



Read St. John's C.E. Primary School

Handwriting Policy

This policy outlines the intent, implementation and impact of the teaching and learning of handwriting at Read St. John's. It has been written by the subject leader Katherine Threlfall and reviewed by the headteacher and governors.

Intent

We aim for our children to leave in Year 6 with the ability to write using their own style of fast, fluent, legible and sustainable handwriting, as well as other styles of writing for specific purposes. In addition to teaching handwriting during our regular handwriting lessons, we have high expectations that what is taught and practiced in handwriting lessons will be used in all writing activities. We believe that handwriting is integral to a child's personal development and know that children's engagement and self-esteem can be improved by their satisfaction and pride in good quality presentation.

Handwriting is a taught skill that develops at different rates for different children. All of the teachers in the school put a priority on teaching handwriting and have high expectations for handwriting across the curriculum. Our school uses Penpals for Handwriting to ensure that:

- The importance of handwriting is recognised and given appropriate time.
- The progression of handwriting is consistent across the school.
- Handwriting is acknowledged to be a whole body activity and emphasis is placed on correct posture and pencil grip for handwriting.
- Expectations of left-handed children are equal to those of right-handed children, and appropriate advice and resources are available to ensure that they learn to write with a comfortable, straight wrist.
- Handwriting is linked into grammar, punctuation and spelling in order to practice and contextualise all of the transcriptional and stylistic skills for writing.
- Children learn to self-assess their own writing and develop an understanding and responsibility for improving it.
- Children learn to write in different styles for different purposes such as print for labelling a diagram, illustrated capitals letters for creating a poster, swift jottings for writing notes, making a 'best copy' for presentation and fast, fluent and legible writing across the curriculum.

Implementation

Penpals enables us to teach and secure the development of handwriting throughout the school:

- First, children experience the foundation of handwriting through multi-sensory activities (EYFS). The Little Wandle Letters and Sounds programme helps to develop and progress handwriting in EYFS and Key Stage 1.
- Correct letter formation is taught, practised, applied and consolidated (EYFS /Y1).

- Joining is introduced only after correct letter formation is used automatically (Y1/Y2/Y3).
- Joins are introduced systematically and cumulatively (Y2–Y6).
- As children practice joining, they pay attention to the size, proportion and spacing of their letters and words (Y3–Y6).
- Once the joins are secure, a slope is introduced in order to support increased speed and fluency (Y5).
- Children are introduced to different ways of joining in order that they can develop their own preferred personal style (Y6)
- In using Penpals, we ensure that our children follow the requirements and recommendations of the National Curriculum. We share the aspirations that children’s handwriting should be ‘sufficiently fluent and effortless for them to manage the general demands of the curriculum’ and that ‘problems with forming letters do not get in the way of their writing down what they want to say’.

Assessment, Monitoring and Moderation

The handwriting skills developed in this policy must be applied to all pieces of writing the children do. Teachers ensure the application of handwriting skills by:

- Reminding children of standards of writing and presentation at the beginning of lessons across the curriculum.
- Sometimes having handwriting as a lesson objective across the curriculum.
- Comparing handwriting in handwriting books with writing in other books across the curriculum.
- Ensuring children improve the presentation of their work if it falls below school expectations.
- Teachers model good handwriting skills at all times. They follow the handwriting policy when writing comments in children’s books.
- Children are rewarded with a pen licence in year 4 if handwriting is consistently good across a range of books.
- Focused handwriting lessons are planned for target groups and/or individuals who require additional support. The amount of lessons needed is dependent upon the needs of the children.

Monitoring and moderation takes place regularly through:

- Learning Walks
- Observations
- Moderation
- Discussions with Children/Pupil Voice Questionnaires
- Staff Meetings and Staff Audits
- Meetings/observations with the nominated governor.

Impact

This systematic approach ensures development in the skill of handwriting throughout each year group. Children take pride in their written work and achieve proficiency in their own use of the Penpals script. Outcomes in children’s wider curriculum work, as well as in their English books and school displays, evidence the progress that children make in this area, as well as the consistency of the approach across the school.

This policy was revised in October 2021.