

WILLIAM PENN HANDWRITING POLICY

Why is handwriting important?

Handwriting is a skill which, like reading and spelling, affects written communication across the curriculum. It should be taught directly by demonstration, explanation and practice.

Handwriting is a movement and co-ordination skill. The movements of the hand when writing are firmly established in your movement memory because they have been made so often. This is why children need to practise handwriting movements correctly and often.

It is very important that children learn to form the letters of the alphabet with the correct sequence of strokes from the beginning. Children who have been allowed to invent their own ways of forming letters will find it harder to change the longer they are allowed to persist, and will find it extremely difficult to write with a fluent, joined hand. The correct formation of all letters needs to become quite automatic and may require a lot of practice.

Handwriting can often be a means by which children can express pride in the work that they are doing.

Aims

We aim for children to:

- Achieve a neat legible style with correctly formed letters
- Develop flow and speed
- Eventually produce the letters automatically in their independent writing
- Take pride in the presentation of their work and enjoy the feeling of satisfaction resulting from producing work to an aesthetically high standard

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

Teaching and Learning

- As handwriting develops, children will use a fully joined, cursive script, with the exception of capital letters. This means that the pen or pencil is not lifted from the beginning of the word to the end.
- Handwriting is taught regularly and systematically in classes, groups or individually, as appropriate.
- Patterns are used initially, by writing with a variety of tools and using multi sensory methods, to help free flowing hand motions.
- Correct pencil hold and letter formation are taught from the beginning and handwriting is frequently linked with spelling.
- When marking or writing comments, members of staff use legible cursive or printed handwriting as appropriate to the stage of the child.
- Display writing throughout the school includes cursive writing and computer generated writing.

Provision for left handed children

At least 10% of the population are left-handed, the majority of whom are boys. Left handed children always sit on the left side of right-handed children, so their elbows don't bump. They are encouraged to find a comfortable orientation for their paper, usually slightly to the left of centre of their body, and to have their fingers about 1.5cm from the point of their pencil.

Resources and Writing Materials

- We use the Nelson Handwriting Font and resources such as software for the interactive whiteboards
- Children are given experience of a variety of writing tools.
- Handwriting pens are used when handwriting is regular with some flow and movement. Letters and words should be regularly spaced and appropriate in size and position.
- Fountain pens can be used when handwriting meets the above standard and is consistent and fluent with letters appropriately placed. Handwriting should maintain a personal style which should engage the reader.
- Biro's are not used.

- Handwriting books are used by all year groups as required
- Guidelines are also used with plain paper.

Special Educational Needs

Pupils with specific learning difficulties find cursive handwriting useful because the writing implement stays on the page for the majority of a word. Some children may need specific equipment such as a writing slope, in order to develop their handwriting effectively.

How handwriting is taught throughout the school

Foundation Stage

In the Foundation Stage children take part in daily activities to develop gross and fine motor skills and recognition of patterns (see appendix 2). Individual letter formation is taught, modelled and practised in working towards the objectives listed below at Key Stage 1.

Key Stage 1

Children are taught how to form both lower case and capital letters. When they are ready, they are taught how to join letters, whilst still developing fine and gross motor skills with a range of multi-sensory activities.

Handwriting is taught daily, either as a lesson focus or in the context of other learning and can be linked to the phonics session. The children are taught to:

- Write from left to right and from top to bottom
- Start and finish letters correctly
- Be consistent with the size and shape of letters and the spacing of letters and words
- Have the correct pencil grip
- Find a convenient position for their page
- Have the correct posture and position

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 and fluent style and by the end of Key Stage 2, be able to adapt their handwriting to demonstrate:

- A neat legible hand for finished, presented work
- A faster script for notes
- Print for labelling maps or diagrams

Handwriting will be taught on a weekly basis.

Assessment

Handwriting is assessed and moderated as part of the process of assessing progress in writing. This is carried out on a termly basis.

Appendix 1: An example of cursive handwriting

Appendix 2: Pre-writing stage

Appendix 3: Letter formation

Appendix 4: Pencil hold, seating and paper position

Policy agreed:

Policy to be reviewed: