



Handwriting Policy



Handwriting Policy

Rawmarsh Ashwood Primary School believes that handwriting, similar to reading and spelling, can affect pupils' progress and achievement across the entire curriculum. When taught effectively, handwriting is mastered by the majority of pupils during the primary phase, allowing them to develop a more effective style of handwriting by the time they begin secondary school.

One of the most successful methods for ensuring consistent teaching and learning across the school is by having a clear policy in place. This policy has been developed in consultation with all staff in order to ensure clear and consistent methods for teaching handwriting across the school.

National Curriculum Expectation

Attached as appendix one is the progression of handwriting skills from EYFS to the end of year 6. Teachers should use this progression to plan accordingly for pupils in their class and for children who require additional support/extension in handwriting activities.

Teaching and Learning

It has been agreed by staff that we will teach handwriting following the guidelines set out by The National Handwriting Association, Read Write Inc and Sheffield Cursive Handwriting Scheme.

Letter Formation

- Children will be taught using the Read Write Inc rhymes to form lower case letters from foundation stage onwards
- Once children are ready to join letter, children will be taught to join using a cursive style (see appendix two)
- There will be no joining 'instroke' to begin words
- Joins will be diagonal and straight
- Capital letters will not be joined

Lesson Content

Foundation Stage/Lower KS1

Handwriting sessions will consist of a broad range of activities to develop

- gross motor skills in shoulders, elbows, wrists and knuckles
- pencil grip once a child has developed a 'pincer' grip. The tripod grip is favoured, in any of its forms
- pattern making; this will prepare children for the movement and flow of handwriting and will include anti-clockwise motions, forwards and backwards movements etc



Lesson Content

KS1/Lower KS2

During sessions, adults will:

- Build on pattern drawing work (see appendix three)
- Continue to develop gross motor movements with activities such as throwing, catching, cutting etc
- Use the Read Write Inc rhymes to support letter development, with the addition of the word 'and' to represent the diagonal join for those who are ready
- Teach letter in families so that children are able to reinforce certain movements and motions in handwriting (see appendix four)
- As per our teaching and learning policy, handwriting sessions will be taught using 'teach and do'. The adult leading the session will model the pattern/join or word being practiced either on a smartboard, whiteboard, underneath a visualizer or on a child's paper and then the child will replicate this

KS2

Handwriting sessions will continue to build on previous skills, use teach and do and will:

- Reinforce the 'S Rules'
 - Size – ensure letters are of a consistent size, with capital letters being larger than lower case
 - Shape – letters are the correct shape and formed accurately
 - Sitting – letters are sitting on the line provided
 - Spacing – letters are appropriately spaced and not squashed together or overly far apart
 - Slant – letters are either all upright or all slanted in a particular direction, based on preference, not mixed
 - Sequence/String – the joins allow the letters to be a sequence rather than just strings of letters joined and unjoined
 - Speed – because the children are sequencing their letters and joining accurately, the pace of writing should increase. Overly slow writing causes difficulties with all of the above. Speed can also be hindered if children are having to copy large, unfamiliar words from a board.
- These S rules can be checked by an adult or for purposes of self-assessment and improvement for older children

Resources

Books or paper that children are expected to write on will have consistent lines to ensure that handwriting skills are transferable. Staff agree to use line guides with narrow tram lines to help children to correctly size and position all letters. These line guides will be introduced when teachers feel that a child is confident enough to write within the lines and suitable adaptations will be made where required. This type of line will also be used in handwriting books and be printed onto writing paper if necessary.

When a child's handwriting reflects accomplishment of all the 'S Rules', a teacher will award a child with a 'Pen Licence'. This means that children are permitted to use a Manuscript Handwriting Pen for their written work.



Resources

When a child shows that they can consistently produce high quality handwriting for a sustained period of time (in upper KS2), at the teachers discretion, they will be allowed to experiment with a range of pens and writing tools in order to develop their own fluent handwriting style.

Assessment and Intervention

Handwriting is crucial to a child's academic development, self-esteem and confidence. Because of this, handwriting is regularly assessed during handwriting sessions. Adults will intervene during sessions and model any correction required. Feedback will mainly be verbal, with written models where required. Any written comments made by staff in a child's handwriting book will follow the school's handwriting scheme. This is not a requirement for all marking, as this models to children that adults have adopted their own written style. Using the school's bespoke eMag assessment tracker, adults are able to track stages of attainment in handwriting. If a child requires further support, additional sessions will be delivered using the schools handwriting policy and scheme to reinforce the work being done in class. Resources to support the development of handwriting skills can also be employed (pencil grips, cushions, slanted desk surfaces, coloured lines guides etc). Barriers to progress can be identified and removed using guidance for The Handwriting Association (Appendix Four).

Inclusion

Rawmarsh Ashwood will endeavour to make handwriting an inclusive experience for all.

- For left handed writers, we will ensure:
 - Paper is always positioned to the far right for left-handed pupils and slanted to suit their individual needs.
 - Left-handed pupils are always seated to the left of a right-handed pupil in order to avoid competition for space.
 - Left-handed pupils are given additional supervision and practise time to ensure they are making the same progress as other pupils.
 - Left-handed pupils will be encouraged to keep their hand below the line which they are writing on
- Pupils with physical disabilities
 - Additional support for development of gross and fine motor skills will be implemented
 - Additional resources, such as pencil grips, slanted cushions, coloured line guides, etc will be used to support handwriting development
 - Advice from the Occupational Therapist will be sought if necessary



Supporting Handwriting at Home

Parents have a vital role to play in supporting the development of their child's handwriting. Teachers will regularly send homework which encourages children to practice their handwriting. To ensure that they are able to help with this, all parents will receive a leaflet containing an example of the schools handwriting script, with tips on how to support handwriting at home.

Celebrating Handwriting

A high emphasis is placed upon high standards of presentation at Rawmarsh Ashwood Primary School. Because of this, achievement and progress in handwriting is celebrated. Pen licence certificates will be presented during an assembly and a text will be sent to parents to celebrate this achievement. Excellent examples of handwriting will be displayed within classrooms in a way that each teacher feels appropriate. Regular handwriting competitions and challenges will be held to raise the profile of and encourage handwriting practice.

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