

Responsible body

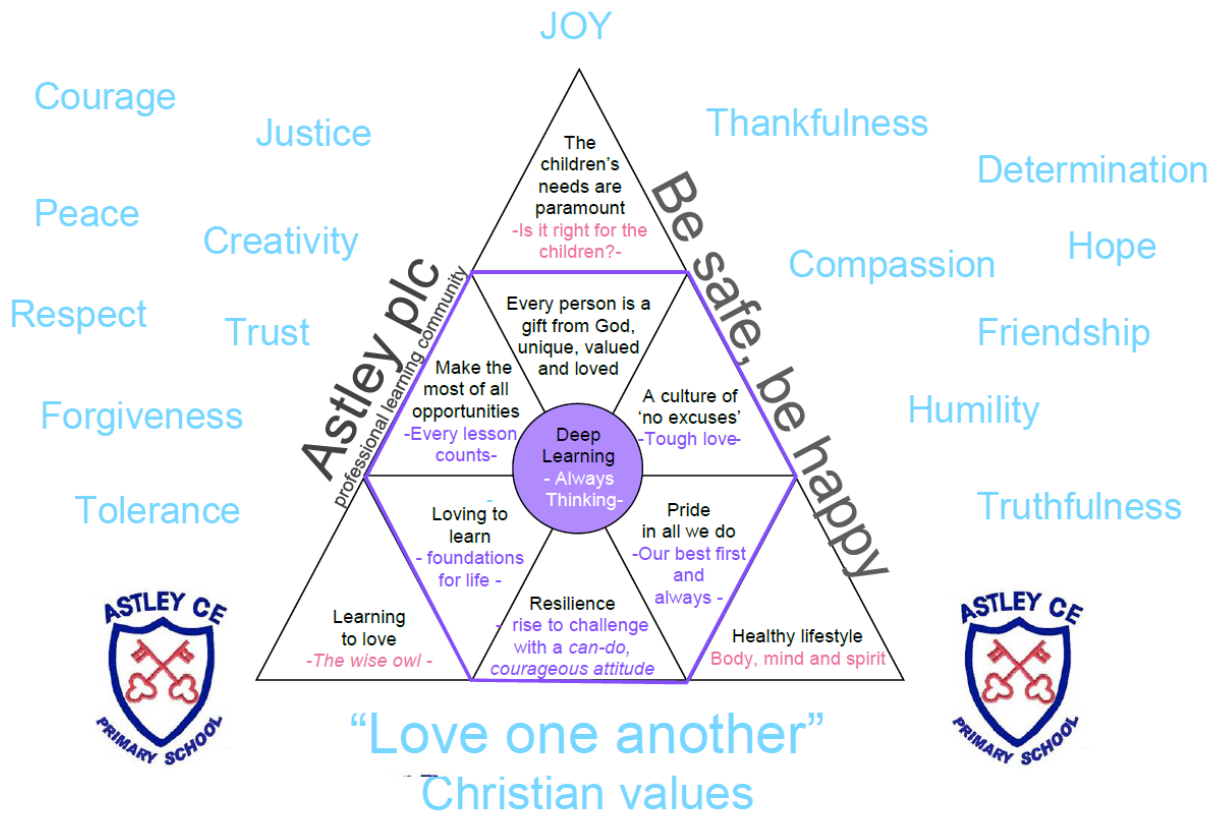
Title of policy



Governing body

Handwriting Policy

Our Vision



An efficient and neat handwriting style enables children to write with confidence and creativity. This ensures that pupils craft every piece of work carefully and produce work at every age group of which they can be **proud**. An effective handwriting style also enables pupils to concentrate on learning **making the most of every lesson**. Our school ethos of **no excuses** means that we set high standards for handwriting and offer learning opportunities which enable children achieve these expectations. Our focus on **resilience** means that we encourage children to persevere even when attaining a neat handwriting style is difficult and celebrate with them when they achieve this.

Ratified by the Governing Body: Tuesday 26th June 2018

Date for review: June 2020

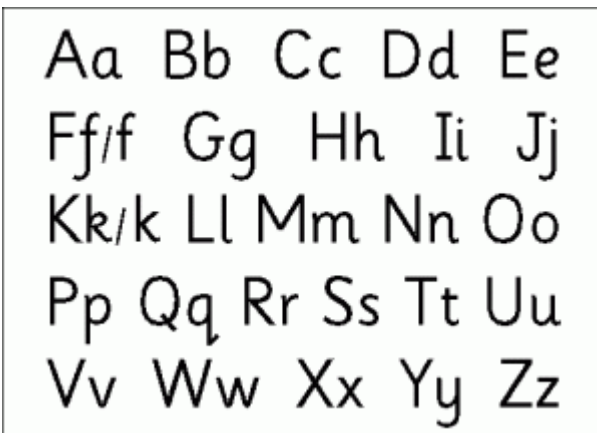
Signed by: *Pete Yacher* Chair of governors Tuesday 26th June 2018

Ann Beakes-Williams Headteacher Tuesday 26th June 2018

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**The importance of handwriting**

Fluent, well-formed and efficient handwriting enables children to increase the speed of their writing and helps them to communicate their meaning effectively. With focus on the development of handwriting throughout the primary years, children will develop *embedded* skills relieving them of the concentration and pressure that would otherwise be required to write neatly. Efficient handwriting develops children's *writing stamina* and allows them to focus on the quality of their content. Good handwriting demonstrates pride as well as an awareness of audience. Handwriting supports all areas of the curriculum. Confidence in one style of handwriting will then lead to greater creativity when older: this will eventually lead to independence.

**Handwriting the Astley way**

Children will use the letter style from the Nelson handwriting scheme, initially learning how to print the letters with exit *flicks*. The Nelson style does **not** encourage *lead in* strokes to letters at the beginning of words. The Nelson printed style is shown to the left. Astley uses the f without a *descender* in printed form.

Once mastered, children will learn how to join letters together using *lead on* strokes. Not all letters will be joined together; where the pen or pencil ends up on the left-hand side of the letter, this will not be joined to the subsequent letter as this requires *crossing through* or retracing over part of the letter. The letters f, k and r have amended

formation when joining (see below). We follow this practice because the printed letter is closer to the letter children will see in books and so aids reading; the joined formation aids flow and efficiency.

Consistent letter formation will include:

- Only one size of capital letter that reaches to the same height as the lower-case ascender.
- No capital letter descends below the line.
- There are three sizes of lower-case lettering: small letters [a, c, e etc]; those that ascend above the small letters [b, d, k etc]; those that descend below the line [j, q, y etc.].
- Each of the three sizes of lower-case lettering must be consistent in size.
- From Year 4, the children will be taught to amend the height of the letter 't' so that it rises to a height mid-way between the other ascenders and the smaller letters .

In Reception, handwriting will be taught alongside the letter sounds as they are introduced in the Read, Write Inc scheme. Letter formation will be rehearsed daily.



In Key Stage One there will be a discrete handwriting lesson of no shorter than twenty minutes each week. Size and position of letters will be practised in Handwriting Books, using multiple lines. Subsequently, the same exercise will be repeated using standard lines, so children can learn to gauge appropriate letter sizes.

In Key Stage Two handwriting will be a major focus in each Autumn Term, when there will be a discrete handwriting lesson of no shorter than twenty minutes each week. Discrete handwriting lessons will then be taught to pupils according to their specific needs, in order that pupils with a secure joined handwriting style may use their learning time productively.

Children identified with specific motor skill or fine motor skill difficulties will be included in intervention groups to address these. For example: Jimbo Fun, Smart Moves.

Handwriting expectations will always be explicitly highlighted to children for each writing activity. Handwriting will always be explicitly highlighted when teaching spellings. Children's writing on mini-whiteboards will be of the standard expected for their age.

Age related expectations

Reception

The Early Years Foundation Stage (EYFS): Early years outcomes: A non-statutory guide for practitioners and inspectors to help inform understanding of child development through the early years (September 2013) expects the following from pupils in the Reception year:

- Begins to form recognisable letters.
- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.
- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
- Writes own name and other things such as labels, captions.
- Attempts to write short sentences in meaningful contexts.

At Astley, Reception and Key Stage One children are taught to form their letters according to the Read, Write Inc formation guidance.

Children will primarily write with pencils but may use a wide range of writing tools to make marks. A wide range of paper will be used, but wide, lined paper is used when practising handwriting specifically. Letter formation will be printed with exit flicks.

The Statutory guidance: National curriculum in England: English programmes of study (Updated 16 July 2014) states the following expectations for Key Stage One and Key Stage Two pupils:

Year 1

Pupils will be taught to:

- Sit correctly at a table, holding a pencil comfortably and correctly.
- Begin to form lower-case letters in the correct direction, starting and finishing in the right place.
- Form capital letters.
- Form digits 0-9.
- Understand which letters belong to which handwriting *families* [i.e. letters that are formed in similar ways]

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Year 2

Pupils will be taught to:

- Form lower-case letters of the correct size relative to one another.
- Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.
- Use spacing between words that reflects the size of the letters.

Year 3 and 4

Pupils will be taught to:

- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another are best left unjoined.
- Increase the legibility, consistency and quality of their handwriting, for example by ensuring that the *downstrokes* of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that *ascenders* and *descenders* of letters do not touch.

Joined up handwriting should be being used throughout all independent writing.

Although there is no fixed rule, children are generally expected to use pen from Year 4.

Year 5 and 6

Pupils will be taught to write legibly, fluently and with increasing speed by:

- Choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters.
- Choosing the writing implement that is best suited for a task. *

Pupils will understand when to use an unjoined style, for example when labelling diagrams, writing an email address. They should be clear able to match their handwriting to the given task, for example: quick notes or a finished piece.

*At Astley, once starting to use pen, Children will be encouraged to try using different types of pen: handwriting, roller ball, biro in order to select a grip style, nib size and ink flow which suits them.

Author










Updated


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Julie Turbutt








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Maisey mountain mountain	Around the apple, down the leaf	Slither down the snake	Round his bottom, up his tail neck and down to his feet	Down the tower, across the tower	Down the body, dot for the head	Down Nobby and over his net	Down the plait and over the pirate's face	Round her face, down her hair and give her a curl

								
All around the orange	Curl around the caterpillar	Down the kangaroos body, tail and leg	Down and under, up to the top and draw a puddle	Down the laces, to heel, round the toe	Down the stem and draw the leaves	Lift off the top and scoop out the egg	Down the long leg	Down the head, to the hooves and over his back

My RWI Sound Mat

						
Down his back, then curl over his arm	Down the body, curl and dot	Down a wing, up a wing	Down a horn, up a horn and under his head	Down up, down up	Round her head, up past her earrings and down her hair	Down the arm and leg, repeat the other side