

Children First Learning Partnership



Inspiring Excellence Together

Handwriting Policy 2020



The CFLP English Policy in respect of the Children First Learning Partnership has been discussed and adopted by the Local Advisory Board.

Chair of Local Advisory Board:

Mrs Shenton

Responsible Officer:

Headteacher – Mrs Jukes

Agreed and ratified by the Local Advisory Board on:

03.02.2020

To be reviewed:

February 2022 or earlier if required



Oxhey First School

Handwriting Policy 2020

(To be read in conjunction with the English and spelling policies)

Aims:

The aims of the handwriting policy are:

- To raise attainment and encourage a consistent approach throughout the school, using the PenPals handwriting programme.
- To develop correct letter formation.
- To encourage a high standard of presentational skills in all contexts when writing.
- To enable children to produce a legible, consistent and fluent handwriting style which enables the children to write efficiently in terms of speed.
- For all handwriting to be modelled effectively by both teachers and support staff throughout the school.

Year Group Expectations:

EYFS expectations Pupils should be taught to:	Year 1 expectations Pupils should be taught to:	Year 2 expectations: Pupils should be taught to:	Years 3 and 4 expectations: Pupils should be taught to:
<ul style="list-style-type: none">• Use a pencil and hold it effectively to form recognisable letters, most of which are formed correctly.• Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.• Write own name and other things such as labels and captions.• Attempt to write short sentences in meaningful contexts.	<ul style="list-style-type: none">• 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) and to practise these.	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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 the ascenders and descenders of letters do not touch].

Teaching and Learning Methods

- In Nursery – children begin by learning the tall giraffe letters – b, d, h, k, l, t, in line with the Penpals Foundation Stage programme. They move on to low letters – a, c, e, i, m, n, o, r, s, u, w, x, z, and finally the monkey letters (with tails) – f, j, g, p, q, y.
As children begin to develop their letter formation and their phonic sounds through the Sounds Write programme, children then begin following the Sounds Write order of letters.
They also develop their physical movement and finger manipulation through daily ‘Dough Disco’ sessions. This involves using a tub of dough to roll, punch, pinch, flatten and squeeze the dough into shape whilst listening to a music track. This is continued into Reception for those children who need additional motor skills support.
- In Reception, children take part in daily letter formation practice, which is reinforced through the daily phonics Sounds Write sessions. PenPals handwriting is delivered in the afternoon and follows the Foundation Stage programme and letter order. Children in Reception also have access to the Doodle Den and Funky Fingers activities.
- Y1 –Y4 follow the PenPals programme, and once children have a consistent style, they begin to join from Y2 upwards.

To develop a clear, legible style of writing, children are taught to:

- hold a pencil comfortably; promoting a legible style that encourages writing from left to right, from top to bottom of the page and starting and finishing letters correctly
- develop a consistent size and shape of letters and a regularity of spacing between letters and words
- join letters correctly
- develop greater control and fluency as they become increasingly confident.

Assessment

- Children have a handwriting book for practise
- As English writing is levelled and moderated, handwriting and letter formation forms part of the overall assessment.
- Day to day marking may also comment on handwriting where there is a need.

Special Educational Needs

Some children may be identified as having a special educational need that hinders their progress in handwriting. This will be detailed on their Individual Education Plan with targets. Such children will be managed sensitively and increased access to the use of word processing facilities will be made where appropriate. When appropriate children will also be given pencils designed to encourage correct pencil grip.

Additional Information

Considerations when teaching handwriting:

- Pencil grip and tension;
- Writing pressure;
- Clarity of the stroke;
- Orientation of the paper for left/right handed children;
- Body posture.

Children need to be made aware of:

- Where the letter starts;
- Ascenders and descenders - lined paper will assist;
- Spacing and finger space between words;
- Consistent writing size;
- Capital letters and their appropriate use