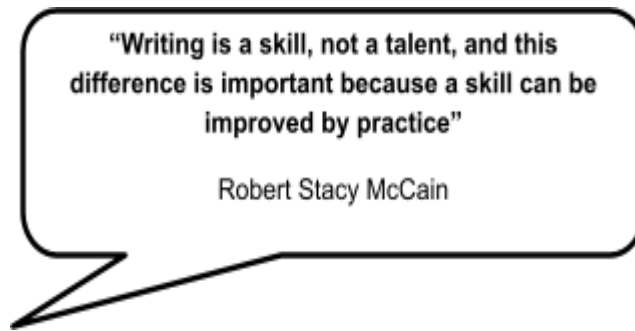


Handwriting Policy

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At Colham Manor we believe it is vital that children use a handwriting style which is neat, legible, joined and correctly formed. We aspire our children to write fluently, comfortably and legibly, a skill that is needed and transfers to written work across the curriculum. At Colham Manor we use Letter-join to support our children develop and practise their handwriting

1. Intent:

We aim for children to:

- Develop and achieve an efficient and joined handwriting style that is clear, legible and fluent, freeing the writer to concentrate on the content of their writing rather than their handwriting.
- Establish and maintain high expectations for the presentation of work, appropriate to the task.
- Develop a positive attitude towards handwriting.
- Understand, by the end of Year 6, the importance of neat presentation and the need for different letterforms (cursive, printed or capital letters) to help communicate meaning clearly.

This policy is intended to be read in conjunction with the English, Funky Fingers and Marking and Feedback policies.

2. Teaching and Learning:

- Handwriting is a cross-curricular skill and will be taken into consideration during all lessons to support consistency and good presentation.
- Handwriting is practiced daily (as shown on class timetables) and is continuously monitored by adults in the room.
- All teaching staff are encouraged to model the printed or cursive style of handwriting chosen for each year group in our school in all their handwriting, whether on whiteboards, displays or in pupils' books. Exceptions are made for pupils with specific needs.

- Pupils should experience coherence and continuity in the learning and teaching of handwriting and be encouraged to take pride in the presentation of their work. Our objective is to help pupils enjoy learning and developing their handwriting with a sense of achievement and pride.
- Pupils will start handwriting using a soft pencil. When fine motor skills have been established and the class teacher deems appropriate, a handwriting pen can be used for all written work.
- Pupils are encouraged to use the tripod grip which allows the pen/pencil to be held securely whilst allowing controlled movements of the pen/pencil nib.
- Teachers pay attention to the posture of their pupils and seating arrangements to support all of their pupils with their handwriting.
- Early years follow the Funky Fingers policy to support children's fine motor skills.

3. Inclusion:

Teachers are aware that some pupils may find handwriting challenging. For pupils who experience handwriting difficulties, including those who are left-handed and those with special educational needs, the appropriate additional support or provision/s (for example, rubber pencil grips) will be put into place with support from the SENCOs.

4. Early Years Foundation Stage (3-5 years old):

In the Early Years Foundation Stage, it is vital that all pupils develop their fine motor skills. Pupils are taught print using the Read Write Inc (RWI) mnemonics. Pupils write in pencil, but will also have access to a range of mark marking tools.

Early Learning Goal – Fine Motor Skills

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing
- using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery.
- Begin to show accuracy and care when drawing.

Early Learning Goal – Writing

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others

Early years foundation stage statutory framework - Last updated: November 2024

5. Key Stage One (5-7 year olds):

- Pupils are encouraged to write the date and titles themselves. Where necessary, teachers may do this or use other methods of recording.
- Where work includes a date and title, it should be underlined using a ruler and pencil.
- Children should be encouraged to write from the left hand edge of the page, or margin if visible.
- A line should be left between the date and title and then another line left between the title and the first line of work.
- A mistake should be crossed out with one line through it – rubbers should not be used.

Year 1 Statutory Requirements - Handwriting

Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly.
- 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 practice these.
- begin to form lower case letters in the correct direction, starting and finishing in the right place.

The national curriculum in England - (Last updated July 2014)

Notes and guidance (non-statutory)

Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided. Left-handed pupils should receive specific teaching to meet their needs.

Year 2 Statutory Requirements – Handwriting

Pupils should 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 un-joined.
- 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.

The national curriculum in England - (Last updated July 2014)

Notes and guidance (non-statutory)

Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.

6. Key Stage Two (7-11 years old):

- Pupils will write in pen in all of their written work, unless deemed not appropriate by the teacher.
- Handwriting pens are provided by the school, although children are allowed to use their own pen from home (black or blue ink).
- Pupil's work should have the full date and a title as appropriate (at the teacher's discretion), underlined using a pencil and ruler to show where the work was started.
- Children should write from the left hand margin.
- A mistake should be crossed out with one neat line through it.

Lower KS2 (Year 3 & 4) Statutory Requirements – Handwriting

Pupils should 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 down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch].

The national curriculum in England - (Last updated July 2014)

Notes and guidance (non-statutory)

Pupils should be joining handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write what they want to say. This, in turn, will support their composition and spelling.

Upper KS2 (Year 5 & 6) Statutory Requirements – Handwriting and Presentation

Pupils should be taught to:

- Write legibly, fluently and with increasing speed by:
- Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- Choosing the writing implement that is best suited for a task.

The national curriculum in England - (Last updated July 2014)

Notes and guidance (non-statutory)

Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use a printed style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.

7. Other curriculum subjects

These guidelines take into account other subjects where written work is also produced.

Pencil should always be used for mathematics work. Pencils should be used for drawing tables, graphs and other diagrams across all curriculum subjects.

8. Home Learning

Parents and guardians are encouraged to support their child/ren to produce quality home learning work following this policy's guidelines. Pupils are expected to take the same care with their home learning as they do in their writing in school (see Home Learning policy).

9. Assessment:

Teachers assess handwriting and presentation as part of their everyday marking and feedback to pupils. Teachers continuously monitor the handwriting of children, providing one to one and group feedback. Whole class misconceptions are addressed and modelled by the class teacher.

Teachers use this assessment to monitor the progress of children's handwriting.

10. Monitoring and Review:

This policy will be reviewed every two years by the English Lead. Any changes made to this policy will be communicated to all members of staff. All teaching staff are required to familiarise themselves with this policy.

The monitoring of handwriting will be both formal and informal, and may take the form of lesson drop-ins, observations, sampling and moderation of work, data analysis and looking at teachers' planning.