

Dry Drayton CE Primary School

Policy and guidance for Handwriting

Policy statement

This Policy and Guidance reflects the School's values and philosophy in relation to the teaching and learning of handwriting.

It sets out a framework in which the teaching and non-teaching staff can operate and gives guidance the teaching and delivery of handwriting at Dry Drayton Primary School.

This Policy and Guidance should be read in conjunction with the National Curriculum (2014) document for English and the foundation stage Early Learning Goals which sets out in detail what pupils will be taught in different year groups.

This document is intended to be used by all teaching staff, school governors, inspection teams and the County Advisory and Inspection personnel.

Aims:

Our aim is that the children at Dry Drayton Primary School will be able to write clearly, fluently and quickly so that they can cope with the everyday demands of life and school. The children are taught the conventional ways of forming letter shapes, both lower case and capitals, through purposeful guided practice in order to foster a comfortable and legible handwriting style. At Dry Drayton CE Primary School, we teach handwriting using cursive Joinit C1 script from Foundation Stage. By the end of Year 2 all children should be joining their letters.

Pupils should be taught to:

- Prepare themselves physically for writing by sitting correctly and holding their pencil in a comfortable manner, ideally in a secure triangular grip.
- Write legibly in both joined and printed styles with increasing fluency and speed;

In Year 1 and 2, joined handwriting is taught through two designated handwriting sessions per week. In years 3 and 4 handwriting is taught for one session a week. By years 5 and 6 it is expected that children have developed a legible, clear handwriting style and therefore attention is paid to developing children's own style.

Progression

Reception:	<ul style="list-style-type: none"> In the Foundation Stage, children are taught to form letter shapes correctly, based on the Joinit C1 script, and develop associated fine motor skills through a range of activities. Good writing habits will be formed from the beginning if children are taught a fluent movement for each letter before they start copying.
Year 1	<ul style="list-style-type: none"> 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 using lead ins and finishers 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. all letters of the alphabet and the sounds which they most commonly represent consonant digraphs which have been taught and the sounds which they represent vowel digraphs which have been taught and the sounds which they represent the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds
Year 2	<ul style="list-style-type: none"> segment spoken words into phonemes and representing these by graphemes, spelling many correctly form lower-case letters of the correct size relative to one another start using the diagonal and horizontal strokes needed to join letters 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. children should consistently use joined up handwriting by the end of year 2
Year 3/4	<ul style="list-style-type: none"> 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 [for example, 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] consistent use of joined up cursive writing across all work

Year 5/6	<ul style="list-style-type: none"> • write legibly, fluently and with increasing speed • choose which shape of a letter to use when given choices and decide whether or not to join specific letters • choose the writing implement that is best suited for a task • consistent use of joined up cursive writing across all work
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Handwriting Implements:

- Reception - Variety of suitable implements e.g. chunky pencils, crayons, large felt pens, chalk, pencil grips to aid correct pencil grip.
- Infants - pencils only, pencil grips where necessary.
- Years 3 / 4 - Pencils. Introduce handwriting pens when writing has reached a consistently neat cursive style across all work.
- Years 5 / 6 - Handwriting pens for all children for all class work.

Handwriting Exercise Books:

- Reception - the children will practise regularly on a variety of materials appropriate to their needs.
- Infants and Juniors - the children will be provided with a separate book for their handwriting practice.

Regularity of Lessons:

- Reception - to practise manipulative skills each day (including fine and gross motor skills).
- Years 1 and 2 - two ten minute sessions per week
- Juniors - A demonstration and practise lesson once a week

Teacher and support staff Handwriting:

The teacher's handwriting is the model for the children. All staff should aim to produce quality writing at all times. It is pointless to provide the children with handwriting lessons if the teacher model does not match the required cursive Jointit C1 style - it should be used at all times. All displays and labels (pegs, drawers etc) around school will be word processed using the Jointit C1 font.

Special Educational Needs:

Teachers will need to be sensitive to the needs of children with Special Educational Needs and to genuine developmental needs. Left-handed children need particular sensitivity. This statement applies not only to the use of the correct style but occasionally to the appropriate use of a lined book for a few children. Left-handed children should be seated at the corner of a table so that they do not bump elbows with

another child. Additional fine-motor skill practise is provided to those children needing extra support.

Monitoring and review:

This Policy is a reflection of the shared values of the staff at Dry Drayton CE Primary School. It will be implemented during the Spring Term of 2015. It takes account of the National Curriculum for England and Early Years Foundation Stage. Practice will be monitored and evaluated regularly through marking and work scrutinies.

This Policy will be reviewed every two years. This may be earlier if there are any major national revisions to the English curriculum.

Laura Sweet
English Subject Leader
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