

Hawley Handwriting Policy

Introduction

At Hawley, we understand the importance of teaching handwriting across the school; we believe it is our responsibility to teach children the skills required to develop fast, fluent, legible and automatic handwriting. Through consistency and continuity across the school, the teaching of handwriting successfully meets the expectations of the National Curriculum.

Aims

- For all pupils to achieve a neat and legible style with correctly formed letters using the school's agreed letter formation (see appendix 1)
- All pupils to develop effective flow and speed to ensure that they can achieve high standards of presentation whilst writing at a good pace.

Teaching and Learning

Handwriting is a complex skill which involves the integration of a wide range of abilities: sensory; motor; perceptual; linguistic; and cognitive. We believe skills should be taught regularly and systematically using the school's agreed script and methods. As children's handwriting becomes more proficient, the importance of joined handwriting and neat presentation is reinforced by staff and practised through publication of written work. Teaching staff are expected to model the school's handwriting policy when writing. For example: on whiteboards, in pupils' books and on classroom displays.

EYFS

In the Foundation Stage, staff focus on getting children ready for handwriting by:

- Building the gross and fine motor skills needed for handwriting through structured games and activities
- the spatial awareness, visual and motor memory skills needed through non-pencil and pencil activities
- Supporting the children through the developmental pencil grip stages; including hand dominance identification
- Developing the children's ability to correctly push and pull the pencil to be able to form letters correctly, firstly through pre-handwriting patterns and then single letter formation (See appendix 2 for details of strategies used.)

National curriculum objectives

- Use a pencil and hold it effectively to form recognisable letters, most of which are formed correctly.
- Attempt to write short sentences in a meaningful context.

When children are ready, handwriting skills (listed below) are introduced.

Key Stage One

In Key Stage One teaching is focused on:

- Continuing to build the gross and refine the fine motor skills through handwriting warm up exercises and PE warm up and cool down activities;
- Supporting the children through the developmental pencil grip stages so that they can comfortably hold the pencil in a tripod pencil grip;

- Reinforcing the correct sitting position and teaching the correct position, tilt and movement of the writing paper;
- Use of patterning when teaching handwriting and games like 'take a line for a walk'
- Refining the handwriting letter size and teaching the joining of letters to form words.
- Ensuring that appropriate gaps are left between words
- Using the correct formation of capital letters and understanding the difference between upper and lower case in their handwriting

National curriculum objectives Non-statutory

- Understand which letters belong to which handwriting 'families' and to practise these. (Y1)
- Form lower case letters of the correct size relative to one another. (Y2)
- *They should be taught to write with a joined style as soon as they can form letters with the correct orientation.* (Y2)
- 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.

Key Stage Two

In Key Stage Two teaching and learning is focussed on refining handwriting skills by:

- Continuing to build the gross and refine the fine motor skills through handwriting warm up exercises and PE warm up and cool down activities
- Focusing on the 4 Ps (posture, pencil grip, pressure and paper) - See appendix 3
- Refining the handwriting letter size and teaching the joining of letters to form words
- Building speed and fluidity using dictation activities and sentences
- Practising consistency and fluency through focus on handwriting when publishing work
- Understanding what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version
- Learning when to use an un-joined style, for example, for labelling a diagram or data, and capital letters, for example, for filling in a form.

National curriculum objectives Non-statutory

- Increase the legibility, consistency and quality of their handwriting, for example, by ensuring that the downstrokes of the letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. (Y3/4)
- *Pupils should be using joined handwriting throughout their independent writing.* (Y3/4)
- Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters. (Y5/6)
- Choose the writing implement that is best suited for a task. (Y5/6)
- They should be clear about what standard of handwriting is appropriate for a task, for example, for labeling a diagram or data, writing an email, address, etc. (Y5/Y6)

Use of Pen

Children will be introduced to using a handwriting pen from Year 4 or 5. Use of pen is at the teacher's discretion, but care should be taken to ensure that children who have difficulty with handwriting do not feel excluded. Maths work will continue to be done in pencil.

Left Handed Children

We recognise that at least 10% of pupils are left handed. This means that we need to make specific provision in order for these children to achieve in line with their peers.

- Paper should be positioned correctly and at the most beneficial angle to make it comfortable for the writer
- Left handed pupils should be encouraged to grip the pencil in a way that does not obstruct their vision.
- Seating arrangements should be considered carefully to allow pupils the space to write effectively without being obstructed or obstructing others.
- Pupils may need support in practising left to right orientation of their writing.

Inclusion

In line with our SEND Policy, the needs of individuals will be taken into account. We aim to identify pupils who experience difficulties with handwriting at an early stage and put into place appropriate support.

- The SENCO will provide pencil grips; triangular barrelled pens; and writing slopes where needed
- Activities in classrooms help pupils to develop fine and gross motor skills
- Small group support will be used to focus on particular pupils.
- Accurate letter formation and appropriate joining will be modelled and encouraged during phonics and spelling sessions
- Pupils will continue to be encouraged to form letters in sand, flour, foam and other materials in order to practice letter formation in an enjoyable way where needed
- Where needed, the SENCO will liaise with external agencies in order to find the most appropriate means of recording learning.

The Classroom Environment

The following resources are available to pupils as they move through the school to help them develop their handwriting skills.

- Displays showing effective letter formation and the school's designated script
- A range of writing materials which children have easy access to, including pencils, handwriting pens, line guides, lined paper
- Pencil grips to help children hold their pencil correctly
- Displays of children's published work
- Displays showing the 4 Ps in every classroom
- Whiteboards for practising letter formation
- Mark making materials, particularly in the EYFS classrooms
- Interactive whiteboards to allow staff to model handwriting
- Handwriting books with special lines to aid letter size and formation

Assessment and monitoring

Staff will use formative assessment techniques to monitor progress as part of regular writing activities. At Hawley, we use the S Rules for Assessment (see appendix 4) to isolate a particular handwriting focus for individual children. This is then monitored to measure impact and reassessed to ensure children make progress.

The school's agreed handwriting style should be evident throughout the school with a clear progression in pupils' skills and consistency. If a child's handwriting becomes laborious, an intervention will be put in place to support the child.

The Role of Parents and Carers

Parents are kept informed about the progress of their child's handwriting as they progress through the school. Information about our handwriting scheme is shared with parents and carers at the 'meet the teacher' sessions early in the autumn term. Teachers will also offer guidance on how to develop pupils' skills.

Timetabling Handwriting

In the EYFS classroom, there will be regular and frequent opportunities for pupils to develop their mark making skills and begin to produce clear and legible letters. These skills will continue to be developed in Key Stage One and closely linked with daily phonic sessions. In lower Key Stage Two, there will be at least two timetabled sessions per week when teachers will encourage pupils to build on their skills and develop a clear consistent style adapted to the needs of the task in hand, as well as focus time during literacy lessons.

Handwriting Scheme

The teaching of handwriting will be supported by the use of 'Penpals Handwriting' <https://www.cambridge.org/gb/education/subject/english/literacy/penpals-handwriting-second-edition-series>

Training for staff

Staff received comprehensive training (National Handwriting Association) during an inset which provided detailed instruction on the teaching, progression and assessment of handwriting. Throughout the academic year, teaching is monitored and further training provided where appropriate.

Review

This policy will be reviewed annually and updated to meet the needs of the changing curriculum. The Literacy subject leader will be responsible for coordinating this across the school.

September 2021

Appendix 1 – Penpals script

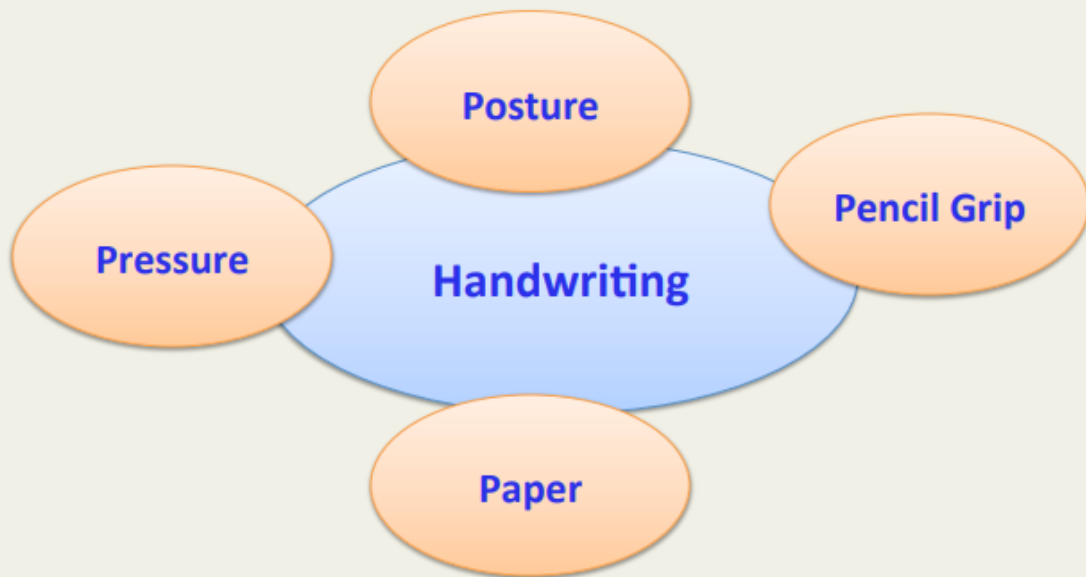


abc

<i>a</i>	<i>b</i>	<i>c</i>	<i>d</i>	<i>e</i>	<i>f</i>	<i>g</i>	<i>h</i>	<i>i</i>	<i>j</i>	<i>k</i>	<i>l</i>	<i>m</i>
<i>n</i>	<i>o</i>	<i>p</i>	<i>q</i>	<i>r</i>	<i>s</i>	<i>t</i>	<i>u</i>	<i>v</i>	<i>w</i>	<i>x</i>	<i>y</i>	<i>z</i>
<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>E</i>	<i>F</i>	<i>G</i>	<i>H</i>	<i>I</i>	<i>J</i>	<i>K</i>	<i>L</i>	<i>M</i>
<i>N</i>	<i>O</i>	<i>P</i>	<i>Q</i>	<i>R</i>	<i>S</i>	<i>T</i>	<i>U</i>	<i>V</i>	<i>W</i>	<i>X</i>	<i>Y</i>	<i>Z</i>
<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>			

For further information, see the Penpals scheme.

The practicalities: The 4 Ps



The S Rules for Assessment

