

Handwriting Policy

Aims

- To have a consistent approach to handwriting 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.
- For children to achieve a neat, legible style with correctively formed and joined letters.
- For children to develop fluency and speed whilst writing, so that eventually they can write all letters and joins confidently and correctly.

Teaching and Learning

- All staff working with children within the school agree to model the agreed cursive style when modelling writing both in class, on displays and in feedback in books.
- Our agreed writing style is as below:
 - Letters and joining letters will be taught in the Letters and Sounds order as laid out in our chosen handwriting programme Nelson Phonics.
 - Nelson cursive and Sassoon Primary fonts are installed on all school laptops and computers and should be used in all school-prepared resources and displays where appropriate.
 - In Early Years Foundation Stage children will be introduced to letter writing, being shown how to form letters in the correct orientation. Children will be given opportunities to practise their fine-motor skills and their handwriting through a range of activities across all areas of learning.
 - In Key Stage One and Two children will have one discreet handwriting session per week with additional sessions as and when appropriate. Handwriting will also be referred to across the curriculum and specific feedback on letter formation and handwriting will be commented upon as appropriate verbally and within written feedback.
 - Session structure:
The handwriting session should include: a gross and fine motor skills warm-up (using PenPals programme), a pattern practise if preparing to join letters, the letter(s) modelled by the adult (using the Nelson Phonics programme to support teaching), practise on a whiteboard and finally apply in a handwriting book.
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.
- Implements: Children in EYFS, year 1 and prior to earning a pen license will write using a well-sharpened HB pencil. From year 2, children can earn a 'Pen License' once they have shown a neat and consistently

legible style. From Spring term of year 3 children in key stage two will be given a pen to write with. In years 5 and 6, children will have the opportunity to earn a 'Superior Pen License' (a fountain pen), when they have shown an exceptional handwriting style.

○ Special educational needs:

All children must have the opportunity and the encouragement to reach their full potential. Children with SEND, where necessary, will be provided with specialist equipment such as pencil grips, slanted boards or wider ruled lined paper. Intervention will be available for children who have poor motor skills or need additional practise of letter formation.

Assessment, Monitoring & Moderation

- Children in the EYFS are assessed on an ongoing basis through observation, handwriting informs part of this. Within Key stage one and two, handwriting is assessed in line with the National Curriculum 2014 across all subjects throughout the year.
- Children's handwriting will be commented upon within English moderation due to its place within the National Curriculum 2014 statements and the REAch2 Writing Non-negotiables for assessment without levels.

Updated by Alex O Hare
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