

# HANDWRITING POLICY

Approved by Staffing & Curriculum Committee Chair: September 2016  
Review Date: September 2019



Handwriting is a movement skill and children need to practise handwriting movements correctly and often. It is vital that children can write quickly, comfortably and legibly as it is a skill needed in many curriculum areas. At Kennet Valley school we aim to ensure consistent teaching to support the development of early handwriting skills across the school and the development of legible, fluent joined handwriting.

## Aims

- To have a positive attitude towards handwriting
- To hold writing implements correctly.
- To achieve a script which can be read easily
- To have a consistent approach across key stage 1 and 2 when teaching handwriting and presentation of work throughout the school
- To begin to produce a joined style of writing at the end of reception
- To develop a legible fluent joined handwriting style in independent work throughout the school, enabling children to write consistently in both key stage 1 and 2.
- To be aware of the need to balance speed and neatness to achieve a writing style appropriate to the task.

## Entitlement and Curriculum Provision

Handwriting is a skill that needs to be taught explicitly. The teacher will model the agreed style through direct teaching and consistent use of this style in the school environment. All staff must ensure that they are modelling the correct handwriting when modelling writing on the board and when marking books. Class teachers are responsible to ensure that Student Teachers are aware that they must use the correct handwriting when working with the children.

- Handwriting is taught regularly, at least once a week in a discrete session. (More frequently in the foundation stage and key stage 1 linked with the teaching of phonics )
- Shared and guided writing sessions provides many opportunities for modelling and monitoring of handwriting

The national curriculum programme of study and the National Literacy strategy form the content of the school curriculum for teaching handwriting and the stages of developing a fluent style are consistent with these sources.

## Strategy for Implementation

### *Guidance for Foundation Stage*

- Children will have access to a variety of multi- sensory activities, on a daily basis, to develop fine motor skills.
- Children will have access to a variety of drawing equipment including triangular pencils.
- Children will learn how to hold a pencil efficiently.
- Children will learn the basic letter shapes. Emphasis on movement – starting at the right entry point and moving in the correct direction.
- Letters formed with the **lead in and lead out** to enable joining when appropriate.
- Children will be encouraged to adopt a good sitting position when writing.

## The Role of Parents and Carers within the Foundation Stage

The Foundation stage teacher has an important role to play to ensure that parents are informed and encouraged to be good models to their children by drawing patterns together, playing games which encourage left to right direction, and writing names with correct direction.

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## Guidance for Key Stage 1

Building on the foundation stage

- All children to write with a pencil. Children will have access to wide triangular pencils and aim to progress to a standard size pencil by the end of Yr 1
- Consolidate letter formation – orientation, proportion ascenders and descenders.
- Children begin to learn the basic handwriting joins in Year 1 and learn to join their letters in handwriting tasks
- Children will continue to develop their handwriting with the **lead in and lead out** to ensure that they are joining their writing.
- Formal handwriting practise will be undertaken in specialist handwriting books using the wider lower red line as the base line guide.
- Children learn the four basic joining rules throughout Key stage 1 and begin to use a cursive style in independent writing by the end of Year 2.

## Guidance for Key Stage 2

The target for children is to produce a fluent consistently formed style of cursive handwriting with equal spacing between letters and words.

Throughout key stage 2

- Formal handwriting practise will be undertaken in specialist handwriting books using the narrower red central spacing, as the guide.
- Children will consolidate the 4 basic handwriting joins in discrete handwriting sessions.
- Children will continue to write in a pencil in Year 3 and in Year 4 until the class teacher assesses they are joining competently and consistently.
- In Years 5 and 6, all children are encouraged to use an agreed school handwriting pen.
- In year 6 the children will move on to a school roller ball pen, once their handwriting is consistently clear and competent. Until this time they will continue to use the agreed school handwriting pen.
- Pencils will be used in numeracy or for drawings.
- In upper key stage 2 children learn when it is appropriate to adapt their style – balancing speed and presentation during note taking.
- Children develop an individual style based on the principles of good handwriting.

## Inclusion

Some pupils may need more support to develop fine motor skills and handwriting and in these cases a specific individual or group program is drawn up in consultation with the SENCO.

All teachers are aware of the specific needs of **left handed pupils** and make appropriate provision.

- The paper should be positioned to the left for right handed pupils and to the right for left handed pupils and slanted to suit the individual.
- Avoid holding pencils too close to the point as this can prevent children seeing what they are writing
- Left handed children should sit to the left of right handed children to give sufficient space for writing.
- For early writers it is useful to mark the left side of the page to remind children where to start and avoid reverse writing.

## Assessment

Teachers assess handwriting as part of the termly writing assessment. For year 2 and 6 there will be a assessment against the SATs writing guidance as well.

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## ICT

The growth of the use of word processing and desktop publishing has increased pupils awareness of the variety of handwriting styles/ fonts available. Pupils are encouraged to evaluate a range of fonts and to select whatever is appropriate to suit a particular purpose and the audience that they are writing for.