

# **MAPLE PRIMARY SCHOOL**



# **HANDWRITING POLICY**

## **- Aims and expectations of handwriting/presentation**

To ensure that we:

- model high standards of handwriting and presentation.
- support children to develop legible handwriting initially in a printed style then progressing to a joined style.
- support children to understand the importance of, and develop pride in, clear, neat presentation in order to communicate their meaning effectively.

In order for children to be able to focus on the composition of their writing, it is vital that they have handwriting automaticity. This is the ability to write at speed without having to concentrate on accuracy, and it enables children to have cognitive freedom to focus on the content of their writing.

## **Principles of teaching handwriting**

- The key purpose of teaching handwriting is to support the child in their learning journey. The school follows a joined handwriting approach following the cursive handwriting style. All adults from Year 2 upwards are expected to use neat joined handwriting for the majority of the time (i.e. when marking books and on the whiteboard). Where appropriate teachers to also model using a printed style when appropriate (i.e. when labelling a diagram). From Year 3 onwards nearly all children are expected to attempt to use joined handwriting at all times in line with National Curriculum Expectations. In some circumstances if a teacher feels a child is unable to join their handwriting and it is causing a barrier to their learning then they may not be required to join their handwriting during all lessons. Teachers and teaching assistants to have high expectations for presentation during all lessons (not just handwriting/English).

## **How will handwriting be taught across the school.**

- We follow the RWinc Handwriting scheme for letter formation - taught in EYFS and Year 1.
- From the summer term of Year 1 onwards children follow the Spectrum handwriting scheme.
- Year 2 is our main focus year for securing a good and consistent handwriting style.
- Year 3 to consolidate handwriting and focus on handwriting automaticity.
- Year 4-6 to teach handwriting where necessary. This may or may not take the form of whole class handwriting lessons/practise or small group interventions.

## **Letter reversal**

- Letter reversal is very common especially in EYFS and Year 1.
- Where possible letter reversal should be corrected instantly and children given the opportunity to correct.
- Letter reversal should be picked up when marking in all subjects not just English or handwriting books.
- Children who are still reversing their letters after Year 2 may need to follow a more specific program of activities with possible referral to the Senco for additional external support.

## **- Guidance around how handwriting is to be taught across the school, timetabling and interventions**

- Regular and substantial practice is vital, although timetabled discrete teaching should vary across the age range.
- In EYFS and Year 1 handwriting forms part of the daily RWinc lessons. Children are taught to read and write their set 1 initial sounds and progress to reading and writing their set 2 and 3 sounds.
- In the summer term of Year 1 children will start to learn a joined handwriting style using the Spectrum scheme. This will take the form of a weekly session and regular practise follow ups during the week.
- During Year 2 the focus is on regular practise and consolidation.
- In KS2 handwriting should be taught based on a needs basis. Assessments should take place to identify which children need additional support

### **Expectations**

Progression of handwriting will follow the structure identified in the National Curriculum. This states:

Summary of handwriting - teaching and application

EYFS	Y1	Y2	Y3 / Y4	Y5 / Y6
<p>Practise letter formation in a developmentally appropriate manner</p> <p>Adult modelling</p> <p>Daily RWinc Lessons to teach formation of initial sounds. Moving on to set 2 and 3 for those that are ready.</p>	<p>Practise letter formation supported by developmentally appropriate resources</p> <p>Introduce joining strokes as appropriate</p> <p>Explore letter families</p> <p>Daily RWinc lessons to teach formation of set 2 and 3 sounds</p> <p>Weekly practise in class, moving to learning a joined style in the summer term.</p>	<p>Practise letter formation supported by developmentally appropriate resources</p> <p>Teach and support letter joins</p> <p>Consolidate letter families</p> <p>Frequent practise in class using Spectrum scheme.</p> <p>Embedded handwriting throughout the curriculum</p>	<p>Continue to teach and support further joins or consolidate gaps in handwriting knowledge</p> <p>Continue to remind children of expectations, including modelling of specifics</p> <p>Weekly practise in class using Spectrum scheme. Intervention sessions for those that need it.</p> <p>Pen licence (See Appendix 1) and touch typing (See Appendix 2) for children in year 3 who have a neat style.</p> <p>Embedded handwriting throughout the curriculum</p>	<p>Continue to remind children of expectations, including modelling of specifics.</p> <p>Intervention sessions for those that need it.</p> <p>Embedded handwriting throughout the curriculum</p>

## **-Differentiation, Inclusion and Special Educational Needs and Disabilities (SEND)**

### *Left Handed Pupils*

All teachers should be aware of the specific needs of left-handed pupils and make appropriate provision:

- Children to be encouraged to position their paper correctly e.g. to the the left for right handed pupils and to the right for left handed pupils and slanted to suit the individual in either case;
- Encourage children not to hold pencils too close to the point as this can interrupt pupils' line of vision;
- pupils should be positioned so that they can place their paper to their left side;
- left-handed pupils should sit to the left of a right-handed child or to the right of a left-handed child so that they are not competing for space;
- extra practice with left-to-right exercises may well be necessary before pupils write left-to right automatically.

### *SEND*

Once identified, pupils with special education needs which impact upon their writing will be assessed and the appropriate action taken. Children with specific learning difficulties such as dyslexia or dyspraxia and children with a disability which affects their fine motor control will find handwriting particularly challenging. Strategies to help support children who are having difficulties with handwriting include:

- use of a pencil grip;
- use of a writing slope;
- a choice of different types of pen, pencil, crayon or chalk;
- paper with larger/bolder lines or squares;
- coloured paper;
- an extended time to write;
- Brain Gym prior to writing e.g. Lazy Eights;
- use of ICT including dictaphones/microphones
- intervention for any specific areas of development e.g. additional small group handwriting sessions.

### **- Assessment of handwriting across the school**

Children's handwriting will be assessed through marking. Teachers and teaching assistants will provide positive and constructive oral or written feedback including advice for further improvement.

In KS2 children who are still not joining fluently to be given extra opportunities to practise their handwriting. This could take the form of focussed small group work and handwriting folders to practise at home.

**- How the EYFS expectations will be included**

Focus on GMS and FMS development: 'Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively including pencils for writing'.

*(Included in the DfE exemplification materials are photographs of children painting, modelling and writing, with appropriate finger grip demonstrated.)*

'They write simple sentences which can be read by themselves and others.'

*Encourage correct pincer grip*

## Appendix 1 Pen Licence Checklist

To earn a pen licence, your writing in all your books (not just your handwriting book) must show the following:

- All letters are correctly formed.
  - All short letters are the same size.
  - All ascenders and descenders are the right height/length.
  - All letters are joined correctly.
  - Capital letters are bigger than lower case letters.
  - Spaces between letters are the right size (not too squashed or stretched).
  - Spaces between words are the right size (not too small or big).
  - Date and title are underlined with a ruler.
  - Work looks neat.
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- Teachers will begin to issue pen licences in the Spring term of Year 3
  - All children will be given their pen licence by the May Half Term.
  - Children who still find handwriting difficult by the May Half Term may be given a specialist pen or pen grip to support them writing in pen.

## **Appendix 2 – Touch Typing**

Those who no longer need handwriting practise should move on to a touch typing program in year 3 and 4. Those children who have not moved on to touch typing by the summer term of year 4 should do a term of touch typing.

For some children, with specific physical needs, it may be beneficial to start touch typing at an earlier date.

Touch typing programmes available are:

- Nessy Fingers
- BBB Bitesize - Dance mat Typing
- Type Online (for older children)

Date of Policy: February 2018