



“I have come in order that you might have life – life in all its fullness.”
John 10:10

Handwriting Policy

Policy reviewed:	<i>22/2/2017</i>
Next review:	<i>Spring 2020</i>
Signed (Headteacher):	<i>R. Kaye</i>
Statutory policy: <i>Yes/No</i> On school website: <i>Yes/No</i>	

HANDWRITING POLICY

1. Aims

- To help each child develop a handwriting style which is clear, fluent, joined and legible.
- To encourage every child to take pride in the presentation and neatness of their work.

2. Rationale

At Christ Church, formal handwriting is taught through use of the “Penpals for Handwriting” scheme. The scheme acknowledges that handwriting is a developmental process with five stages of growth across EYFS, Key Stage 1 and Key Stage 2:

- (i) Readiness for handwriting; gross and fine motor skills leading to letter formation (Foundation Stage: 3–5 years)
- (ii) Beginning to join (KS1: 5–7 years)
- (iii) Securing the joins (KS1 and Lower KS2: 5–9 years)
- (iv) Practising speed and fluency (Lower KS2: 7–9 years)
- (v) Revising handwriting basics and improving speed and fluency (Upper KS2: 9–11 years)

In addition, we believe that handwriting should be explicitly and actively taught, as well as links made with early phonics and spelling learning.

At Christ Church, we provide regular handwriting lessons for teaching and revising these skills. The frequency of these sessions varies according to the age and competence of the children, but take place at least once a week. The children also have a variety of other opportunities to practise their handwriting skills across the curriculum. The cursive handwriting script will be displayed in the classrooms for children to use and will be modelled by all staff writing for the children, both in shared sessions and in their books.

3. Early Years Foundation Stage

Physical Development

Early Years Foundation Stage curriculum guidance identifies the knowledge, skills, understanding and attitude needed by children in order for them to attain the Early Learning Goals for handwriting. The guidance states that children should be able to use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.

4. Key Stage 1

The National Curriculum programme of study for KS1 handwriting and presentation states, that in order to develop a legible style, pupils should be taught to do the following:

Year 1

- 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.

Year 2

- 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.

5. Lower Key Stage 2

The National Curriculum programme of study for KS2 handwriting and presentation states that pupils should be taught to do the following:

Years 3 and 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, e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.

6. Implementation

In the teaching of handwriting at Christ Church, teachers explicitly demonstrate key skills, as well as observing each child's posture, pencil grip and movement. Early identification of children not making expected progress will be targeted with intervention.

Left-handed children: all staff will be aware, from the beginning when children choose their dominant hand, of those who are the left-hand writers in their class. Where a child has not yet determined a dominant hand, they will use either or both hands without adult intervention to help them decide. Left-handed children will be taught explicitly from the very beginning how they should sit, hold a pencil and write in a comfortable style using the following guidance:

- Hold lightly between thumb and forefinger resting on the first knuckle of the middle finger.
- Hold about 3cm from the tip.
- The hand should be kept below the writing line.
- The paper should be tilted with the bottom right hand corner of the page facing the centre of the child's stomach.
- Use the right hand to steady the paper.

It is important that a right-handed child is not seated on the left-hand side of a left-handed child to avoid collision of their elbows.

In the Early Years, children have access to a range of writing media. Their experiences include practise with implements of varying type, size and weight to support them in the development of necessary skills.

As the children progress to more formal handwriting situations, pencils are used for all formal, written learning. Children in KS2 (Years 3 and 4) will be introduced to pens when

they are consistently using a neat, joined handwriting style in all their writing. It will then be explained how they should use their pen in their writing, particularly not using it in their maths books or for drawing diagrams or lines. They should only use their school handwriting pen (not biros or any other colour) and they should use it consistently, rather than swapping between pen and pencil. At this stage they receive their “Handwriting Pen Licence” certificate.

7. **Assessment**

Formal assessment of handwriting is made against the National Curriculum Statutory Requirements for Handwriting. The Senior Leadership Team will monitor children’s writing and presentation in books regularly (at least termly). The following should be considered:

- Is the writing generally legible?
- Are the letters correctly shaped and proportioned?
- Are the joins made correctly?
- Are the spaces between the letters, words and lines appropriate?
- Is the size of the writing appropriate?
- Is the writing properly aligned?
- Are the writing standards achieved by the majority of pupils in line with the National Curriculum Statutory Requirements for Handwriting?

8. **Individual assessment**

Children should be observed as they write during handwriting lessons, and through writing in other areas of the curriculum, where the teacher will circulate, monitor and intervene if necessary. Teachers also need to monitor handwriting in the marking of children’s writing. The following should be considered:

- Is the posture correct?
- Does the child hold the pencil correctly?
- Does the child use the correct movement when forming and/or joining letters?
- Are any letters reversed or inverted?
- Does the child write fluently and rhythmically?
- Is the writing easily legible?
- Is the pupil’s handwriting development in line with the National Curriculum Statutory Requirements for Handwriting?