**Handwriting Policy**

**Aims**

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| * To develop a consistent style of handwriting throughout the school * To ensure teaching, marking and expectations of handwriting are consistent throughout the school * To develop a legible and fluent handwriting style that meets the expected standard at the end of Key Stage One and Two. |

**Scheme of Work**

**Building on Previous Learning**

**During the foundation stage it is expected that the children will work on:**

* Development of gross and fine motor control
* A recognition of pattern, including those that move across the body from left to right
* A language to talk about shapes and movement

The main handwriting movements involved in the three basic letter shapes, as exemplified by:

* l, the long ladder, c, the curly caterpillar, r, the one-armed robot
* Letter shapes should be introduced alongside the letter sounds when the children move to Phase 2 of Letters and Sounds (hearing consonant phonemes in initial position). Large-scale activities making use of the kinaesthetic channel are still most appropriate
* Begin to write letters using plain or lined paper as appropriate
* Development of good posture
* Development of good pencil grip
* Use correct terminology such as capital letter, lower case letter and bold print

**During Key Stage 1 it is expected that the children will be given opportunities to:**

* Continue to develop a comfortable and efficient pencil grip
* To form lower case letters correctly in a script that will be easy to join later (finishing letters with an up-turn)
* To practise handwriting in conjunction with spelling ensuring correct letter orientation, formation and proportion
* Diagonal joins to letters without ascender
* Horizontal joins to letters without ascenders
* Diagonal joins to letters with ascenders
* Horizontal joins to letters with ascenders
* To practise handwriting in conjunction with the phonic and spelling patterns
* To begin to use the basic joins within their writing

**Year 3**

* To practise throughout the year, the four basic joins from Year 2
* To ensure consistency in size and the spacing between letters and words
* To build up handwriting speed, fluency and legibility through practise
* To use the four basic joins in handwriting

**Year 4**

* To use joined writing except where other forms are required
* To build up speed particularly for note-taking and draft
* To use a range of presentational skills
* Print script for captions, sub-headings and labels
* Capital letters for posters, titles, headings
* A range of computer generated fonts and point sizes

**Years 5 and 6**

Once a fluent, joined style has been developed, children in Years 5 and 6 are awarded a pen licence.

For those children who have not achieved a fluent, joined style, the teaching staff must provide opportunities that allow children to cover the skills and gain the practice required (this may involve an intervention).

**Resources**

**EYFS**

Activities and provision allow children to develop gross motor skills ( e.g. building and mark making on a large scale, climbing, water play etc). Children are introduced to “Doodle Sticks” ( sticks with long pieces of ribbon on the end) and encouraged to follow the programme which develops pattern, shapes and movement through gross motor skills. Children are given opportunities to develop fine motor skills through continuous provision (small world, malleable, construction, mark making, maths etc) as well as through planned and guided “Dough Disco” sessions.

Paper – In EYFS children have access to plain, lined and squared paper. Work books in Reception are plain and adults draw the lines, using a ruler, as appropriate. In Key Stage 1, lines are 12mm feint in writing, science and topic books. During Year 3, 8mm lines are introduced in work books and this is continued throughout Key Stage 2. For work written on plain paper, line guides can be used.

Computer Fonts – As part of the ICT teaching in school, there are programs available with a variety of fonts. As such, the children can experience their work in a range of styles, sizes and colours. Use of word processing can significantly improve the presentation of the work of those children whose handwriting needs further development.

Pencils and Pens – In EYFS children have access to a variety of mark making materials – felt tip pens, paints, pencils, pens etc. Pencil grip is explicitly taught using chunky pencils in nursery and reception. In Year 1, children use thinner pencils and interventions are put in place for children who are not holding their pencil correctly. During Year 3 the children are introduced to thin pencils. By Year 5 and 6, children can work towards a pen licence. Children with pen licences may use a black handwriting pen in all lessons, except for Numeracy- where a pencil is required.

**Left-handed children**

At least 10 per cent of the population is left-handed – a slightly higher proportion of males.

For these children, staff should make sure that left-handed children sit on the left of right-handed children -otherwise writing arms will clash.

**Special Educational Needs**

Children with statements or IEPs, where handwriting is an issue, are monitored by the class teacher, teaching assistant and Special Educational Needs Co-ordinator. Interventions can be put in place for these children eg, Nessy Fingers – a computer key board course, Movement Group- to improve fine motor skills.

**Assessment**

As part of the school’s assessment of writing, children’s handwriting is taken into account when assessing the children’s work. If a child’s handwriting is not at the level of the content of their writing, then handwriting practice is put in place.

**This policy has been produced by Mrs Hemingway, in November 2016, and supersedes any other.**