

# The Asfordby Hill School



## HANDWRITING POLICY

<b>This Policy Links With:</b> English Policy Teaching and Learning Policy EYFS Policy	
<b>Recommended:</b>	✓
<b>Statutory:</b>	
<b>Date Reviewed:</b>	Autumn 2020
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<b>Committee Responsible for Review:</b>	QEHS
<b>Signature of the Chair of Governors:</b>	

*‘Print is predictable and impersonal, conveying information in a mechanical transaction with the reader’s eye. Handwriting, by contrast, resists the eye, reveals its meaning slowly, and is as intimate as skin.’* Ruth Ozeki

Handwriting is a skill which, like reading and spelling, affects written communication across the curriculum. Children must be able to write with ease, speed and legibility. Cursive handwriting teaches pupils to join letters and words as a series of flowing movements and patterns.

### **Intent**

To have a consistent cursive approach across the whole school to ensure high levels of presentation.

To adopt a common approach towards handwriting by all adults when writing in children’s books, on the whiteboard or on displays / resources.

Children to achieve a neat, legible style with correctly formed letters in cursive handwriting.

Children to develop fluency and speed whilst writing, so that eventually the children are able to write the letters with confidence and correct orientation.

As recommended by the British Dyslexia Association, we adopt a continuous cursive style of writing.

Teachers and Learning Support Assistants model the agreed cursive style when modelling writing both in class, on displays and in feedback in books.

Our agreed cursive style is as below:



The letters will be taught in the following order/groups:

1. i l t u w e c o a d n m h

2. j y g q b p k v s r f z x

### Implementation

#### **Posture**

Chairs and desks within classrooms are matched to children's age and height.

Children's backs should be straight and feet resting on the floor. A right-handed child should have their book slanted to the left. For a left-handed child the book should be slanted to the right.

Always make sure that the hand which is not holding the pencil or pen holds the paper.

#### **Key Stage 1 & Key Stage 2**

Within KS1, every class will have two 15 minute handwriting sessions per week.

Within KS2, every class will have a specific handwriting session for 15 minutes per week.

In handwriting sessions, spellings, relevant key vocabulary or sentences/paragraphs related to core texts will be modelled by an adult then practised by children.

Lined paper is used for handwriting specific exercises. Lines should be well spaced to start with – e.g. 10mm apart – gradually reducing to single lines about 5mm apart. In KS1, children will use four-lined handwriting paper.

Children are given a handwriting book from Year 1 which continues throughout the school.

#### **EYFS**

Children take part in activities to develop their fine and gross motor-skills and recognition of patterns, for example, to form letters using their index finger in sand or using paint.

Implements such as chunky triangular pencils, large chalks and chunky pens etc are also used by pupils to rehearse skills on paper, chalk boards, pavement etc.

Children should begin to learn how to correctly hold a pencil. Then how to use a pencil, and hold it effectively to form recognisable letters most of which are correctly formed. They will be introduced to pre-cursive and cursive script at the earliest stages of writing to enable an easier transition in Year 1 into the cursive script, depending on their ability. However, the expectation is that by the end of Reception, most pupils will start to transfer towards a cursive script. This is again dependent on their skill and ability.

Displays in the E YFS environment should include models of cursive script.

### **Left handed children**

At least 10% of the population are left-handed, the majority of whom are boys. All teachers are aware of the specific needs of left-handed pupils and make appropriate provision:

- paper should be positioned to the left for right handed pupils and to the right for left handed pupils and slanted to suit the individual in either case;
- pencils should not be held too close to the point as this can interrupt pupils' line of vision;
- pupils should be positioned so that they can place their paper to their left side;
- left-handed pupils should sit to the left of a right-handed child so that they are not competing for space;
- extra practice with left-to-right exercises may well be necessary before pupils write left-to-right automatically. Teachers are aware of the fact that it is very difficult for left-handed pupils to follow handwriting movements when a right-handed teacher models them. Teachers demonstrate to left-handers on an individual or group basis, even if the resulting writing is not neat.

### **Implements**

Children generally use a standard HB pencil, well sharpened.

A pencil is always used within maths regardless of whether children have a pen licence.

### **Resources**

The school uses the system Letterjoin to support the teaching of handwriting. This provides models of forming letters, word samples and a way to producing text using the agreed school cursive system. Each class teacher has a log on for the website so they can produce text and worksheets to support teaching and learning.

### **Use of ICT**

Letterjoin provides an APP version of the software available for use by children on iPads. Children can watch the animations then trace the patterns, letters and words on the iPad for large scale handwriting practice. A score is given for the accuracy of each pattern, letter or word.

### **Equal opportunities and Special needs**

All children must have the opportunity and the encouragement to reach their full potential regardless of race, creed or sex. Children with Special Educational needs, where necessary, will be provided with specialist equipment such as pencil grips or wider ruled lined paper.

Children will also have the opportunity to use iPads to rehearse specific skills on a more regular basis. Intervention is available for children who experience significant difficulties to practice pre writing skills and fine motor coordination

### **Assessment, Monitoring and Moderation**

Children in the EYFS are assessed on an ongoing basis through observation, handwriting informs part of this. Within Key Stage One and Key Stage Two, handwriting is assessed as part of children's writing assessments.

### **Homework**

Pencils should be used in homework books and children are encouraged to use the cursive script in all written home learning.

### **Planning**

During handwriting sessions, children will apply taught formations to letters, words or parts of text relevant to their current learning. For example, they may practise the letters from their current phonics focus, the letter strings used in their weekly spellings, key vocabulary related to core texts or use parts of text from guided reading or literacy texts.

There is not the expectation that formal written plans are available on the staff drive. Books will be used as evidence for the progression of handwriting.

### Impact

The majority of pupils at Asfordby Hill School will be able to form letters correctly and confidently.

KS1 children will

- form lower-case letters of the correct size relative to one another
- 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 un-joined.
- write capital letters of the correct size and orientation in relationship to one another, and to lower case letters
- write digits of the correct size and orientation in relationship to one another
- use spacing between words that reflects the size of the letters.

KS2 children will

- increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch).
- write legibly, fluently and with increasing speed
- be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version.
- know when to use an un-joined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.