



HANDWRITING POLICY

Handwriting Policy for St Mary's C.E. School

**Approved by Curriculum & Standards Committee:
Date of next review:**

**Autumn 2016
Autumn 2019**

HANDWRITING POLICY

At St Mary's, we believe that good handwriting is essential to our children's educational achievement. Our main aim is that handwriting becomes an automatic process which frees pupils to focus on the content of the writing. Handwriting skills are taught daily and systematically through the use of a cursive handwriting scheme. This practice has been carefully planned and implemented so that all children can achieve a good standard of writing.

Aims

We aim to provide equal opportunities for all pupils to achieve success in handwriting.

We aim for children to:

- produce clear, concise, legible handwriting
- develop flow and speed
- develop accuracy and fluency
- recognise that handwriting is a form of communication and as such should be considered important in order for it to be effective
- take pride in their work.

The school will support these aims by

- promoting continuity, coherence and progression across the school
- displaying neatly presented work around the school as a model of excellence for others to aspire to.

Teaching and Learning

- Handwriting is timetabled in short, regular sessions.
- Handwriting is taught daily and systematically in classes, groups or individually as appropriate.
- Patterns are used initially, by writing with a variety of tools and using multi-sensory methods to help free-flowing hand motions.
- Correct pencil hold and letter formation are taught from the beginning and handwriting is frequently linked with spelling.
- Display writing throughout the school includes cursive writing and computer generated writing.
- Handwriting is taught progressively throughout each year group so that children are constantly improving and developing their handwriting skills.

Handwriting Scheme

a c o b e d g u
p i j l m n h s
t k h v w z x
f

abcdefghijklmnop
qrstuvwxyz

*The quick brown fox jumped
over the lazy dogs.*

Foundation Stage

The emphasis at this stage is with movement. Art, music, pattern and play are used to introduce the language and movement of letter shapes, prior to writing. Children are prepared for handwriting through consolidating motor control and introducing letter shapes. Children are introduced to pre-cursive and cursive script at the earliest stages of writing. Displays in Reception should model the cursive script.

Key Stage 1

Children consolidate their letter formation and it is expected that most children will be joining their handwriting by the end of Year 1. This process continues throughout Year 2 whereby all children should be joining their handwriting using the cursive script.

Key Stage 2

Children are expected to write with a pen from Year 3 and continue to develop their cursive style. In Year 5 and 6 children are encouraged to develop appropriate styles for speed and fluency.

Handwriting and Reading

In school, children are exposed to both cursive and print styles as well as commercial print. They develop awareness for reading in print and writing in cursive side by side in their learning. This awareness is prompted around the classrooms and school by teachers' lettering, labels on displays/teaching aids, alphabets on tables, teachers' modelling of writing.

Special Educational Needs

Children with special needs in handwriting will be helped by appropriate teacher intervention. The particular needs of left-handed children will always be taken into consideration. Additional support and advice is available from our Special Education Needs Leader.

Left-handed children

Each left-handed child is identified and closely monitored by the class teacher to ensure success.

The following guidelines are useful to help left-handed children:

- the writing surface and chair should be suitable for the child's height
- the child should sit towards the left of their partner leaving plenty of space for writing on the left side of his/her mid line (this allows maximum space for arm movement)
- the paper should be supported with the right hand
- the writing forearm should be parallel with the paper edge as the child writes
- the writing tool should be held sufficiently far from its point to ensure the child can see what he/she is writing.

The use of ICT

All teachers use the Interactive Whiteboard in direct teaching. Use of the lined writing templates are an essential tool for learning as the teacher can demonstrate the correct letter formation and joins clearly to the whole class at once if necessary. Software is available on all computers to allow staff and children to type sentences and words using the cursive script.

Monitoring

Handwriting will be monitored as an ongoing process both through the handwriting scheme and throughout the curriculum. The Headteacher and the English subject leader monitor provision through samples of work, classroom observation, target setting and performance management. Evaluating this provision feeds into the annual cycle of school evaluation, which is summarised in the SEF. They will also check the effect of this policy in relation to ethnicity, gender and disability.

This policy will be reviewed every three years.

Equal Opportunities

St Mary's CE School is committed to valuing diversity and to equality of opportunity. We aim to create and promote an environment in which pupils, parents and staff are treated fairly and with respect, and feel able to contribute to the best of their abilities.

The Governing Body recognises that it is unlawful to take into account anyone's gender, marital status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age or sexual orientation. Full consideration has been given to this during the formulation of this policy as it is the governors' aim that no-one at St Mary's school should suffer discrimination, either directly or indirectly, or harassment on any of these grounds.