

Castleside Primary School



Handwriting Policy and Guidelines

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Handwriting Policy and Guidelines

AIMS

At Castleside Primary School we aim to ensure that all children will be writing fluently, at a good speed, in a joined legible style by the end of KS2.

This is in keeping with the attainment targets set out in the National Curriculum for English and works alongside the yearly objectives prescribed by the government to ensure that all children receive their correct entitlement

GUIDELINES

In order to achieve this aim we have opted to use a '*from the line*' handwriting style throughout Years 2-6. This style of writing has the majority of its letters starting on the line and enables children to move from print to joined handwriting with comparative ease.

It seems likely that those taught to join all letters consistently and reliably will, in later years, have a firm foundation from which to develop their own style to suit their individual handwriting needs. They will be able to make informed decisions about whether or not to join specific letters.

To achieve this we are following the '*from the line*' script starting in Class 2 (Year 2 children upwards). Children here will be asked to form letters using the script but will continue to consolidate their recognition of the print style letters when the focus is reading.

Each member of the teaching staff has a copy of the scheme and should ensure that they and anyone working within the class are using this style at all times. Any handwritten messages /notes/ labels round the classroom should be written in this script. Marking in books should also be written in a neat, cursive style, starting from the line.

Reception children will not be taught to write '*from the line*' initially. Instead, they will be taught correct letter formation from the traditional starting points. As they progress through the EYFS, joining letters in a cursive style will be modelled through the teaching of two-letter graphemes from Phase Three of Letters and Sounds onwards. MAT children whose letter formation has been deemed secure by the teacher may be introduced to the '*from the line*' method during intervention sessions.

TEACHING HANDWRITING

From an early stage children will be encouraged to write using the '*from the line*' letter formation. Focus will be given to correct hand movement when forming letters. It is essential that each letter is correctly formed before there is any attempt at joining. The children should become increasingly fluent at forming the letters and this should then lead to them reducing the size as they move through KS1. By early KS2 most children should be very familiar with the style and will be

beginning to join, though correct letter formation will be continuously monitored and insisted upon throughout KS2.

Throughout the school children will always be encouraged to adopt the correct posture when writing and should have access to appropriate resources and implements.

All classes will conduct handwriting intervention, as appropriate.

All English books will contain a piece of 'best handwriting' at the back to encourage accurate formation, joins and neat presentation. Children will be held to account if their work dips below their best piece.

METHODS

A range of methods should be used to meet the needs of the individual when practising handwriting

- Multi-sensory approach – use of ICT, sand trays, paints, making letters large, 'air' writing with fingers ensuring the letters are larger than body width, 'rainbow' letters;
- Always starting at the correct point – using large letters with start point clearly marked and modelled by teacher;
- Supervision by an adult of all formal handwriting sessions to ensure correct posture and letter formation including direction;
- Over writing, tracing hi-lighting and copying letters and strings of letters. This may form part of marking and feedback in books;
- Formal handwriting practise as and when appropriate – greater emphasis on this as a whole class approach throughout KS1. In KS2 this will be in smaller, targeted groups;
- Producing work with a handwriting focus – final drafts of written work;
- Promotion of good handwriting across the curriculum, ensuring that children are aware of the reason for this. (This can be done as part of our writing for a purpose philosophy. If we are writing for an audience, we need to consider their needs which include making the work presentable.)

LEFT HANDERS

Children writing with their left hand need some additional consideration:

- Light over right shoulder so not writing in their own shadow;
- Paper on left side of centre of body tilted to right so writer can see;
- Pencil hold may need to be a little higher so children can see the writing point – pencil grips may help here;
- Child needs to be positioned on left side of a right hander;
- Placing work on a small ring binder folder to put it at a slight incline may be helpful, especially to those working in pen;
- Allow for a slower speed until writing competence increases.

RESOURCES AND IMPLEMENTS

In order to achieve good handwriting, children need the appropriate tools. These include

- Good quality (sharp!) pencils;
- Triangular pencils and pencil grips in KS1 (available for use in KS2 where needed);
- School ink pen provided for use from Y4 onwards. By Y5 and 6, children are encouraged to have invested in their own better quality ink pen (we do not allow the use of poor quality, novelty pens) Pens may be used once the Pen Licence has been granted;
- Laminated cards available for reference during formal handwriting sessions – see *Appendix 1*;
- Poster and cards on display / available for general use in classroom;
- School agreed handwriting font available to use in displays and on worksheets;
- Lined handwriting books for use from Class 2 onwards (gradual decrease in the width of lines from Class 2 to Class 4).

PROGRESSION THROUGHOUT THE SCHOOL

Each child has individual needs – some will quickly adopt the handwriting styles whilst others will find it more difficult. The following is a guideline for the majority of the class. Teachers should always be flexible and use their professional judgement when teaching handwriting. Some children may be ready for the next step whereas others may need further consolidation of a previous one.

- *By the end of Reception:* Most children should be recognising all the lower case letters and forming these correctly.
- *By the end of Year 1:* All children should recognise the letters when they see them. Most children should be forming all letters correctly and writing all letters at a consistent size. Most children should be writing with finger spaces.
- *By the end of Year 2:* All children will be writing with finger spaces between words. Most children will be confident at writing letters correctly and at a consistent size with increased flow and confidence. Some children may be joining some of the letters together.
- *By the end of Year 4:* All children will be forming the letters (both upper and lower case) correctly. Most children will have started joining all letters. Some children will consistently be producing neat and legible work using a joined handwriting style.
- *By the end of Year 6:* All children will be able to write in a neat and legible joined hand. Some will have begun to develop their own style of handwriting – though this should still be based on the school handwriting style. Most should be able to do this at speed, choosing when to join and when not to.

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

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