



Handwriting Policy

Reviewed: Summer 2020

Review Date: Summer 2022

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Chair of Governors

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Date

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Head Teacher

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Date

1 Introduction

Handwriting is an important skill for children to master in their time at primary school and will aid them into adulthood. Handwriting is a skill that needs to be taught discretely but one which requires constant feedback whenever children write.

At Featherstone Wood Primary School we will ensure that our children take pride in their presentation and foster a fluent and easily legible style of handwriting.

2 Aims and objectives

The aims and objectives of handwriting are:

- to enable pupils to write efficiently
- to enable pupils to write in a range of contexts – note taking compared with writing for a finished piece
- to enable pupils to write in a consistent a legible style
- to enable pupils to take pride in their learning and the message they are communicating through their writing.

3 Handwriting style

At Featherstone Wood School we have adopted a cursive style of writing. This will be modelled to children in their books and on displays. Whenever adults write in school it must always be in the agreed script. In the Early Years adults will almost always print words un-joined, whereas into KS1 adults will most certainly need to get the children used to reading and writing in a joined style.

- ✓ All lowercase letters start on the line
- ✓ Capitals are double the size of lowercase letters and are always un-joined – they do not start on the line
- ✓ All letters can join to one another
- ✓ Particular attention must be paid to the lowercase f and k, p, q, x and z and how they are joined to and from
- ✓ g and y do loop back on from their descender

A sample of handwriting for reference is attached to this policy.

4 Handwriting Sessions

Handwriting will be taught in a daily discrete session of 15 minutes to enable children to be taught and practise their writing skills. We will use the designated handwriting books and children in KS2 will be expected to use a blue handwriting pen. Some children at the end of Year 2 may be ready for a pen in time for Year 3.

Handwriting sessions will be differentiated – potentially some children will require a pen grip, some may still need to print, while others may be joins strings of letters. Where children are not ready for writing in their books, the children will be provided with the opportunity to practise their taught skills in sand, with chalk or take part in other activities

which enable them to work on their gross and fine motor skills. This is especially true in the Foundation Stage and into Year 1.

Teachers will use their knowledge of Assessment for Learning to decide which letters to print or join next. Perhaps this will link to their high frequency words or phonics which are currently being taught. In KS2 handwriting could link to their spelling patterns, weekly spellings or to the topic they are learning about.

Handwriting sessions will be kinaesthetic with a range of resources and strategies used. Across the week new learning will be modelled by adults and explicitly taught, and then the children will have the opportunity to practise, refine and apply their skills.

Effective assessment of individual children's needs (including those children who write with their left hand) will be in place and reasonable adjustments will be made where there are additional requirements in supporting handwriting – for example, a pencil grip, a writing slope or heightened seating.

5 Stages of Progression

EYFS – adults will always model a printed cursive script everywhere they write and encourage the children to do the same when they write. Misconceptions will be addressed immediately and children will be encouraged to self-correct. Words will be printed by the end of Reception.

The correct letter movement is what counts, not just producing a neat letter. Children get better at producing letters by practising letter movements: big letters on walls; little letters in shaving foam; letters in sand, jelly and on paper. Rainbow letters with several colours and random patterns of letters are all good practice. Practise saying letter names with the letter movement to build that association. Watch your children write and check their movements, not their neatness.

The same is true of joins between letters. If children learn the correct movements for basic joins, they will use them efficiently.

Year 1 and 2 – For more experienced writers, five minutes of handwriting practice a day is better than one 25-minute session per week. Demonstrate letter formations and joins, but don't just spend handwriting time "copying" lines of letters. Use letter dice or spinners to generate random sequences of letters and practise these. This activity really improves letter production. A handwriting "blast" to see how many times children can write each combination of letters in 20 seconds is a fun way to build automaticity. In addition the children will be encouraged to join 2 or 3 letters – igh for example, which links to their phonics. By the end of Year 2 children will be joining entire words.

Year 3 and 4 – Children need to build confidence in their writing ability; make sure you nurture this early on with positive feedback and rewards. Display writing on a wall that reflects good effort or achievement. Respond to the content of what children write to send the message that writing is important. Build positive feelings about the act of writing, wanting to write and, through this, learning how to control a pencil (or chalk, pen, or paintbrush).

Dr Jane Medwell is a leading academic in the field of handwriting and literacy and director of postgraduate research at the University of Nottingham. Dr Medwell works with the Write Your Future Campaign – created to champion the importance of handwriting.

Teachers will consolidate joining. The children may have to copy a poem or complete a dictation ensuring accuracy in spelling and punctuation as part of their handwriting sessions.

When a children are practising their handwriting, they will be able to use the writing utensil that suits them. To celebrate handwriting achievements, children will be awarded a handwriting and presentation certificate.

6 Feedback

Children should be given feedback in the usual way in accordance with our Marking and Feedback Policy. This includes self and peer assessment and responding to feedback. Some positive and constructive feedback should be left on a regular basis; once a week as a minimum.

Linked Policies

Marking and feedback policy

Handwriting

Handwriting at Featherstone Wood School

At Featherstone Wood we believe it is important for every child to learn a neat and legible style of handwriting. If the children have learnt from a young age a cursive script then this will support joining into key stage 1.

a b c d e f g h i j k l m n o p q r s
t u v w x y z

She will fill the bucket at the well.

If the dog has a bad leg, the vet can fix it.

Will Azam and Liz win the quiz? Yes!

He did up the zip on Zinat's jacket.

Remember:

- Capital letters are double the size of the lower case
- All lowercase letters start on the line.
- You should always have a good posture for writing.