

**CAVERSHAM PRIMARY
SCHOOL**



HANDWRITING POLICY
Date: November 2018
To be reviewed: November
2019

PHILOSOPHY

As a Rights Respecting school we believe:

Article 28

You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

The School aims to help children to develop a consistent, legible, free-flowing and comfortable handwriting style so they can record their ideas and communicate clearly. In addition, handwriting is closely linked with spelling; a good free-flowing handwriting style assists with spelling. Our children will be entering the modern, technological, computer dominated workplace on leaving school so our children are therefore taught to touch type.

AIMS

- To develop a flowing and legible handwriting
- To produce work which is logically set out and organised
- To enable them to communicate their meaning effectively when writing for different purposes

TEACHING AND LEARNING

The school has adopted a whole school approach so that teaching is consistent. Children are taught to write using a cursive script from Reception and new parents are given a copy of the school's handwriting style (see Appendix 1). Every new teaching member of staff also receives a copy of the

handwriting style during their induction. Ways of helping children to develop fine motor skills are discussed at the Reception Parents' Familiarisation Evening.

Teachers' own handwriting, when marking work, writing on boards or displays and producing activity resource material should provide a good role model for the children.

Special attention is paid to ensure that the children work at appropriate height desks with appropriate posture, and adequate working space is available. Children are encouraged to use their 'spare hand' to prevent their work from moving. Children are taught to adopt a comfortable and efficient grip and pencil grips are provided for those children who need it.

Handwriting is taught through phonics, spelling lessons and specific handwriting sessions. Initially, letter formation will be taught alongside the teaching of the letters of the alphabet in the Reception classes, using a multi-sensory approach. In order to develop a legible style, children at Key stage 1 are taught:

- how to hold a pencil
- to write from left to right and top to bottom of a page
- to start and finish letters correctly in a cursive style
- to form letters of regular size and shape
- to put regular spaces between letters and words
- how to form lower and upper case letters
- how to join letters

At Key Stage 2 this work is continued plus the children are taught to:

- write legibly with increasing fluency and speed
- use different forms of handwriting for different purposes [for example, print for labelling maps or diagrams; a clear, neat hand for finished presented work; a faster script for notes].

WRITING IMPLEMENTS

At Key Stage 1, the children use a pencil for all written work. Year 3 - This is the transition year from pencil to pen. Each child is assessed individually by the class teacher who determines the appropriate time for moving on to a pen. The child is presented with a special certificate and their first pen is supplied by the school. Thereafter children are provided with pens or may purchase a pen at the school shop located in the Office. The children write in blue ink. In Year 5 and 6, children are encouraged to write in fountain pens. The use of biros and gel-pens is discouraged.

Support of left-handed learners

The Teacher supports left handed pupils by

- encouraging the child to place the paper/book to their left side so that they can see what they have already written;
- to raise the children's seat when necessary so that they can see over their hand;
- encouraging the child not to hold the pencil too near to the point;
- sitting the child next to a right-hander(avoid arms colliding);
- teaching children to cross 't', 'f' away from the body.

ASSESSMENT AND RECORD KEEPING

- Children need to be supported and encouraged to develop a neat and legible handwriting style. This may need a sensitive approach by the teacher to ensure motivation and progress. Hence, in line with the marking policy, not every error needs correcting every day. This needs to be balanced with the need to unlearn errors as soon as possible before they become too entrenched.

- Personal English Targets: when agreeing a target with the child with a handwriting focus, the target will be specific e.g. use finger spaces, use tall ascenders for 'b' and 'd', stand the letters up straight, sit the letters on the line etc. This gives the child a clear, manageable and measurable target to work towards, rather than the vague target of 'improve handwriting'.
- Any child who is having significant difficulties with hand or fine motor control should be monitored closely. If initial concerns continue, the Special Needs Co-ordinator should be alerted and a plan put in place. Parents will be advised and their support will be sought in order to help their child.
- Children who come from other schools, with confident, legible handwriting should keep their own style.

SEN AND EQUAL OPPORTUNITIES

Our policy is monitored and reviewed to ensure that all pupils have equality of access to a range of writing opportunities and that all pupils achieve to the best of their potential regardless of gender, race or culture.

MONITORING AND EVALUATING

The standards of teaching and learning in handwriting are regularly monitored and reviewed. The headteacher and English leaders review children's handwriting termly during book scrutinies. The English leaders also regularly observe lessons and provides feedback. Evidence gathered is used to form an action plan which the English leaders will subsequently implement.