

# Handwriting Policy

## Quinton Primary School



<b>Approved by:</b>	Headmaster: D Skelcher	Date: September 2020
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<b>Last reviewed in:</b>	September 2020
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<b>Next review due by:</b>	September 2021
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At Quinton Primary School, the importance of children being able to write legibly, fluently and at a reasonable speed is recognised. With these skills, children have a much greater chance of being able to reach and demonstrate their true potential throughout their school careers and in their lives beyond school.

### **Intent**

- In EYFS, children begin to understand the importance of clear and neat handwriting. Children develop the use of effective pencil grip throughout their time in Nursery and Reception, as well as the fine motor skills needed for accurate handwriting.
- In KS1, handwriting focuses on ensuring that children form lower-case letters of the correct size relative to one another. It develops their use of the diagonal and horizontal strokes needed to join letters. Children also develop accuracy in writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters and use spacing between words that reflects the size of the letters. Children are taught to write with a joined style as soon as they can form letters securely with the correct orientation.
- Throughout KS2, emphasis is placed on children's development of writing legibly, fluently and with increasing speed.

### **Implementation**

- To ensure a consistent approach, the school follows the Letter-join handwriting scheme.
  - In Nursery, children do ribbon dancing every day to build their muscles for writing.
- In Reception, children do 'Dough Disco' every day, to build up their hand muscles for writing. They also do 'Happy Handwriting' and 'Super Sentences', where they learn how to form letters correctly.
- Children in Reception, Year 1 and Year 2 are explicitly taught the skill of handwriting every day.
- Throughout Nursery and Reception, there are many opportunities as part of the continuous provision for developing their gross and fine motor skills.

### **Impact**

- This systematic approach ensures development in the skill of handwriting.
- Children take pride in their written work and achieve proficiency in their own use of the cursive script.
- Outcomes in children's work evidences the progress that children make in handwriting as well as the consistency of the approach across the school.

### **Teaching and Learning**

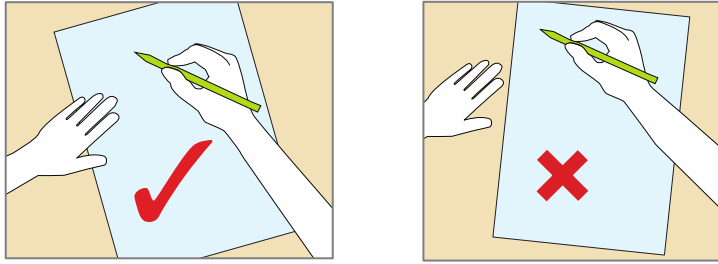
In order for children to achieve a high standard of handwriting, they need to be explicitly taught the skills needed. At Quinton Primary School, we use the Letter-join handwriting scheme to do this.

Children in Reception begin by printing, and move on to pre-cursive writing once they are ready. Daily, they do movement activities to enhance their gross motor skills such as air-writing, pattern making and ribbon dancing. Additionally, they complete activities to develop their fine motor skills such as making marks on paper, whiteboards, sand trays and iPads.

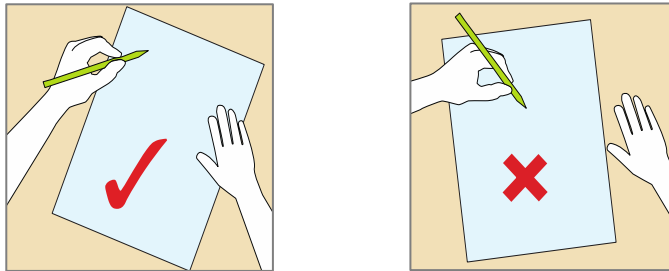
In Year 1 and Year 2, all children are taught cursive handwriting regularly. We have high expectations in handwriting lessons and ensure that children are expected to apply the same standards in other writing as well. From EYFS- Year 6, children regularly have the opportunity to practise their handwriting. Teachers ensure that children are concentrating on the '3 P's' during handwriting sessions. These are:

Paper: the paper children write on should be angled slightly away from the writing hand.

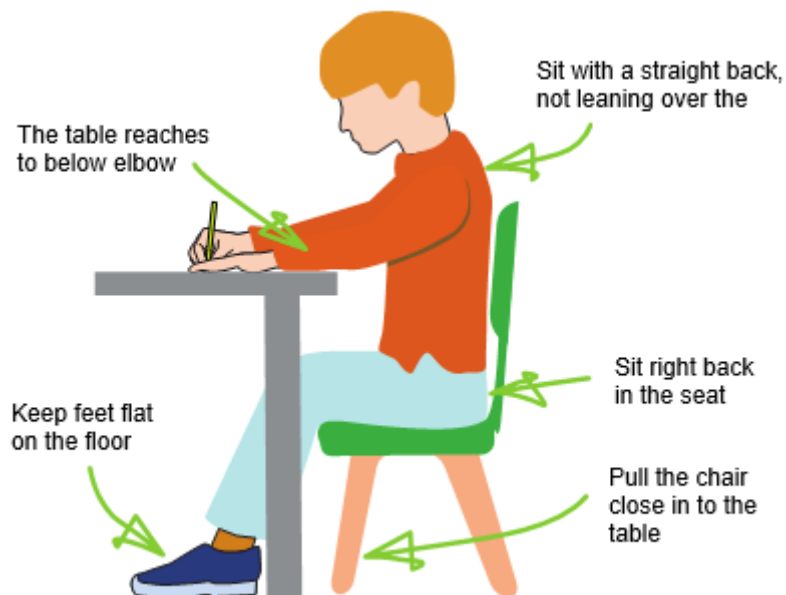
#### Paper position for right-handed children



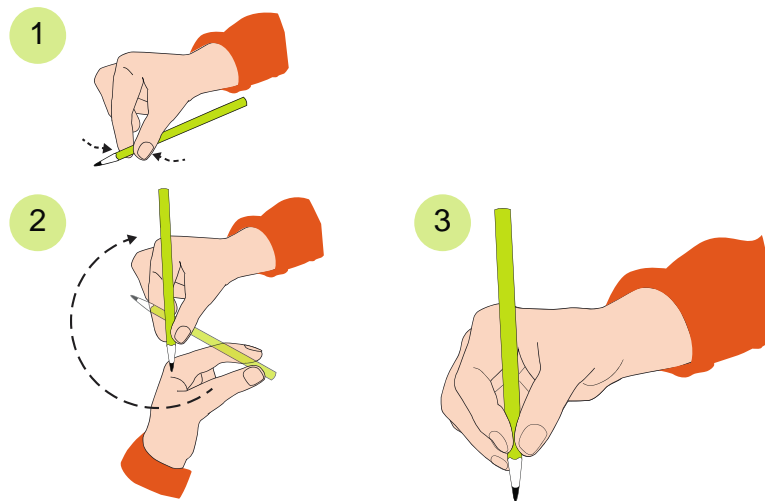
#### Paper position for left-handed children



Posture: sitting up straight, both feet on the floor and with adequate desk space.



Pencil grip: tripod grip is the most efficient way of holding a pencil (held lightly between the thumb and forefinger, about 3cm from the point with the middle finger providing additional support). Both right and left handed children are encouraged to use the tripod grip.



Teachers use neat, cursive writing for all handwriting tasks including marking.

## **Assessment**

### Teacher assessment

Teachers assess children's handwriting progression during lessons as they write as well as once they have completed their writing.

Foundation Stage criteria include:

- Sit in the correct position and hold a pencil correctly to allow fluid movement of the nib.
- Improve fine and gross motor skills by enjoying drawing pre-cursive patterns in a variety of writing materials such as modelling clay, air writing, sand trays, felt pens, crayons, pencils, IWB, iPads/tablets.
- Understand the language need to describe pencil movements in preparation of letter formation.
- Hold a pencil in an effective manner for writing and be encouraged to correct any errors in grip or stature.
- Understand that letters are written on a base line and that all cursive letters 'start on the line' and 'end with a hook'.
- Begin to form some recognisable joined-up cursive letters, capital letters and numerals.
  - Have an understanding of writing their own name.
  - Understanding different shaped letter families.

Key stage one criteria include:

- Write legibly using upper and lower case letters with correct joins.
- Ensure that letters sit on the base line and are consistent in size with ascenders and descenders that are the correct length and formation.
  - Leave the correct space between words.
  - Form capital letters and use where appropriate.
  - Form numerals that are consistent in size and sit on the base line.
- Begin to form printed letters and understand when they are to be used.
- Improve the speed of writing and begin to write automatically so promoting creativity in independent writing.

Key stage two criteria include:

- *Quality*: Ensure letters are consistently sized with equal word spacing and that ascenders and descenders are parallel and do not touch words on the lines above and below.
- *Speed*: Improve speed of handwriting to allow creative writing to take precedence over the task of handwriting and be able to take 'quick notes' at a faster pace.
- *Stamina*: Have the strength and mobility to be able to write for longer periods of time without fatigue.
- Have full knowledge and ability of the different forms of handwriting for different purposes:
  - ✓ Neat, joined, cursive letters for writing passages and large amounts of text, lists and letters.
  - ✓ Printed or capital letters for posters, notices, headings, labelling, and form filling.
- ✓ Speedy handwriting for note-taking and dictation where neatness is not as important and shortcuts, such as + instead of 'and', can be used.

#### Pupil assessment

Throughout the writing process, children are encouraged to assess their handwriting. The expectation for a high standard of handwriting is also communicated prior to writing tasks. When explicitly indicated in the children's success criteria, this is an aspect of the outcome which is reviewed and assessed by each child on completion of the task. Neat presentation is always recognised and praised by the class teacher and children are encouraged to review their handwriting as part of the writing process.