



PARKSIDE

Community Primary School

Handwriting Policy

Links to:	Little Wandle Phonics & English
Review frequency	
Date policy approved and adopted:	
Policy agreed by:	<i>J. Williams</i>
Date policy published:	
Next review date:	
Guidance Note:	

Intent

At Parkside Community Primary School, the importance of children being able to write legibly, fluently and at a reasonable speed, is recognised. With these skills, children have a much greater chance of being able to reach and demonstrate their true potential throughout their school careers and in their lives beyond school.

Our policy follows the Little Wandle phonics programme of handwriting which recommends print in EYFS and Year 1 which is in accordance with the 2021 statutory framework for the early years' foundation stage. Little Wandle includes letter rhymes which help young children understand the formation of letters, therefore leading them to develop print in EYFS and Year 1, before moving onto cursive script (when ready) in Year 2 and beyond.




Aims

- To develop a neat, legible, speedy handwriting style using continuous cursive letters, which leads to producing letters and words automatically in independent writing.
- To establish and maintain high expectations for the presentation of written work.
- For pupils to understand, by the end of Year 6, the importance of neat presentation and the need for different letterforms (cursive, printed or capital letters) to help communicate meaning clearly.

Handwriting at Parkside Community Primary School

- ✓ We take the view that handwriting should be discreetly taught for at least 15 minutes per day in KS1 and three times a week in KS2. During this lessons, the teacher will demonstrate the expected handwriting style using single letters and words. This is a whole class exercise in Year 2 and KS2 and groups leading to whole class as the year progresses in Year 1.
- ✓ Within the EYFS, discreet teaching starts using Little Wandle, building up to extra discreet practice. The children start with pattern formation to ensure correct pencil grip and control and when ready, children are taught how to form letters correctly using print.
- ✓ Alongside discreet sessions, children in EYFS and those at the start of Year 1 will be provided with a range of pre-writing opportunities to mark make during continuous provision.
- ✓ Incorrect letter formation is picked up in all lessons and corrected as soon as the child is forming letters in line with the school's feedback and marking policy. Children must start and finish the letter in the correct place.
- ✓ Extra handwriting groups occur in classes throughout the school where the class teacher feels that additional handwriting support is required. For pre-writing, children will have access to gross and fine motor interventions to develop their pencil grip and control.
- ✓ All staff model print in the EYFS. The Year 1 teacher moves towards a cursive approach to handwriting using lead outs once the children are ready. This ensures they are 'next phase ready' and ready for cursive in Year 2.

Correct formation of letters and numbers

<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>
		

1	one
2	two
3	three
4	four
5	five
6	six
7	seven
8	eight
9	nine
10	ten

Expectations

All teaching staff are encouraged to model handwriting, whether on whiteboards, displays or in pupils' books.

Consistency throughout the school

Pupils should experience coherence and continuity in the learning and teaching of handwriting across all school years and be encouraged to take pride in the presentation of their work. Our objective is to help pupils enjoy learning and developing their handwriting with a sense of achievement and pride.

Pens and pencils

Children will start handwriting using a soft pencil before moving onto Y5 & Y6, where pupils can use a black ballpoint pen.

Key Stage Teaching

Early Years expectations include the following:

- Enhancing gross motor skills such as air-writing, pattern-making and physical activities
- Exercises to develop fine motor skills such as mark-making on paper, whiteboards, sensory trays, tablets, etc.
- Becoming familiar with letter shapes, their sounds, formation and vocabulary
- Correct sitting position and pencil grip for handwriting
- Pre-cursive patterns
- Easy letters and words
- Harder letters and words

At the end of Early Years, children should be able to recognise and form all the lowercase letters of the alphabet and write words using the correct formation techniques.

Year 1 expectations include the following:

- Continuing with gross and fine motor skills exercises
- Discrete handwriting learning and practice
- Numerals, capitals and printed letters; where and when to use capital letters
- Printed letters
- Numbers and symbols

Year 2:

Children are to improve letter formation and orientation of letters through regular practice and to support spelling, grammar and punctuation in readiness for KS1 SATs. With the regular handwriting practice, children should now be developing the fluency and speed of their writing. At the end of Key Stage 1, children should be confident in writing all the capital and printed letters, numbers and symbols and start to become familiar with their use.

Lower Key Stage 2: Years 3 and 4 expectations include:

KS2 pupils should be using a cursive style throughout their independent writing in all subjects, helping to refine their handwriting in line with the requirements of each lesson.

Children need to ensure improvement in the legibility, consistency and quality of the children's handwriting through a variety of resources which link handwriting to other areas of the curriculum.

Year 4:

Focuses on using handwriting practice to support other subjects in the curriculum and, at the same time, builds on fluency and consistency. It aims to promote meaningful links with other subjects such as English, maths, science, geography and French. Learners will continue to build on producing fluent, consistent and legible handwriting through regular practice.

At the end of LKS2, children will have practised applying size-appropriate handwriting to all areas of the curriculum whilst maintaining fluency and legibility.

Upper Key Stage 2: Years 5 and 6

Year 5 continue to build on combining fluent handwriting with other subjects across the curriculum.

Learners will have plenty of opportunity to develop the stamina and skills to write at length, with accurate spelling and punctuation. They will be able to work towards producing consistently neat and well-presented handwriting in all curriculum subjects.

At the end of year 5, children should be producing cursive writing automatically, enabling them to focus on the content of their work rather than the process of writing.

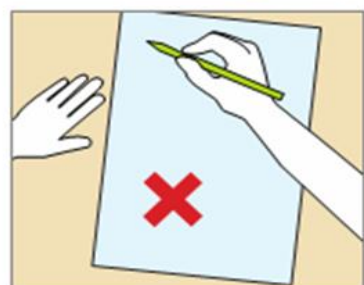
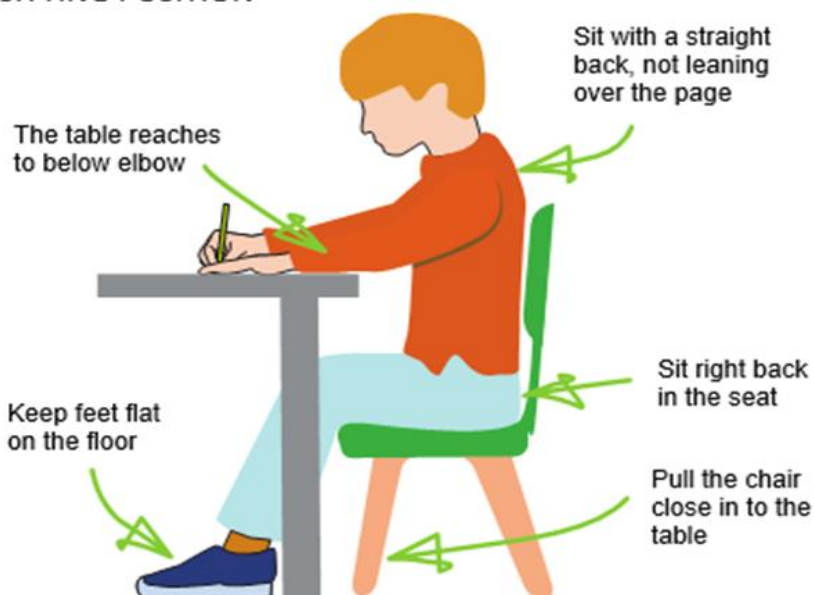
Year 6 allows children to decide on an appropriate style of handwriting. Promoting speedy, fluent writing continues to be a strong feature.

By the end of Year 6, children should be able to adapt their handwriting for a range of tasks and purposes and to create different effects. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes, a final handwritten version, an un-joined style or capital letters.

Correct posture and pencil grip for handwriting

Pupils should be taught to sit correctly at a table, holding a pencil comfortably and correctly.

SITTING POSITION

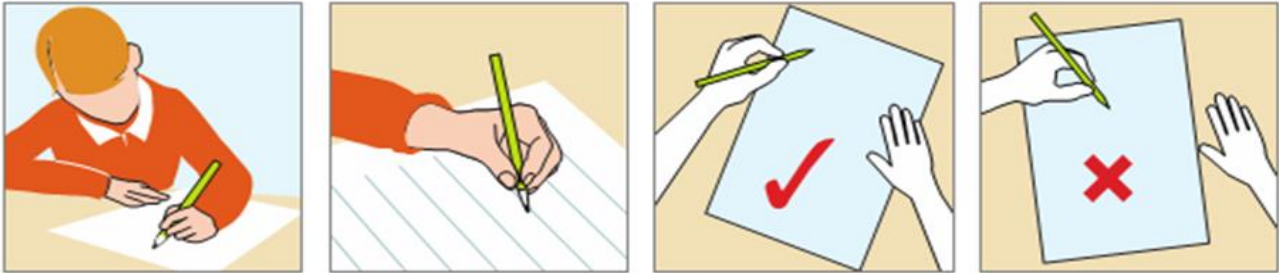


Paper position for right-handed children.

Left-Handed Children

Left-handed children may find it difficult to follow the movements of right-handed teachers as they model letter formation (and vice versa). Teachers should demonstrate to left-handers on an individual or group basis.

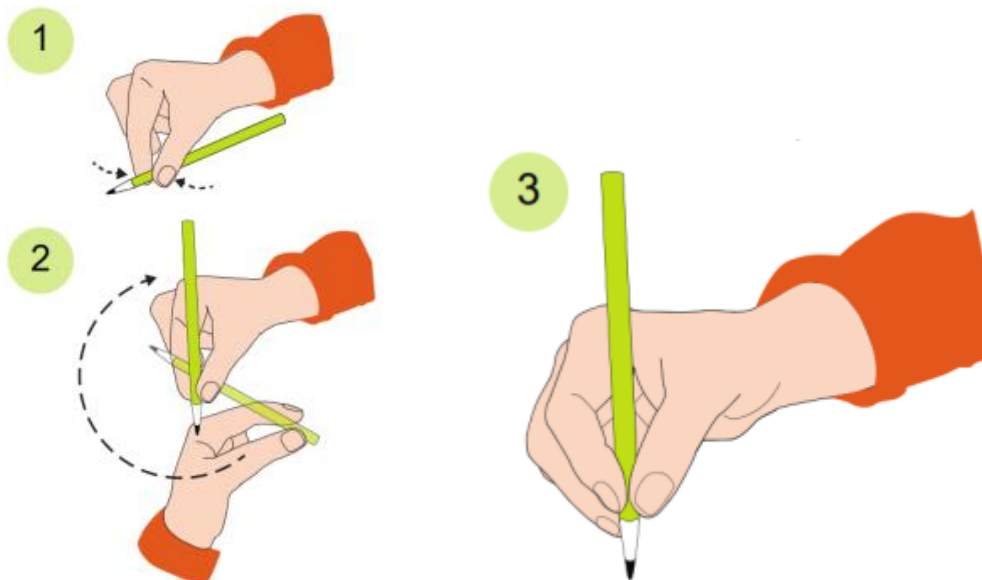
- Left-handed pupils should sit to the left of a right-handed child so that they are not competing for space.
- Pupils should position the paper/book to their left side and slanted, as shown.
- Pencils should not be held too close to the point as this can interrupt pupils' line of vision.
- Extra practice with left-to-right exercises may be necessary before pupils write left-to-right automatically.



Paper position for left-handed children.

The Tripod Pencil Grip

Both right and left handed children should be encouraged to use the tripod grip which allows the pen/pencil to be held securely whilst allowing controlled movements of the pen/pencil nib.



Cross Curricular Links

Taking pride in handwriting and presentation is an expectation across all of the curriculum. Handwriting expectations are embedded across all subjects and are modelled by all staff, in all lessons.

Modelled handwriting can be seen across all books and displays in all classrooms, across all subjects.

Inclusion

Children with English as an additional language:

Children with EAL are encouraged to make the same outstanding progress in handwriting as their peers. To support their understanding of letter formation handwriting should be consistently modelled by the class teacher.

Children with Special Educational Needs:

For children who experience handwriting difficulties due to fine motor development, including those who are left-handed and those with special educational needs, the appropriate additional support will be put into place.

Some children experience difficulties making good progress in their handwriting development. They may need additional support with their fine motor development, pencil grip or letter formation. The class teacher should liaise with the English subject leader and SENCO to put into place the most appropriate form of support. This could include:

- Pencil grip or jumbo triangular pencil
- Fine motor skills intervention
- Additional handwriting group
- Additional handwriting homework

High Achievers:

Children with advanced skills in handwriting will be supported and given opportunities for extension work.

Equal Opportunities

All children have equal opportunities to reach their full potential in handwriting, regardless of their race, gender, cultural background, and ability, or of any physical or sensory disability.

Well-being

At Parkside Community Primary School, we are committed to supporting the positive mental health and wellbeing of our whole school community (children, staff, parents and carers). We recognise that mental health and emotional wellbeing is just as important to our lives as our physical health.

At Parkside Community Primary School, we endeavour to ensure that children are able to manage times of change and stress. We ensure that children learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues, and where they can go if they need help and support. The promotion of positive wellbeing is woven throughout our curriculum.

Impact

This systematic approach ensures development in the skill of handwriting throughout each year group. Children take pride in their written work and achieve proficiency in their own handwriting. Outcomes in children's wider curriculum work, as well as in their English books

and school displays, evidence the progress that children make in this area, as well as the consistency of the approach across the school.

Assessment

Teachers will assess children's handwriting progression during lessons as they write as well as once they have completed their writing. Criteria for assessment may include:

- Does the child adapt the correct posture?
- Does the child hold the pencil correctly?
- Does the child use the correct movements when forming/joining?
- Does the child write fluently?
- Is the writing legible?
- Is the writing appropriate?
- Is the child's handwriting developing in-line with statutory curricula?

The subject leader for English will regularly assess handwriting across the school. Criteria for whole-school assessment may include:

- Is the handwriting generally legible and pleasant?
- Are letters being shaped correctly?
- Are joins being made correctly?
- Are spaces between letters, words and lines correct?
- Is writing size appropriate?
- Are the writing standards demonstrated by the majority of children in line with statutory curricula?

Monitoring and Evaluation

Subject leads play an active role in the school self-evaluation cycle and throughout the year they will participate in:

- Ensure there is clear progression throughout the school
- Reporting to SLT & Governors
- Work samples
- Learning walks
- Pupil voice
- Identify any training needs and offer extra support and guidance to staff when it is appropriate