



Silverhill Primary School

Policy for Handwriting

Curriculum

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Review date

November 2018

Handwriting is concerned with individual expression and the conveying of meaning through fluent composition. The principal aim is that handwriting becomes an automatic process which frees pupils to focus on the content of the writing. In order for this to occur, handwriting is taught in ways that enhance fluency, legibility, purposefulness and the opportunity for creative expression.

### Learning and Teaching

**Handwriting is essentially a movement skill, therefore correct modelling of the agreed style by the teacher is crucial during every session.**

Handwriting is a skill which needs to be taught explicitly. Children and teaching staff need to pay careful attention to the detail of how each letter is formed and joined. As well as improving handwriting, practising this skill of detailed observation and copying is useful in all other areas of the curriculum.

- Children will understand that high standards of handwriting and presentation are valued and modeled across the school.
- Excellent examples of children's handwriting will be celebrated.
- Handwriting must be taught and modelled on the board by the teacher.
- The focus for the children must be on carefully formed letters, not the first to finish.
- The teacher (and TA if available) should go round as many children as possible in the lesson and give feedback, modelling where necessary.
- Whenever possible, children should be sitting at a table and using pencil and paper.
- Handwriting lessons should be silent and focussed, with the teacher regularly checking that children are using the correct sitting position.
- In Foundation Stage 2 the teaching of letter formation begins with the introduction of initial letter sounds in Phase 2 of Letters and Sounds at the end of Autumn Term
- In Key Stage 1 handwriting is taught regularly in 10 minute focussed sessions.
- In Key Stage 2 handwriting is taught twice a week in two 15-20 minute sessions in Years 3 and 4. In Years 5 and 6 one of these sessions links handwriting to learning spellings.
- The correct use of handwriting joins should be reinforced in every lesson and be a component of quality marking.

Once the children have developed a legible, joined handwriting style it is essential that this skill is applied to all writing. Teachers should model a similar style of writing on the board and when marking work.

## Continuity and Progression

### Foundation Stage

In Foundation Stage pupils play with writing and these experiments are recognised and praised as an important stage in the child's understanding that marks on paper convey meaning. Pupils are given the opportunity to experiment with a range of writing materials and implements; a multi-sensory approach is used to help pupils feel the movement in the hand.

Once the children have started to learn the initial letter sounds in Phase 2 in Letters and Sounds, handwriting skills need to be taught explicitly.

**The emphasis at this stage is with movement rather than neatness.**

Close attention is given to:-

- . letter formation - starting at the right entry point and then moving in the right direction
- . pencil grip
- . correct posture
- . the positioning of the paper
- . organisation of the writing space
- . writing with a pencil on paper, seated in the correct position, when possible

The handwriting style taught is based on Achieving Excellence in Handwriting by Martin Harvey.

### Key Stage 1

Building on the foundation stage, pupils at Key Stage 1 develop a legible style.

#### **In Year 1 pupils will**

- . Develop a comfortable and efficient pencil grip
- . Practise handwriting in conjunction with spelling and independent writing.
- . Have correct letter orientation, formation and proportion are taught.
- . Position letters in the appropriate place on the line.

Once a pupil is secure with the above key points, the four basic handwriting joins are formally taught.

#### **In Year 2 pupils will**

- . Introduce the four basic handwriting joins
- . Develop a fluent joined style that is applied in all writing
- . Ensure that all letters are positioned in the appropriate place on the line and are of correct size and proportion.
- . Handwriting practice will take place in handwriting books halfway through the year.

The Achieving Excellence in Handwriting by Martin Harvey document gives clear guidelines how letters should be formed and joined, as well as a suggested teaching sequence.

## **Key Stage 2**

In years 3 and 4 handwriting will be taught explicitly in two weekly 15-20 minute sessions. The focus will be:-

- . Consolidation of the four basic joins
- . Consistency in size, proportion and spacing of letters
- . The development of speed, fluency and legibility

**By Year 4 joined handwriting is used at all times unless other specific forms are required e.g. printing on a map, a fast script for notes.**

The Silverhill Handwriting guidelines give details of how the letter should be formed and joined, as well as a suggested teaching sequence.

**Children will carry out their handwriting in handwriting books.**

## **Pen License**

Children in, year 4, 5 or 6 who use a completely accurate, neat and fluent style of handwriting using a pen during handwriting sessions will then use a pen for all written work, where appropriate.

**Pencil** will be used for all mathematics recording (other than when a child is responding to marking).

**In Years 5 and 6, the focus will be to:-**

- . Consolidate learning for those pupils who have not yet achieved a fluent and legible joined script.
- . Increasing speed whilst maintaining legibility.
- . Using joined handwriting in all forms of writing.
- . More able writers may wish to use an Italic pen.

## **Intervention**

There are a range of intervention strategies that are used to help develop children's handwriting.

- Physical Literacy
- 'Squiggle/dough disco' group ( FS2)
- Small group support from a Teaching Assistant
- Use of pencil grips.

## Monitoring and Assessment

Year Group	End of Year Expectations
FS2	All letters are formed correctly, using the correct pencil grip.
1	All letters are formed correctly and mainly seated on a line, with 'tall' and 'tail' letters clearly distinguishable. The correct writing grip is used. Some attempt at joining letters for some pupils, as appropriate.
2	All letters are formed correctly and seated on a line. 'Tall' and 'tail' letters are in the correct proportion. Children sit in the correct handwriting position and use the correct writing grip. <b>Most</b> of the letters are joined correctly.
3	Handwriting is the correct size and proportion with <b>all letters</b> joined correctly. Children work consistently neatly across the curriculum
4	Handwriting is the correct size and proportion, with <b>all letters</b> joined correctly. Careful attention is given to detail. Children work consistently neatly across the curriculum.
5	<b>All writing</b> is joined correctly, with careful attention to detail given to the shape and proportion of each letter and the joining lines. High standards of handwriting and presentation are present across the curriculum and children need few reminders.
6	High level of accuracy and attention to detail with <b>all handwriting</b> . Handwriting can be transferred to different sizes (eg a poster) and/or implements and not lose any style or proportion. Children need no reminders about style or presentation.

Formative assessment of handwriting is ongoing through the quality marking of books and teacher observations where constructive feedback is given.

Regular scrutinies take place over the academic year, which will take account of both the teacher's and the children's handwriting.