

St Mark's CE Primary School

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HANDWRITING POLICY

Headteacher: Robin Dungate
Chair of Governors:

Created: September 2009

Reviewed and Updated by the LDT Committee: March 2014

Reviewed and Updated by FGB Term 6 2016

Review date: March 2017

Signed by Chair of Governors

Date

Handwriting Policy

Aims

As a school our aims in teaching handwriting are that the pupils will:

- Experience coherence and continuity in learning and teaching across the school.
- Understand the importance of clear and neat presentation in order to communicate meaning clearly.
- Take pride in the presentation of their work and therefore study handwriting with a sense of enjoyment and achievement.
- Be supported in developing correct spelling quickly through a multi-sensory approach to handwriting.
- Be able to write quickly to aid expressing themselves creatively and imaginatively across the curriculum and for a range of purposes.
- Use their skills with confidence in real life situations.
- Develop a fluent, joined handwriting style.
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Knowledge, Skills and Understanding

All children are to sit correctly to support neat writing.
During and at the end of Early Years:

Children should use a pencil and hold it effectively to form recognisable letters with lead ins and lead outs. Children should be able to form all upper and lower case letters.

At Year One:

Children should hold a pencil correctly. Children should write all letters (upper and lower case) and digits correctly formed and orientated. Children should leave appropriate spacing between words. Their writing should be legible.

At Year Two:

Children should write legibly, using upper and lower-case letters appropriately. Writing should be joined correctly. They should start to write capital letters of the correct size in relation to their lower case letters. There should be correct spacing within and between words which is appropriate to the size of the letters.

At Year Three & Four:

Children should write legibly, using upper and lower-case letters appropriately. Writing should be consistently joined and starting to show fluency. Children should write capital letters in the correct size in relation to their lower case letters. Their ascenders and descenders should be sized appropriately to ensure that they do not meet. There should be correct spacing within and between words which is appropriate to the size of the letters.

At Year Five & Six:

Children should write legibly and with fluency. They should be able to adapt their writing in relation to the task i.e. note taking, printing for labels.

Teaching and Learning

Handwriting in KS1 should be taught daily and in KS2 at least three times a week. Each class must display an example of how we teach letter joins. Early Years and KS1 should also display upper case letters as well as lower case letters.

Basic structure of a handwriting session:

- Posture check, feet flat on the floor, back touching the chair
- Teacher modelling
- Children practicing independently with teacher model

Sessions should be fun, varied and multi-sensory: write letters in the air, on backs, or on hands, **orally describe letter shapes** and joins with children.

Books and whiteboards can be used during a handwriting lesson.

The joining style

Joins between letters are only worthwhile if they increase the speed, rhythm and ease of writing without reducing legibility.

All members of staff (including teaching assistants, supply teachers, and students) are provided with appropriate handwriting models which are displayed in each classroom and are expected to promote the agreed handwriting style.

The contribution of handwriting to other aspects of the curriculum

Teachers aim to make handwriting lessons relevant to the curriculum by providing a purpose to work encouraging the children to view handwriting as part of an overall presentation policy.

Assessment and recording

Teachers assess handwriting on a regular basis to determine future targets for improvement.

Teachers aim to ensure that when marking other written work, comments about presentation do not detract from comments linked to the learning objective.

Resources

Pencils, pencil grips, triangular, left-handed and ordinary.

Pen license certificates

Paper and books

IWB programs: e.g. Handwriting for windows, Kent ICT Writing Repeater or suitable alternative