

<b>Name of Policy:</b> Handwriting Policy	<b>Version/Last Review Date:</b> September 2020 (V4)
<b>Statutory documents linked to policy:</b>	<b>Previous review date:</b> June 2013 (V1) June 2015 (V2) September 2017 (V3)
<b>Other Policies linked to this policy:</b> All Curriculum	<b>Next Review Date:</b> June 2023
<b>Governor Committee Responsible</b>	Curriculum & Research

WNA Vision: All children will achieve their full potential, with holistic support, whilst enjoying and driving their own learning, gaining self-respect, self-esteem and self-belief. Our classroom extends to rich, exciting environments within the forest, the beach, the city and the community as a whole.

## **Aims**

Our aims in teaching handwriting are that all children will develop legible handwriting in a fluent cursive style and present legible handwriting which communicates its purpose to the reader.

## **Principles**

Handwriting is taught because it is the child's most usual form of communicating thoughts, ideas, feelings, opinions, as well as information which may have been researched.

## **Strategies for Teaching Handwriting**

Handwriting is developed through:

- Regular teaching and practice sessions which develop a cursive form from Y1
- Introduction of the use of pens in Key Stage 2 when children are ready.

Pupils with Special Needs in handwriting may receive extra support provided by an Assistant. They may be withdrawn or receive support within the classroom.

Formative Assessment is carried out informally by teachers during handwriting sessions and in the course of their teaching.

All children entering EYFS will begin to learn cursive writing unless they have specific motor control needs which makes this difficult.

Handwriting is celebrated through:

- Display of written work
- Verbal praise in class or feedback

Learning outside of the classroom will provide an opportunity to develop fine motor skills needed for writing, and also the opportunity to write in different media (e.g. sand).

## **Success Criteria**

Children will be seen to use a fluent cursive script as they progress through the school and to produce neat, legible handwriting.

## Differentiation

Children whose handwriting is joined fluent and legible will not need to practice handwriting.

Children who have motor control needs and who may need additional support will follow a programme devised by the class teacher and the Inclusion Manager (who is the headteacher). This will include learning outside of the classroom, when children will have the opportunity to improve fine motor skills and develop writing skills (e.g. writing in the sand).

## Guidelines for Cursive Writing

- All entrance strokes will start on the line
- Each word, unless it begins with a capital letter, will be written in one continuous movement. Letters will be crossed and dotted on completion of the word
- Ascending letters will not have loops
- Letters with descenders will have loops except for 'p' and 'q'
- Capital letters will be in print form. They will be written as a separate letter in print form.

## Scheme to Develop Progression throughout the School

### EYFS

- Children will have the opportunity to practice daily
- Children will initially be introduced to the script through writing patterns in play. They will practice with various media e.g. chalk, felt tip pens.

### Year 1/2

- Children will have the opportunity to practice daily
- Writing patterns will be used for those children who still need the practice; single letters and blends will be introduced leading to the writing of short, simple words (linked to Read, Write Inc scheme and resources)

### Year 3/4

- Children will practice daily; letter blends, letter cluster and words containing them, will be the basis of practice session. Sentence writing which reinforces the correct use of conventions will be related to the topic

Year 5/6 (as needed)

- Children who need further support will have the opportunity to practice daily with the support of an Assistant.

## The Alphabet

The diagrams below show how the lower and upper case letters are formed. The thin line indicates the path the pen should take. A cross shows where each stroke of the pen should start and a dotted line indicates an abrupt change in direction. For the upper case letters the strokes are numbered and should be completed in the correct order.

