

**St Augustine's CE (VA) J & I School
HANDWRITING POLICY
Summer Term 2019**



OUR MISSION

'...We aim to serve our multi-racial, multi-faith community by providing an education of the highest quality within the context of Christian belief and practice, irrespective of race, culture, religion, gender, sexual orientation, class or ability...'

INTRODUCTION

In order to achieve continuity and consistency throughout school and to ensure the progression of children's cursive script, presentation of written work and success within the writing criteria for handwriting we have agreed to adopt a system of Handwriting linked to the PenPals scheme. This system has been communicated to all staff members, including Teaching Assistants and students to ensure consistency of approach.

Aims

We aim for our children to leave in Year 6 with the ability to write using their own style of fast, fluent, legible and sustainable handwriting, as well as other styles of writing for specific purposes. In addition to teaching handwriting during our regular handwriting lessons, we have high expectations that what is taught and practiced in handwriting lessons will be used in all writing activities. We believe that handwriting is integral to a child's personal development and know that children's engagement and self-esteem can be improved by their satisfaction and pride in good quality presentation.

PenPals Handwriting Scheme

Handwriting is a taught skill that develops at different rates for different children. All teachers in the school put a priority on teaching handwriting and have high expectations for handwriting across the curriculum. Our school uses the Penpal scheme for handwriting to ensure that:

- The importance of handwriting is recognised and given appropriate time.
- The progression of handwriting is consistent across the school.
- Handwriting is acknowledged to be a whole-body activity and emphasis is placed on correct posture and pencil grip for handwriting.
- Expectations of left-handed children are equal to those of right-handed children, and appropriate advice and resources are available to ensure that they learn to write with a comfortable, straight wrist.
- Handwriting is linked into grammar, punctuation and spelling in order to practice and contextualise all of the transcriptional and stylistic skills for writing.
- Children learn to self-assess their own writing and develop understanding and responsibility for improving it.
- Children learn to write in different styles for different purposes such as print for labelling a diagram, illustrated capitals letters for creating a poster, swift jottings for writing notes, making a 'best copy' for presentation and fast, fluent and legible writing across the curriculum.

Handwriting Teaching in the Early Years

In the Foundation Stage, children need to develop skills which will later enable them to acquire a legible, fluent and fast handwriting style. In reception, children will develop:

- Gross and fine motor skills through sensory activities
- Recognition of pattern and language to talk about shapes and movement e.g. forming shapes and letters in sand/shaving foam

- Shaping of patterns and basic letter movements
- A comfortable tripod pencil grip that allows for efficient control of the pencil
- Correct formation of all lowercase letters

Handwriting in Key Stage 1 and Key Stage 2

The highest priority is given to teaching the correct letter formation before any attempt is made at joining. All pupils have at least one 30-minute handwriting lesson per week with daily 'short burst' opportunities to revisit and practice skills.

Key Stage 1

Children will continue to develop fine motor skills with a range of multi-sensory activities. Teachers and support staff continue to guide children on correct letter formation using a comfortable tripod pencil grip that allows for efficient control. Through the PenPals scheme, children will begin to learn how to join letters at the end of Year 1 and continue to practice this skill in Year 2.

Key Stage 2

Children will continue to have regular practice of handwriting, securing joins and developing speed and fluency. By the end of year 6, pupils should have a clear, fluid handwriting style. Children will be presented with a 'handwriting certificate' in assembly when they can write neatly, legibly and accurately in a joined style.

End of year Expectations

For each your group, we have clear end of year expectations that form part of our Writing Assesment Frameworks.

Year Group	End of Year Expectations
Reception	<ul style="list-style-type: none"> • Can hold a pencil correctly • Can form all lowercase letters correctly, starting and finishing in the correct place. • Can form some capital letters correctly (might only be for their name and I)
Year 1	<ul style="list-style-type: none"> • Writing sits on the line. • Forming many lowercase and capital letters accurately and these are not mixed in words. • Use capital letters for some proper nouns. • Writing many letters accurately in shape and size including capital letters and digits. • Use spacing between words. • Beginning to join some of their letters • Some ascenders are tall, and some descenders go under the line
Year 2	<ul style="list-style-type: none"> • Uses capital letters for proper nouns • Use the diagonal and horizontal strokes needed to join letters in some of their writing. • Form capital letters and digits the correct size, orientation and relationship to one another and to lowercase letters.

	<ul style="list-style-type: none"> • Use spacing between words that reflect the size of the letters. • Ascenders are tall and descenders go under the line
Year 3	<ul style="list-style-type: none"> • Use the diagonal and horizontal strokes needed to join letters in most of their writing.
Year 4	<ul style="list-style-type: none"> • produce legible, joined writing
Year 5	<ul style="list-style-type: none"> • Maintaining, legible, joined writing when writing at length.
Year 6	<ul style="list-style-type: none"> • Maintain legibility in joined handwriting when writing at speed.

Handwriting Feedback

Marking should be timely and relevant. Teaching staff should give immediate feedback during handwriting lessons, modelling correct formation and joins before giving opportunity for pupils to practice

Assessment and recording

Teachers assess handwriting on a regular basis (each half term) to note progress against the learning objectives in the school assessment system and to determine future targets for improvement. A handwriting assessment of pupils who join school part way through a year, is made within two weeks.

The role of parents and carers

Parents and carers are introduced to the school's handwriting style through a leaflet. The Foundation Stage staff play an important role in communicating this at an early stage, to ensure that parents are informed and encouraged to offer good models to their children by using only capital letters for the beginning of their names. All members of staff (including Teaching Assistants, supply teachers, and students) are provided with appropriate handwriting models [included in staff/student and supply staff handbooks] and are expected to promote the agreed handwriting style by their own example.

Equality of opportunity

All of our children have equal access to handwriting lessons and to the resources available. We recognise that some children take longer to develop the necessary skills and we cater for those children by providing additional opportunities for skills development. Children who need specific fine motor or handwriting interventions are identified early and the impact of interventions is carefully monitored. Children with a physical disability are catered for, and progress is monitored, according to their individual action plans.

Review

This policy will be reviewed biannually in line with the school's policy review programme. The subject leader is responsible for reporting to the governors' curriculum committee about the quality of its implementation and its impact on standards. In the light of this, policy amendments may be made.

Policy to be reviewed annually.

Governor approval

Agreed by

Signed:.....

Date:.....