EYFS): Communication, language and literacy.

- Children to be introduced to pre-cursive and cursive script at the earliest stages of writing.
- Children in the Foundation Stage should be writing in the pre-cursive script to enable an easier transition in Year 1 into the cursive script, depending on their ability. However, the expectation is that by the end of Reception pupils will start to transfer towards a cursive script depending on their skill and ability.
- Displays in both Nursery and Reception should include models of cursive script.
- Implements such as chunky triangular pencils, large chalks and chunky pens etc are used by pupils to rehearse skills on paper, chalk boards, pavement etc.
- Examples of ways to rehearse handwriting skills include tracing in wet sand, painting using thick brushes (water on playground/wall), sewing and weaving activities, cutting out, whiteboard work, drawing letters on backs/different textures eg. carpet, sandpaper and jelly letters

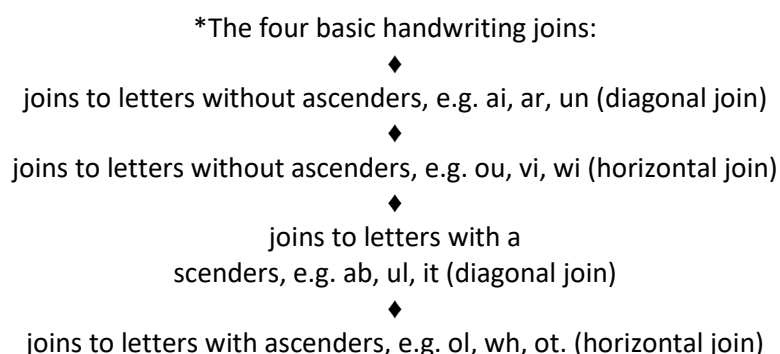
ii) Key Stage 1

- Within KS1, every class will have two 15 minute handwriting sessions per week.
- In handwriting sessions, spellings, relevant key vocabulary or sentences/paragraphs related to core texts will be modelled by an adult then practised by children.
- Building on the foundation stage, pupils at Key Stage 1 develop a legible style. This is achieved in Year 1 by developing a comfortable and efficient pencil grip and by practising handwriting in conjunction with spelling and independent writing.
- Correct letter orientation, formation and proportion is taught in line with the cursive handwriting scheme.

- Basic joins are introduced as soon as children are secure in the movements of each letter. In Year 1 these joins are introduced with the phonic teaching eg. ch this is taught as two letters one sound (a digraph) so it makes sense to write it as one unit.
- This continues in Year 2 and the four basic handwriting joins (diagonal and horizontal joins to letters with and without ascenders see below*) are practised and letters that do not join are identified.

iii) Key Stage 2

- In Year 3 the children consolidate their use of the four basic handwriting joins*, ensuring consistency in size, proportion and spacing of letters.
- Years 5 and 6 are used to consolidate learning for those children 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.



Conditions for writing

- Chairs and desks within classrooms are matched to children's age and height.
- Ensure that they have a good pencil grip
- Ensure feet are flat on the floor.
- Children should be sitting up with their bottoms pushed into the back of their chairs.
- The lighting should be good, so that the children can see what they have written.
- Children should have a direct view of the teacher and the board.
- Children should use their non-writing hand to steady the paper and bear some body-weight.
- Children use a standard HB pencil, well sharpened.
- When a member of staff deems a child ready within KS2, they get a pen licence. They will be provided with a special handwriting pen. (See Pen Licence rules.)
- A pencil is always used within maths regardless of whether children have a pen licence.

Planning

During handwriting sessions, children will apply taught formations to letters, words or parts of text relevant to their current learning. For example, they may practise the letters from their current phonics focus, the letter strings used in their weekly spellings, key vocabulary related to core texts and topics or use parts of text from guided reading or literacy texts. There is not the expectation that formal written plans are available on the staff drive. Books will be used as evidence for the progression of handwriting.

Resources

The school is currently reviewing the future purchase of online resources (Summer Term 2018) which may enhance handwriting provision. These could provide models of forming letters, word samples and a way to producing text using the agreed school cursive system.

Assessment, Monitoring and Moderation

Children in the EYFS are assessed on an ongoing basis through observation, handwriting informs part of this. Within Key Stage One and Key Stage Two, handwriting is assessed as part of children's writing assessments on a six weekly basis.

Homework

Pencils should be used in homework books and children are encouraged to use the cursive script in all written home learning.