



Chadsmead Primary Academy Handwriting Policy

Handwriting is a skill, which, like reading and spelling, affects written communication across the curriculum. Children must be able to write with ease, speed and legibility. Cursive handwriting teaches pupils to join letters and words as a series of flowing movements and patterns. Handwriting skills should be taught regularly and systematically through the use of Chadsmead Primary Academy's chosen handwriting style.

Aims

For all children to be able to:

- Achieve a neat, legible style with correctly formed letters in accordance with Chadsmead Primary Academy's handwriting style.
- Develop flow and speed.
- Eventually produce the letters automatically and in their independent writing.

In order to achieve these aims, the following principles are followed:

Teaching and Learning

Children at Chadsmead Primary Academy should:

- Experience coherence and continuity in learning and teaching across the Foundation Stage and School.
- Develop a recognition and appreciation of pattern and line and be given support in finding a comfortable grip.
- Understand the importance of neat presentation in order to communicate meaning clearly.
- Be encouraged to take pride in the presentation of their work and therefore study handwriting with a sense of enjoyment and achievement.
- Be supported in developing correct spelling quickly through a multi-sensory approach to handwriting.
- Be shown how to write quickly to aid expressing themselves creatively and imaginatively across the curriculum and for a range of purposes.
- Be encouraged to use their skills with confidence and pride in real life situations.

Teachers take care to use the correct script when writing on the board, marking and writing for display purposes. All staff should use the **XCCW Joined 1a** font on all Microsoft Office documents and IWB flipcharts.

Knowledge, Skills and Understanding

Foundation Stage

Children take part in activities to develop their fine and gross motor-skills and recognition of patterns, for example, to form letters using their index finger in sand or using paint. Children should begin to learn how to correctly hold a pencil. Then how to use a pencil, and hold it effectively to form recognisable letters most of which are correctly formed. They should be given the opportunities to develop their handwriting to their full potential at that age.

Key Stage 1

Children will continue to develop fine and gross motor-skills with a range of multi-sensory activities. Handwriting should be taught within Keys to English and linked to phonics sessions. Teachers and support staff continue to guide children on how to write letters correctly, using a

comfortable and efficient pencil grip. Pencils should not be held too close to the point as this can interrupt pupils' line of vision. Children should be encouraged to have the correct sitting posture for good handwriting e.g. the bottom of the back to go into the back of the chair. Children should now be leaving spaces between words accurately.

In Year 2 children begin to join letters as guided by the handwriting scheme. They will be taught which letters are formed in similar ways and given opportunities to practise these.

By the end of Key Stage 1 children will be able to write legibly, using upper and lower-case letters appropriately and correct spacing between words.

Key Stage 2

During this stage the children continue to have direct teaching and regular practice of handwriting. We aim for them to develop a clear, fluent style and by the end of Year 6 be able to adapt their handwriting for different purposes, such as: a neat, legible hand for finished, presented work, a faster script for note making and the ability to print for labelling diagrams etc.

By Key Stage 2 children should understand the language of handwriting e.g. descenders, ascenders, orientation etc.

Pens

Children will be introduced to a handwriting pen when their handwriting is assessed as legible and consistent (there will be an understanding that handwriting may get worse in the beginning stages of using pen).

Provision for left-handed children

At least 10% of the population are left-handed, the majority of whom are boys. All teachers are aware of the specific needs of left-handed pupils and make appropriate provision:

- paper should be slanted to suit the individual
- pupils should be positioned so that they can place their paper to their left side
- left-handed pupils should sit to the left of a right-handed child so that they are not competing for space
- left-handed pupils may use ballpoint pens

Teachers are aware of the fact that it is very difficult for left-handed pupils to follow handwriting movements when a right-handed teacher models them. Teachers demonstrate to left-handers on an individual or group basis, even if the resulting writing is not neat.

Capital letters

Capital letters stand alone and are not joined to the next letter. Children must practice starting sentences and writing names using a capital letter and not joining the subsequent letter. This should be modelled by the teacher during Keys to English and Phonics sessions.

Inclusion

Provision will be made for those pupils who need more support in their Individual Education Plans [I.E.P.'s]. Teachers of children whose handwriting is limited by problems with fine motor skills, should liaise with the SENCO to develop a programme designed for the individual child.

Assessment

A uniformed handwriting style should be consistent throughout the school; this will be evident on display boards and in exercise books. Handwriting is currently assessed and recorded on Target Tracker.

The Role of Parents/Carers

Parents/Carers are made aware of our agreed handwriting style and encouraged to practice this with their children at home.

Parents are reminded of our agreed handwriting style at parent's evenings.

This policy will be reviewed in January 2016