

Handwriting Policy

We aim for children to:

- Achieve a neat, legible style with correctly formed letters working towards cursive handwriting
- Develop flow and speed
- To foster children' pride in well-presented work

The school uses the “BSL Handwriting Scheme”. Letter and digit formation must be practised regularly in short sessions until fluency is established. This could be through RWI, Literacy starters or to reinforce spellings.

Physical requirements:

Good habits in handwriting are developed early and sustained through the school.

- Posture and height of the chair and writing surface are important. The child's feet should be touching the floor. Left handed children should sit on the left hand side of the table.
- Light must be adequate
- The position of the paper should match the angle of the arm
- Pencil grip should be a light hold between thumb, index and middle finger.
- Writing tools should be varied for different purposes. Triangular pencils and pencil may support some children and are available from SEND team.

Pens will be used in KS2 and the class teacher will decide when children are ready to use pen. All work in maths books will continue to be in pencil.

The teaching of handwriting will follow the statutory and non-statutory guidance in the English programme of Study.

Handwriting in the Foundation Stage

By the end of the Foundation Stage, pupils will be taught to:

- Sit comfortably at a table, holding their pencil or mark-making tool correctly.
- Show preference for a dominant hand.
- Begin to use anti-clockwise movements and form vertical lines.
- Begin to form recognisable letters
- Use a pencil and hold it effectively to form clearly identifiable letters, most of which are correctly formed.
- Use their clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.

Notes and Guidance (non-statutory)

Handwriting requires frequent and discrete, direct teaching. From the start of Foundation Stage, children will be encouraged to mark-make using various media whilst learning in a play-based environment. Children are provided with a range of 'writing' and mark-making tools that are appropriate for the stage of their development. The mark-making equipment available to the children should allow them to grip the tools appropriately to develop a correct and comfortable style of writing.

Handwriting Year 1

Pupils should be taught to:

- 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
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these

Notes and guidance (non-statutory)

Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided.

Left-handed pupils should receive specific teaching to meet their needs.

Handwriting Year 2

Pupils should be taught to:

- 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 unjoined
- 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

Notes and guidance (non-statutory)

Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.

Handwriting Years 3 and 4

Pupils should be taught to:

- 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, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]

Notes and guidance (non-statutory)

Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.

Handwriting and presentation Year 5 and 6

Pupils should be taught to:

- write legibly, fluently and with increasing speed by:
 - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
 - choosing the writing implement that is best suited for a task

Notes and guidance (non-statutory)

Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they

want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined 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.