

BEDFONT PRIMARY SCHOOL



Handwriting Policy

Bedfont Primary School is committed to preserving the rights of children in accordance with the United Nations Convention on the Rights of the Child. The articles which underpin this policy are:

- Article 3 – The best interests of the child must be a top priority in all things that affect children.
- Article 23 Children who have any kind of disability have the right to special care and support, as well as all the rights in the Convention, so that they can live full and independent lives.
- Article 28: All children have the right to a primary education, which should be free

Agreed: February 2015
Review: Spring 2018

Aims

Handwriting is a taught skill and it is important that teachers are seen to put a high value on teaching and sustaining good handwriting. We believe that children's self-esteem and pride in their work can be raised by good quality presentation.

Our aim in this policy is to teach children correct letter formation, joining and good handwriting habits, so that they can write fluently and legibly and by the end of KS2 begin to develop a distinctive style.

Each aim is considered equally important:

- To teach children to write with a flowing hand which is legible, swift and pleasant to look at.
- To enable children to develop their own style of handwriting as they progress through Key Stage 2.
- To support the development of correct spelling and to aid in the elimination of letter reversals by the learning of word patterns and the correct joining of letters.
- To ensure that children of differing abilities are provided with appropriate and achievable goals.
- To assist children in taking pride with the presentation of their work.
- To teach correct letter formation.
- To appreciate handwriting as an art form.
- To display excellent examples of handwriting in every classroom and around the school.

Teaching and Organisation

We use Cambridge Pen Pals handwriting scheme throughout school, thus ensuring there is a continuity and progression across classes.

Handwriting is taught regularly and at least weekly, as a class and / or group lesson in all year groups. Teachers use Pen Pals resources which include photocopied sheets and interactive whiteboard resources in KS1 and KS2. During lessons we ensure that children sit, position their paper / book and hold their pen/pencil correctly using their other hand to hold their work firmly. Chair height is checked to ensure it is correct.

It is important that in the early years and at key stage 1 children are observed closely during the lesson to ensure that letter formation is correct.

In addition to specific handwriting lessons children are expected to apply their learning in their exercise books and to show care for the presentation of their work. Regular opportunities for children to produce presentation work are also planned, for example in displays.

It is important for teachers to set a good example to children by modelling good handwriting when writing on the board, IWB or when marking children's books. Teachers strive to model the Pen Pals style and use the appropriate joins, demonstrating the fluency and legibility of the style. Children are expected to show care for their books, present their work with care, date work, underline where necessary and not make any marks on the covers

SCHEME OF WORK

The scheme of work is based on the **Cambridge Pen Pals Scheme**. This sets out a programme of work for the whole school. Teachers encourage individual children to move to the next stage when they are ready. Those children who are forming letters clearly with the correct flicks will begin to learn how to join their letters as soon as possible. Joining patterns begin in Reception as a preparation for the flow of joining letters in words.

Early Years Foundation Stage

During their Nursery and Reception years the children are given a wide range of opportunities to develop an understanding that writing conveys meaning, e.g. books, story telling, signs, labels etc.

Children experience a wide range of handwriting-related skills, e.g. letter and number formation in sand trays, through tracing, use of ribbons, with chalk, felt tips, pencils, crayons, writing over and under teacher models in various forms, word building with magnetic letters and pattern making in various media. We use Write Dance to support gross and fine motor skills in the EYFS.

For those children that are ready for handwriting practice, large pencils can be used in conjunction with lined/unlined paper. Pencil grips for correction of pencil hold are also used where appropriate.

As an introduction to the Pen Pals style of handwriting patterns are practised with wide-lined paper and thinner pencils being introduced where appropriate. Teachers model correct letter formation and children practise this alongside their phonics programme. Correction of letter formation takes place on an individual basis. Children practise name writing in non-joined style.

Year 1/Key Stage 1

Children work on handwriting skills daily and in a variety of activities, e.g. writing in books, multi sensory approaches and through phonic work. Wide-lined exercise books, handwriting paper and standard-size pencils are used. Handwriting practice takes place on a weekly basis.

Year 2/Key Stage 1

Children are encouraged to begin to use joined-up handwriting in their daily work as they become confident. Handwriting practice takes place weekly and the correction of mistakes is dealt with on an individual basis. Children are encouraged to take pride in the presentation of their work. In addition, handwriting is often practised through the teaching and learning of phonics.

Year 3/Key Stage 2

At this stage **when teachers consider it appropriate**, according to the stage of each child's development, children will be allowed to work in blue Berol Handwriting pens; biros and gel pens are not permitted. Handwriting practice takes place weekly and the correction of mistakes is dealt with on an individual basis. Children are encouraged to take pride in the presentation of their work.

Pencils should continue to be used throughout the school for notes, drafting, all maths work, diagrams, charts and maps. Children should be encouraged to always write with a sharp pencil and to use rubbers to correct mistakes, or cross through with a single line

Across Key Stage 2

Children use Berol Handwriting pens which must be kept in good working order. Only blue ink is acceptable. When ready pupils are given a fountain pen.

Presentation in Books

Children must ensure that all work is presented neatly. The full date and title/learning intention of all work must appear at the top of the page. Any mistakes must be neatly crossed out using a ruler.

In numeracy the short date may be used.

Any drawings in books must be done in pencil.

Resources

Foundation Stage

Thick, stubby paintbrushes, fine paintbrushes, thick and fine felt pens, jumbo pencils, stubby crayons, chalk, sand trays, templates, shaving foam, pencils.

KS1

Variety of paintbrushes, thick and fine felt pens, jumbo pencils, stubby crayons, chalk, sand trays, letter and number templates, shaving foam, pencils, coloured pencils, pencil grips, tracing cards, sewing cards, sandpaper letters, oil pastels, ribbons, magnetic letters.

KS2

Pencil grips, HB pencils, Berol handwriting pens, handwriting paper.

Continuity and Progression

Across the Early Years Foundation Stage

Children will have:

- Opportunities to watch adults writing and for children to write for themselves.
- Attempt writing for various purposes using features of different forms such as lists, stories and instructions.
- Write their own names and other writing forms such as labels and captions and begin to form simple sentences, sometimes using punctuation.
- Use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words.
- Use a pencil and hold it effectively to form recognisable letters and numbers, most of which are correctly formed.

By the end of Foundation Stage/Reception

By the end of Reception year children will have been introduced to:

- a comfortable and efficient pencil grip
- producing a controlled line which supports letter formation
- writing letters using the correct sequence of movements
- pattern-making and letter/number formation in various media

YEAR 1

- Develop a comfortable and efficient pencil grip.
- Form lower case letters correctly.
- Practise handwriting in conjunction with spelling and independent writing, ensuring correct letter orientation, formation and proportion.

YEAR 2

- Term 1: To practise handwriting patterns from Year 1.
To begin using and practising the four basic handwriting joins:
- diagonal joins to letters without ascenders, e.g. ai, ar, un
 - horizontal joins to letters without ascenders, e.g. ou, vi, wi
 - diagonal joins to letters with ascenders, e.g. ab, ul, it
 - horizontal joins to letters with ascenders, e.g. ol, wh, ot
- Term 2: To practise handwriting patterns from Year 1.
To practise handwriting in conjunction with the phonic and spelling patterns.
To use and practise the four basic handwriting joins:
- diagonal joins to letters without ascenders, e.g. ai, ar, un
 - horizontal joins to letters without ascenders, e.g. ou, vi, wi
 - diagonal joins to letters with ascenders, e.g. ab, ul, it
 - horizontal joins to letters with ascenders, e.g. ol, wh, ot
- Term 3: To use the four basic handwriting joins with confidence and use these in independent writing:
- diagonal joins to letters without ascenders, e.g. ai, ar, un
 - horizontal joins to letters without ascenders, e.g. ou, vi, wi
 - diagonal joins to letters with ascenders, e.g. ab, ul, it
 - horizontal joins to letters with ascenders, e.g. ol, wh, ot

YEAR 3

- Term 1: To practise correct formation of basic joins from Year 2:
- diagonal joins to letters without ascenders, e.g. ai, ar, un
 - horizontal joins to letters without ascenders, e.g. ou, vi, wi
 - diagonal joins to letters with ascenders, e.g. ab, ul, it
 - horizontal joins to letters with ascenders, e.g. ol, wh, ot
- To ensure consistency in size and proportions of letters and the spacing between letters and words.

- Term 2: To practise correct formation of basic joins from the use of the four basic handwriting joins from Year 2:
- diagonal joins to letters without ascenders, e.g. ai, ar, un
 - horizontal joins to letters without ascenders, e.g. ou, vi, wi
 - diagonal joins to letters with ascenders, e.g. ab, ul, it
 - horizontal joins to letters with ascenders, e.g. ol, wh, ot
- To ensure consistency in size and proportions of letters and the spacing between letters and words.
To build up handwriting speed, fluency and legibility through practice.
- Term 3: To practise correct formation of basic joins from the use of the four basic handwriting joins from Year 2 and use these in independent writing:
- diagonal joins to letters without ascenders, e.g. ai, ar, un
 - horizontal joins to letters without ascenders, e.g. ou, vi, wi
 - diagonal joins to letters with ascenders, e.g. ab, ul, it
 - horizontal joins to letters with ascenders, e.g. ol, wh, ot
- To ensure consistency in size and proportions of letters and the spacing between letters and words.
To build up handwriting speed, fluency and legibility through practice.

YEAR 4

- Term 1: To use joined handwriting for all writing except where other special forms are required.
To know when to use:
- a clear neat hand for finished, presented work;
 - informal writing for rough drafting etc.
- To ensure consistency in size and proportions of letters and spacing between letters and words.
- Term 2: To use joined handwriting for all writing except where other special forms are required.
To build up speed, particularly for notes, drafts, lists etc.
To know when to use:
- a clear neat hand for finished, presented work;
 - informal writing for rough drafting etc.
- To ensure consistency in size and proportions of letters and spacing between letters and words.
- Term 3: To build up speed and ensure consistency in size and proportions of letters and spacing between letters and words.
To use a range of presentational skills, e.g.:
- print script for captions, sub-headings and labels;
 - capital letters for posters, title plates, headings;
 - a range of computer-generated fonts and point sizes.

YEAR 5 AND 6

To use fluent joined up handwriting for all writing except where other special forms are required.

Equal Opportunities

Equality of opportunity is a high priority and reference to the School's Equal Opportunity and Racial Equality Policies will provide examples of how this is achieved.

Inclusion

More able children and children with Special Educational Needs are supported in their Handwriting work, with reference to I.E.Ps. Teachers will put in place suitable interventions for children who are underachieving or require further challenge.

Monitoring and Evaluation

It is the role of the English subject leader to monitor the teaching and learning of handwriting throughout the school. This is done through regular work sampling, analysis of assessment pieces and lesson observations. Feedback from this monitoring is used to inform staff of necessary developments in order to raise standards. Monitoring is supported by the Head-teacher and SLT.