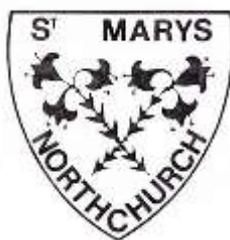


Excellence Together, Learning Through Faith.



St Mary's C of E (VA) Primary School

To be a caring, inclusive, Christian environment, nurturing a life-long love of learning where we can work together to learn, to grow, to serve. We are proud to support the whole community and by collaborating will enable all children and adults within it to live fully whilst 'shining brighter and brighter' Proverbs 4:18.

"St Mary's is an inclusive school where we believe that all people are of equal value, irrespective of their ethnicity, culture, religion, gender, ability or sexual identity. We recognise and respect their differences."

Handwriting Policy

This policy is GDPR compliant.

Date of issue: October 2016

Last reviewed/adopted: December 2018 (Academic Standards Committee)

Next review date: Autumn 2020

Signed: _____

Date: _____

Overview

At St Mary's we understand the importance of teaching children to write fluently to allow them to communicate their ideas effectively with others as well as using writing as a tool to think and consolidate their ideas.

We believe that the definition of good handwriting is something fast, legible and joined. It is evident that there is a logical and pedagogic connection between the processes of reading and handwriting. Therefore we aim to teach children from an early age what the specific and pure shapes of letters look like, to enable them to make the connection between the print they read and the letters they write.

Aims

- To develop children's ability to write legibly and clearly
- To enable children to write with fluency and speed
- To encourage children to write using a consistent and appropriate size of writing
- To allow children to develop their own style
- To encourage children to use a comfortable and efficient pencil grip
- To encourage a useful posture and angle for their paper

Teaching and Learning

At St Mary's we use the Penpals for Handwriting scheme, a programme which offers progression from 3-11 years and teaches children to develop fast, fluent and legible handwriting. Penpals has identified five stages that form the basic organisational structure of the scheme:

- Physical preparation for handwriting: gross and fine motor skills leading to mark making, patterns and letter formation (*Foundation Stage, 3-5 years*)
- Securing correct letter formation (*Key Stage 1, 5-6 years*)
- Beginning to join along with a focus on relative size and spacing (*Key Stage 1, 6-7 years*)
- Securing the joins along with a focus on break letters, legibility, consistency and quality (*Lower Key Stage 2, 7-9 years*)
- Practising speed, fluency and developing a personalised style for different purposes (*Upper Key Stage 2, 9-11 years*)

Handwriting must be taught discretely and in context. It is taught daily in Foundation Stage and Key Stage 1, and at least twice a week in Key Stage 2.

Penpals offers a practical, active learning approach to support the delivery of handwriting teaching. The scheme focuses on whole-class teaching from an interactive whiteboard, with key teaching points clearly identified. As well as this Penpals is attractive and well designed with clear links between all of the elements in each year group.

In Year 3 children can earn a 'pen licence' and this is used to motivate children to develop their presentation skills, by the time children enter Upper Key Stage 2 they should all have earned their 'pen licence'. In Key Stage 2 any work on display in classrooms or around the school is always done in pen. As well as this at the end of each half term, two children are chosen from each class to receive a reward in Assembly for improved handwriting.

Assessment

Penpals offer many opportunities for assessment, including self-assessment questions and challenges alongside the two or three assessment units in each year group.

Inclusion

- We ensure all children make progress in handwriting according to their individual abilities and we look for ways to provide for all needs.
- All children are given the opportunity to develop and practise their skills. Some children may need special support and are taught in small intervention groups and this may include using continuous cursive script.

- Left handed children are encouraged to slant their paper and books so that they can see their writing. 'Pencil grips' can be used where this helps children develop a better hold.
- Advice is taken from outside agencies for children with specific learning difficulties.

Appendices

Please see Penpals Writing Sequence for an overview of content taught in each year group

Handwriting in the National Curriculum

Year 1

Handwriting Statutory Requirements

Pupils should 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) and to practise these.

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

Handwriting Statutory Requirements

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 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.

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.

Years 3 and 4

Handwriting Statutory Requirements

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 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].

Notes and guidance (non-statutory)

Pupils should be using joined 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 down what they want to say. This, in turn, will support their composition and spelling.

Years 5 and 6

Handwriting and Presentation Statutory Requirements

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.

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 an unjoined 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.