

Woolenwick Junior School

Handwriting Policy

<u>Policy Name</u>	Handwriting policy
<u>Created by</u>	Woolenwick Junior School
<u>Responsibility of</u>	School Improvement Committee
<u>Reviewed by</u>	Clare Herbert
<u>This Review Date</u>	<u>Nov 2012</u>
<u>Next Review Due</u>	<u>Jan 2016</u>
<u>Cycle</u>	<u>3 years</u>
<u>Ratified by Full Governing Body on</u>	<u>17.01.13</u>

Version History

Version	Amendments	Date	Author
V1	Original document		
V2	Reviewed	March 2012	CH
V3	Reviewed	Nov 2012	CH

English Coordinator: Clare Herbert
English Governor: Michael Downing

Aims of the Policy

To ensure that we:

- have consistent, standard and manageable practices;
- model high standards of handwriting and presentation;
- support children to develop legible handwriting in both joined up and printed styles;
- support children to understand the importance of, and develop pride in, clear, neat presentation in order to communicate their meaning effectively.

The implementation of the policy is the responsibility of all staff, overseen by the English Coordinator.

Expectations

Progression of handwriting will follow the structure identified in the National Curriculum. This states:

- **Level 1** - Letters are usually clearly shaped and correctly orientated. (There are spaces between words. Upper and lower case letters are sometimes distinguished.);
- **Level 2** – Letters are accurately formed and consistent in size. (Letters generally correctly shaped but inconsistencies in orientation, size and use of upper/lower-case letters may persist. There is clear letter formation, with ascenders and descenders distinguished. Generally upper and lower-case letters are not mixed within words.);
- **Level 3** – Handwriting is joined and legible. (In most writing there is a legible style, which shows accurate and consistent letter formation, which is sometimes joined.);
- **Level 4** – Handwriting is fluent, joined and legible. (In most writing there is a legible style, which shows accurate and consistent letter formation, which is mostly joined. Handwriting style adapted for different purposes – printing, capitalization, bold etc);
- **Level 5** – Handwriting is joined, clear and fluent and where appropriate adapted to a range of tasks.

It is expected that most children entering the school in year 3 will be working within Level 2. By the end of year 4 most children will be working within Level 3 and by the end of year 6 most children will be working in at least Level 4, with many progressing further and working in Level 5.

Once children reach Level 3 they will be awarded a pen license (see appendix 1).

Principles of teaching handwriting

The key purpose of teaching handwriting is to support the child in their learning journey.

The school follows a cursive handwriting approach. All adults are expected to use cursive handwriting at all times (i.e. when marking books and on the whiteboard). All children are expected to attempt to use cursive handwriting at all times.

There are 4 simple rules to cursive handwriting:

- **Rule 1:** Start every letter on the line (entrance stroke)
- **Rule 2:** Do not take your pen or pencil off the paper until you have finished the word
- **Rule 3:** Finish every letter on the line (exit stroke)
- **Rule 4:** Do not join capital letters.

The cursive script is as follows:

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
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

Handwriting may be taught to the whole class in short, sharp bursts or to small groups according to need. Links should be made to handwriting in all lessons, particularly when teaching spelling patterns and English.

Cursive handwriting resources are available including photocopiable worksheets and magnetic letter blocks.

The teaching of handwriting should include consideration given to posture, paper position, left handedness, pencil grip, letter formation and terminology.

The children should be taught the skills of handwriting through the following developmental stages:

1. The ability to produce writing patterns that are consistent in height and width.
2. The ability to write each letter in print with reasonable speed, ensuring regularity of size and spacing. Consideration of ascenders and descenders.
3. The ability to produce joined up writing.
4. An individualised style.

Ways to teach handwriting include:

- modeling clearly and slowly;
- air-writing (writing with nose, elbow, index finger);
- photocopiable worksheets;
- use of exercise books with handwriting guidelines.

For guidance on presentation, please refer to the presentation section of the marking and constructive feedback policy.

Differentiation and Special Educational Needs and Disabilities (SEND)

Once identified, pupils with special education needs which impact upon their writing will be assessed and the appropriate action taken (see *SEND and Inclusion Policies*). Children with specific learning difficulties such as dyslexia or dyspraxia and children with a disability which affects their fine motor control will find handwriting particularly challenging.

Strategies to help support children who are having difficulties with handwriting include:

- use of a pencil grip;
- use of a writing slope;
- a choice of different types of pen, pencil, crayon or chalk;
- paper with larger/bolder lines or squares;

- coloured paper;
- an extended time to write;
- Brain Gym prior to writing e.g. Lazy Eights;
- use of ICT including dictaphones/microphones.

Assessment

Children's handwriting will be assessed through marking. Teachers and teaching assistants will provide positive and constructive oral or written feedback including advice for further improvement (*for further guidance, see the Marking and Constructive Feedback Policy and Assessment Policy*).

Roles and Responsibilities

Governors

- to ensure that the school shares, implements and monitors this policy
- to ensure that the policy is reviewed at least every 3 years or more frequently if appropriate.

The Headteacher

- to ensure that the implementation and monitoring of this policy is manageable, consistent and has a positive impact on children's learning

English Coordinators

- to ensure the effective implementation of this policy.
- to regularly monitor the implementation and effectiveness of this policy
- to provide feedback to Governors on the effectiveness of this policy

Teachers and Teaching Assistants

- to implement this policy and follow the identified guidelines.
- to provide appropriate guidance to children to accelerate their learning.
- to provide workbooks for scrutiny as required and to act on any feedback given.

Appendix 1

Pen Licence Checklist

To earn a pen licence, your writing in all your books (not just your handwriting book) must show the following:

<i>All letters are correctly formed.</i>
<i>All short letters are the same size.</i>
<i>All ascenders and descenders are the right height/length.</i>
<i>All letters are joined correctly.</i>
<i>Capital letters are bigger than lower case letters.</i>
<i>Spaces between letters are the right size (not too squashed or stretched).</i>
<i>Spaces between words are the right size (not too small or big).</i>
<i>Date and title are underlined with a ruler.</i>
<i>Work looks neat.</i>