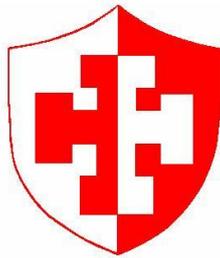


PREES C. E (CONTROLLED) PRIMARY SCHOOL



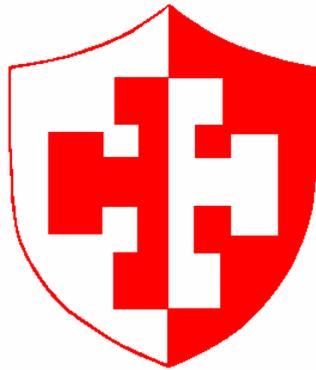
Handwriting Policy

**Prees C.E School
Our Mission Statement**

Christian values are the foundation upon which Prees C. E. School is built.

St Chad's church is at the heart of our school and the wider community.
The cross of St Chad symbolises our link through the ages to the Cathedral of our
Lichfield Diocese.

We are committed to promoting Christian values such as love, peace, forgiveness and self-control, to enable our children to develop into the people they are meant to be.



Believe and Achieve

At Prees C of E Primary School, we believe that neat, well formed handwriting and presentation of written work helps to raise standards as the pupils take pride in and have a sense of ownership of their work.

There are four main purposes to this policy:

- To establish an entitlement for all pupils;
- To establish expectations for teachers of this subject;
- To promote continuity and coherence across the school;
- To state the school's approaches to this subject in order to promote parents' and carers' understanding of the curriculum.

Why is a handwriting policy important for a primary school?

Handwriting is a skill which, like reading and spelling, affects written communication across the curriculum. Given effective teaching, handwriting can be mastered by most pupils by the time they are seven or eight years old enabling them, with practice, to go on to develop a faster and more mature hand ready for secondary school and adult life. The surest way to ensure consistent teaching and the development of legible, fluent joined handwriting throughout the school is to have a written policy agreed and put into practice by all staff.

Handwriting is a movement skill, children need to practise handwriting movements correctly and often. The first handwriting lessons are vital and the most important issue is to ensure that the children we teach learn to form the letters of the alphabet with the correct sequence of strokes from the beginning. The correct formation of all letters needs to become quite automatic and may require a lot of practice.

Suzanne Tiburtius of the National Handwriting Association

Models Used:

Lower case letters

abcdefghijklmnopqrstuvwxyz

Capitals

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

Numbers

1 2 3 4 5 6 7 8 9 0

The Four Joins

1. to letters without ascenders
2. to letters with ascenders
3. horizontal joins
4. horizontal joins to letters with ascenders

abcdefghijklmnopqrstuvwxyz

Aims:

At Prees C of E Primary School our aims in teaching handwriting are that the pupils will:

- Achieve a neat, legible style with correctly formed letters in accordance with Prees C of E Primary School's chosen cursive style
- Develop flow and speed.
- Eventually produce the letters automatically and in their independent writing.

In order to achieve these aims, the following principles are followed:

Teaching and Learning

- Children should experience coherence and continuity in learning and teaching across EYFS, Key Stage One and Key Stage Two.
- Develop a recognition and appreciation of pattern and line and be given support in finding a comfortable grip.
- Understand the importance of neat presentation in order to communicate meaning clearly.
- Encouraged to take pride in the presentation of their work and therefore study handwriting with a sense of enjoyment and achievement.
- Be supported in developing correct spelling quickly through a multi-sensory approach to handwriting.
- Shown how to be able to write quickly to aid expressing themselves creatively and imaginatively across the curriculum and for a range of purposes.
- Encouraged to use their skills with confidence and pride in real life situations.

Teachers should take care to use the correct script when writing on the board when marking and when writing for display purposes.

Knowledge, Skills and Understanding:

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. 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, with a final flick to ensure ease of transition to a joined style later on. They should be given the opportunities to develop their handwriting to their full potential at that age.

Key Stage 1

Children will continue to develop fine and gross motor-skills with a range of multi-sensory activities. Handwriting should be discussed within and linked to phonics sessions. As letter blends are taught, they will be done so in joined script. Teachers and support staff continue to guide children on how to write letters correctly, using a comfortable and efficient pencil grip. Children should now be leaving spaces between words accurately. By the end of Key Stage 1 children will be able to write legibly, using upper and lower-case letters appropriately and correct spacing between words. Children should be taught handwriting in short bursts each day linked to Letters and Sounds.

Key Stage 2

During this stage the children continue to have direct teaching and regular practice of handwriting. We aim for them to develop a clear, fluent style and by the end of Year 6 be able to adapt their handwriting for different purposes, such as: a neat, legible hand for finished, presented work, a faster script for note making and the ability to print for labelling diagrams etc. By Key Stage 2 children should understand the language of handwriting e.g. descenders, ascenders, orientation etc.

When children are able to write fluently and neatly in a joined style, they will begin using pens to write with.

Provision for 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;
- 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.
- Children should be encouraged to have the correct sitting posture for good handwriting e.g. the bottom of the back to go into the back of the chair

Across the Early Years Foundation Stage

Children will have:

Opportunities to watch adults writing and for children to write for themselves.

Attempt writing for various purposes using features of different forms such as lists, stories and instructions.

Write their own names and other writing forms such as labels and captions and begin to form simple sentences, sometimes using punctuation.

Use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words.

Use a pencil and hold it effectively to form recognisable letters and numbers, most of which are correctly formed.

By the end of Foundation Stage 2

By the end of Reception year children will have been introduced to:

- a comfortable and efficient pencil grip
- producing a controlled line which supports letter formation
- writing letters using the correct sequence of movements
- pattern-making and letter/number formation in various media
- correct formation of lower case letters.

YEAR 1

Term 1: Develop a comfortable and efficient pencil grip.

To form lower case and capital letters correctly.

Term 2: To practise handwriting in conjunction with spelling and independent writing, ensuring correct letter orientation, formation and proportion.

Term 3: To practise handwriting in conjunction with spelling and independent writing, ensuring correct letter orientation, formation and proportion.

YEAR 2

Term 1: To practise handwriting patterns from Year 1.

To begin using and practising the four basic handwriting joins:

- diagonal joins to letters without ascenders, e.g. ai, ar, un
- horizontal joins to letters without ascenders, e.g. ou, vi, wi
- diagonal joins to letters with ascenders, e.g. ab, ul, it
- horizontal joins to letters with ascenders, e.g. ol, wh, ot

Term 2: To practise handwriting patterns from Year 1.

To practise handwriting in conjunction with the phonic and spelling patterns.

To use and practise the four basic handwriting joins:

- diagonal joins to letters without ascenders, e.g. ai, ar, un

- horizontal joins to letters without ascenders, e.g. ou, vi, wi
- diagonal joins to letters with ascenders, e.g. ab, ul, it
- horizontal joins to letters with ascenders, e.g. ol, wh, ot

Term 3: To use the four basic handwriting joins with confidence and use these in independent writing:

- diagonal joins to letters without ascenders, e.g. ai, ar, un
- horizontal joins to letters without ascenders, e.g. ou, vi, wi
- diagonal joins to letters with ascenders, e.g. ab, ul, it
- horizontal joins to letters with ascenders, e.g. ol, wh, ot

YEAR 3

Term 1: To practise correct formation of basic joins from Year 2:

- diagonal joins to letters without ascenders, e.g. ai, ar, un
- horizontal joins to letters without ascenders, e.g. ou, vi, wi
- diagonal joins to letters with ascenders, e.g. ab, ul, it
- horizontal joins to letters with ascenders, e.g. ol, wh, ot

To ensure consistency in size and proportions of letters and the spacing between letters and words.

Term 2: To practise correct formation of basic joins from the use of the four basic handwriting joins from Year 2:

- diagonal joins to letters without ascenders, e.g. ai, ar, un
- horizontal joins to letters without ascenders, e.g. ou, vi, wi
- diagonal joins to letters with ascenders, e.g. ab, ul, it
- horizontal joins to letters with ascenders, e.g. ol, wh, ot

To ensure consistency in size and proportions of letters and the spacing between letters and words.

To build up handwriting speed, fluency and legibility through practice.

Term 3: To practise correct formation of basic joins from the use of the four basic handwriting joins from Year 2 and use these in independent writing:

- diagonal joins to letters without ascenders, e.g. ai, ar, un
- horizontal joins to letters without ascenders, e.g. ou, vi, wi
- diagonal joins to letters with ascenders, e.g. ab, ul, it
- horizontal joins to letters with ascenders, e.g. ol, wh, ot

To ensure consistency in size and proportions of letters and the spacing between letters and words.

To build up handwriting speed, fluency and legibility through practice.

YEAR 4

Term 1: To use joined handwriting for all writing except where other special forms are required.

To know when to use:

- a clear neat hand for finished, presented work;
- informal writing for rough drafting etc.

To ensure consistency in size and proportions of letters and spacing between letters and words.

Term 2: To use joined handwriting for all writing except where other special forms are required.

To build up speed, particularly for notes, drafts, lists etc.

To know when to use:

- a clear neat hand for finished, presented work;
- informal writing for rough drafting etc.

To ensure consistency in size and proportions of letters and spacing between letters and words.

Term 3: To build up speed and ensure consistency in size and proportions of letters and spacing between letters and words.

To use a range of presentational skills, e.g.:

- print script for captions, sub-headings and labels;
- capital letters for posters, title plates, headings;
- a range of computer-generated fonts and point sizes.

YEAR 5

TO USE FLUENT JOINED UP HANDWRITING FOR ALL WRITING EXCEPT WHERE OTHER SPECIAL FORMS ARE REQUIRED

YEAR 6

TO USE FLUENT JOINED UP HANDWRITING FOR ALL WRITING EXCEPT WHERE OTHER SPECIAL FORMS ARE REQUIRED

Equal Opportunities:

Equality of opportunity is a high priority and reference to the School's Equal Opportunity and Racial Equality Policies will provide examples of how this is achieved.

Inclusion:

The vast majority of pupils are able to write legibly and fluently. However, some pupils need more support and provision will be made for this within the class or through a PCP. Teachers of children, whose handwriting is limited, by problems with fine motor skills, should liaise with the SENCO to develop a programme designed for the individual child.

Adopted by Governing body Spring 2015

Review date Spring 2017