SHANKLEA PRIMARY SCHOOL

Handwriting Policy

Policy Control Details			
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Prepared by:	Helen Brown	Signature	Date
Approved for issue by:	Gareth Pearson	Signature	Date
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Shanklea Primary School: Handwriting Policy

Aim of the policy:

For all pupils to develop a legible, fluent and fast handwriting style.

Style:

Initially letters and numbers will be introduced according to the attached grid. The school will use a font to match with the Read Write Inc formation. Handwriting and letter and sound work will complement each other at the early stages. (see attached appendix)

Progression:

Children should be allowed time to practise handwriting, simply concentrating on developing accuracy, fluency and speed without the distraction of composing text. The practice should be carried out frequently but not for long sustained periods of time. As a guide, twice a week would seem a reasonable amount. As the children get older the number of sessions would reduce, but may be slightly longer. In KS2 all pupils will receive a 20 minute designated handwriting session a week. When the children are younger, activities may be more frequent but shorter.

In Pre-School, children will experience a wide range of early writing activities.

In Reception and Year 1, children should be taught correct letter formation in accordance with Shanklea's handwriting grid reinforcing the letters taught in RWI. They should be encouraged to sit in a suitable position when writing.

In Year 1, children will practise correct letter and number formation and be taught the basic letter joins.

By the end of Year 2, all children should have been taught all connections.

In Year 3, Children should be using these connections in most of their writing.

By the end of Year 4, all handwriting should be connected in every piece of work.

Pens – As the children progress through Year 4, they should begin to write in pen. At first in specific handwriting sessions and then as they become more accomplished, into a wider range of lessons. By year 5, all children should be working in pen. Handwriting pens will be provided for the children to use. Children with specific needs may be provided with an erasable pen at the teacher's discretion if this better meets their needs. We will not be encouraging them to bring pens of their own into school.

Mathematics – An exception from writing in pen would be Maths, where the children may benefit from continuing to work in pencil due to the nature of the subject.

Personalised Style

As children grow older, they may choose to vary their style of handwriting slightly. Provided it is still connected, neat and legible, variation will be quite acceptable.

Patter

The way we describe the formation of letters to children is important and should be standardised within a handwriting policy. This can help to avoid confusion and misunderstanding **Left-handed children** – On page ix of A Hand for Spelling, clear instructions for teaching left-handed children are given. Some of the key points are listed below.

- Left-handers should always sit on the left-hand side of a right-hander to avoid arms colliding.
- The left-hander needs to have the paper on the left hand side of the mid line of the body.
- A left-hander may benefit from sitting on a higher chair.
- The script for left-handers is slightly different from the right-hander. Staff should be aware of this.

Guidelines and handwriting books

As the children begin to write letters it is important to use a guideline. Handwriting relates to the letters' orientation to the line and a guideline is important in allowing their skills to develop correctly. From the earliest stage a single line can be used. We often use two widely spaced lines in the early stages to help the children keep their writing in a specific space on the page and to stop their letters becoming too large. However, it would be best to use just one line and encourage the children to write on the line.

As the teaching of handwriting becomes more formalised specific books with guidelines should be used. Books with the following guidelines will be provided in school. In the Autumn term Y1 will use just two lines and as the year progresses this type of guideline could be introduced if it was felt the children were able to cope with it. From Y2 this would be the guideline format used.

Children experiencing difficulties

Some children work through school and reach a point where their handwriting starts to impact on their learning due to problems with legibility. This is an issue that should be addressed. In addition, from time to time in lessons we all come across children who are forming letters incorrectly. A system needs to be in place to address these problems. If a member of staff notices a child with a handwriting problem they should watch the child

producing some writing and try to identify the level of difficulty being experienced. In the first instance they should aim to provide a programme of work within the class to deal with the issues. However, if the teacher feels further support is required a record slip should be completed and a formal assessment of their handwriting carried out. This would be a task for Teaching Assistants to undertake. (See appendix for a copy of the record slip and assessment sheet.) The Class Teacher and Teaching Assistant should then discuss and decide on an appropriate course of action.