



Handwriting Policy



Introduction

This policy outlines how we teach handwriting at Fairfield Primary School.

As a school we recognise handwriting as an important, basic, life skill which should be embedded across the curriculum. It should become an automatic process which allows children to record their thinking fluently and legibly, with confidence and creativity.

In **Early Years** (EY), a firm foundation for handwriting is laid down. Daily opportunities to develop fine and gross motor skills are offered through both indoor and outdoor continuous provision, as well as children being offered daily opportunities to experience 'Funky Fingers'.

In **Reception** and **Year 1**, print letters are taught daily from the first term through the 'Little Wandle' phonics scheme. In Reception, from the Spring Term, the children participate in one discrete handwriting lesson a week focusing on the print letter formation from 'Little Wandle'. In Year 1, pupils are taught print letter formation weekly through one discrete 20 minute session. In this session, pupils consolidate print letter formation following the 'Little Wandle' phonics scheme. Pupils progress to focusing on forming letters within words which contain the sounds they have been learning that week.

In **Year 2** and the early stages of **Key Stage 2** (KS2), formal handwriting practise continues and is taught discretely twice a week. By the end of KS2, children should be refining their handwriting skills and be confident in producing letters and words automatically and legibly in independent written work.

Aims

Our aims in teaching handwriting are to:

- Develop a well-formed, legible and fluent handwriting style and use this with confidence and increasing speed.
- Raise attainment for all children in handwriting through a consistent and progressive approach using 'Little Wandle' and the 'Letter-Join Scheme'.
- Model an agreed and consistent handwriting approach across the school when writing on the board or in children's books, so that children experience coherence and continuity.
- Have high expectations for handwriting across the curriculum.
- Promote a positive attitude towards the presentation of handwriting ensuring that children take pride in their work.
- Make provision for left handed children to develop free flowing writing.

Teaching and Learning

To initiate and develop handwriting skills in the Early Years, children are offered a wide range of activities and resources to enhance their fine and gross motor skills such as:

- Threading
- Play dough
- Peg Boards
- Outdoor chalk activities

In Nursery, the children start the formal process of beginning to form letters within their name. The expectation by the end of the year is that children are able to do this independently.

In Reception, every morning from 8:50am to 9:00am, the children are also given the opportunity to participate in a 'Funky Fingers' activity. Visual aids are placed on the table to allow children to take part in these activities independently.

In Reception and Year 1, the children are also given the opportunity to practise forming printed letters on a daily basis through 'Little Wandle' phonic sessions. Discrete handwriting lessons are taught following the Little Wandle teaching sequence. A variety of resources are used to support the teaching of printed letters.

In Year 2, the children build upon the printed letter foundation created in the EY and Year 1 and begin to join letters in a continuous cursive style. Also, a more formal approach to teaching handwriting is introduced. The children will be taught handwriting explicitly through the Letter-Join Scheme for 2 x 20 minute sessions per week, whilst good handwriting practice is reinforced and embedded across the curriculum in every lesson.

Lower KS2 children continue to build upon, and make progress in the skills taught in Year 2. They continue to follow the Letter-Join Scheme, which is also taught explicitly for 2 x 20 minute sessions each week. A consistent approach to handwriting should be evident in all areas of the curriculum and by the end of Year 6 children should have developed a fluent and confident handwriting style.

In Upper KS2, extra handwriting teaching is provided for children who require support in order to address gaps in their handwriting skills.

Assessment

Assessment of handwriting and feedback by the class teacher will be immediate in order to have an impact on the child's learning. It will provide the pupil with specific guidance on how to improve. This allows the child to act instantly on feedback given and assess improvements in their own work. Feedback will be specific, accurate and clear, and be encouraging to support further efforts.

Handwriting is assessed termly using the school's writing criteria and this assessment is incorporated into the judgement of their overall writing stage.

Teaching Approaches

All children are taught to write with a pencil from EY.

Consistently well formed, legible, continuous cursive handwriting in Year 3 and Year 4, leads to the children gaining a pen which can be used during handwriting lessons. This allows the child to practise using a pen in a structured manner. Once the child has shown they can use a pen confidently in these lessons, they will be able to transfer this skill into their curriculum books. In Year 5, all children will be given a pen to use in their curriculum books.

Left handed children are supported where required and further information on how to do this can be found in **Appendix 1**.

Children who are identified as having difficulties with certain aspects of handwriting, will be provided with further support e.g. pencil grips, seating position on the table, slanted writing boards and advice from the SENDCO.

A consistent approach to posture and pencil grip is adopted by all staff:

- Correct seating position is modelled and checked by the teacher.
- Teachers monitor pencil grip, then give support and intervention is given where required.
- Hand eye coordination is observed.
- Teachers ensure that the tables and chairs are at the correct height for pupil ages.

Further information on this can be found in **Appendix 2**.

Instant verbal feedback is given to children when undertaking a handwriting activity, to allow them to act on, and address any errors which may impinge the development of fluent handwriting and letter formation.

Monitoring

Handwriting is monitored across the curriculum by the Senior Leadership Team and the Literacy Team. This is done through work scrutiny, learning walks and writing moderation.

The focus for the monitoring of handwriting is:

- Presentation of handwriting.
- Letter formation.
- Spacing
- Evidence of consistent teaching and assessment at each stage across the school.
- Evidence that a consistent and coherent style is being modelled by staff across the curriculum.

Parental support

A handwriting support sheet is provided for parents in Reception so they can encourage the correct letter formation of single printed letters at home. In Year 2, when the children begin to use the Letter-Join program, parents will be provided with a new letter formation sheet which supports the formation of cursive letters. These sheets can also be accessed through the school website and will be given to parents during 'Welcome' meetings (see Appendix 3).

Resources

Little Wandle phonics scheme

Letter-Join handwriting Scheme

Letter-Join worksheets

Letter-Join handwriting font

Handwriting books and folders

Blue handwriting pens provided by the school

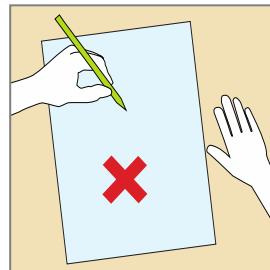
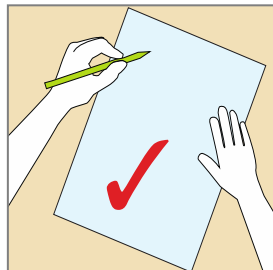
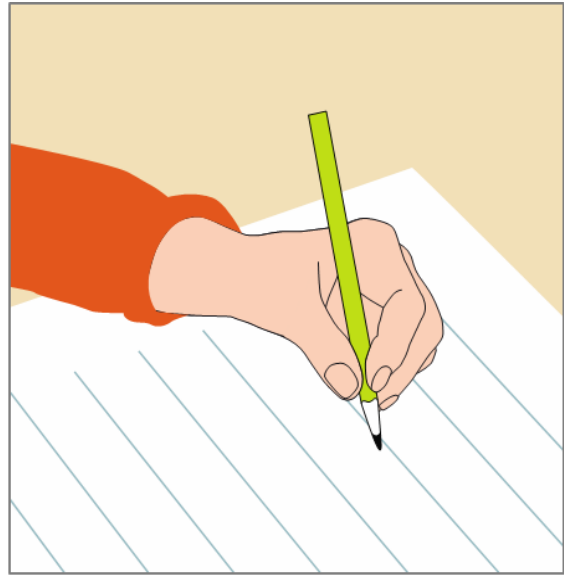
Pencils provided by the school

We discourage the use of roller balls, biro, gel pens and fountain pens.

APPENDIX I

LEFT-HANDED CHILDREN

Left-handed children may find it difficult to follow right-handed teachers as they demonstrate letter formation (and vice versa). Teachers should demonstrate to left-handers on an individual or group basis.



- Left-handed pupils should sit to the left of a right-handed child so that they are not competing for space.
- Pupils should position the paper/book to their left side and slanted, as shown.
- Pencils should not be held too close to the point as this can interrupt pupils' line of vision.
- Extra practice with left-to-right exercises may be necessary before pupils write left-to-right automatically.

APPENDIX 2

Correct posture and pencil grip for handwriting

Pupils should be taught to sit correctly at a table, holding a pencil comfortably and correctly.

SITTING POSITION

The table reaches to below elbow height

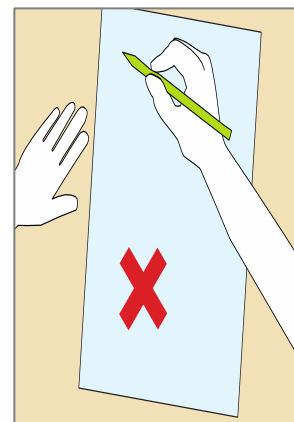
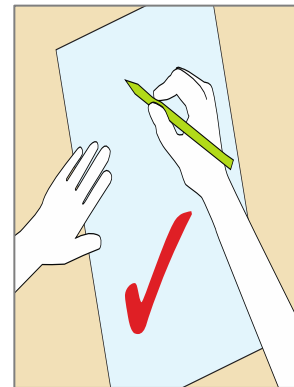
Keep feet flat on the floor



Sit with a straight back, not leaning over the page

Sit right back in the seat

Pull the chair close in to the table

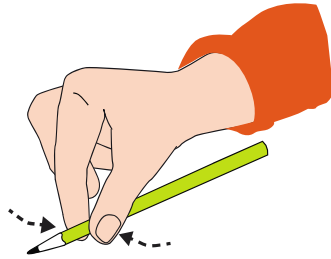


Paper position for right-handed children

THE TRIPOD PENCIL GRIP

Both right and left handed children should be encouraged to use the tripod grip which allows the pen/pencil to be held securely whilst allowing controlled movements of the pen/pencil nib.

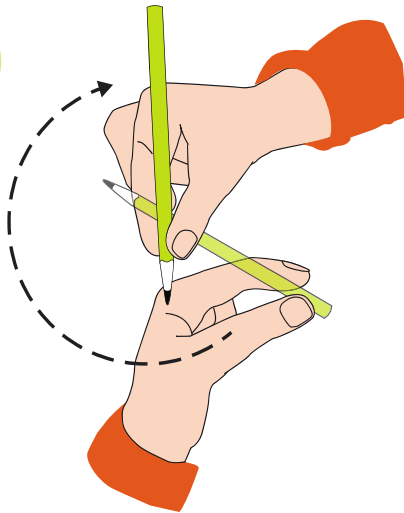
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1) Grip the pencil with your index finger and thumb with the nib pointing away.

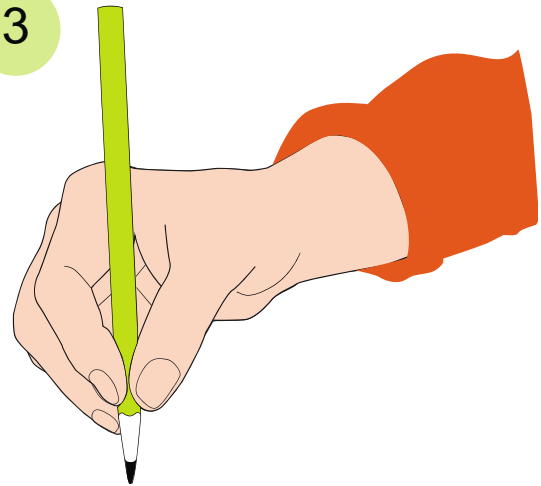
2) With your free hand, spin the pencil from underneath.

2










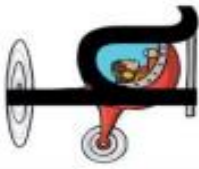

















3) Use your middle finger to support the underside of the pencil.

3



APPENDIX 3

Early Years and Year 1 - Little Wandle

	<p>Around the astronaut's helmet and down into space.</p>		<p>Down bear's back, up and round his big tummy.</p>		<p>Curl around the cat.</p>		<p>Round the duck's body, up to its head and down to its feet.</p>		<p>Around the elephant's eye and down its trunk.</p>		<p>Down the flamingo's neck, all the way to its foot, then across its wings.</p>		<p>Round the goat's face, up to his ear, down and curl under his chin.</p>		<p>Down, up and over the helicopter.</p>		<p>Down the iguana's body, then draw a dot at the top</p>
	<p>All the way down the jellyfish; dot on its head.</p>		<p>Down the kite, up and across, back and down to the corner.</p>		<p>All the way down the lollipop.</p>		<p>Down, up and over the mouse's ears, then add a flick on the nose.</p>		<p>Down the stick, up and over the net.</p>		<p>All around the octopus.</p>		<p>Down the penguin's back, up and around its head.</p>		<p>Round the queen's face, up to her crown, down her robe with a flick at the end.</p>		<p>From the cloud to the ground, up the arch and over the rainbow.</p>
	<p>Under the snake's chin, slide down and round its tail.</p>		<p>From the tiger's nose to its tail, then follow the stripe across the tiger.</p>		<p>Down and around the umbrella, stop at the top and down to the bottom and flick.</p>		<p>Down to the bottom of the volcano and back up to the top.</p>		<p>From the top of the wave to the bottom, up the wave, down the wave, then up again.</p>		<p>Start at the top, then across to the bottom of the box.</p>		<p>Down and round the yo-yo, then follow the string round.</p>		<p>Zip across, zag down and across the zebra.</p>		

Year 2 and Key Stage 2- Letter-Join

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj

Kk Ll Mm Nn Oo Pp Qq Rr Ss

Tt Uu Vv Ww Xx Yy Zz

The quick brown fox jumps

over the lazy dog.