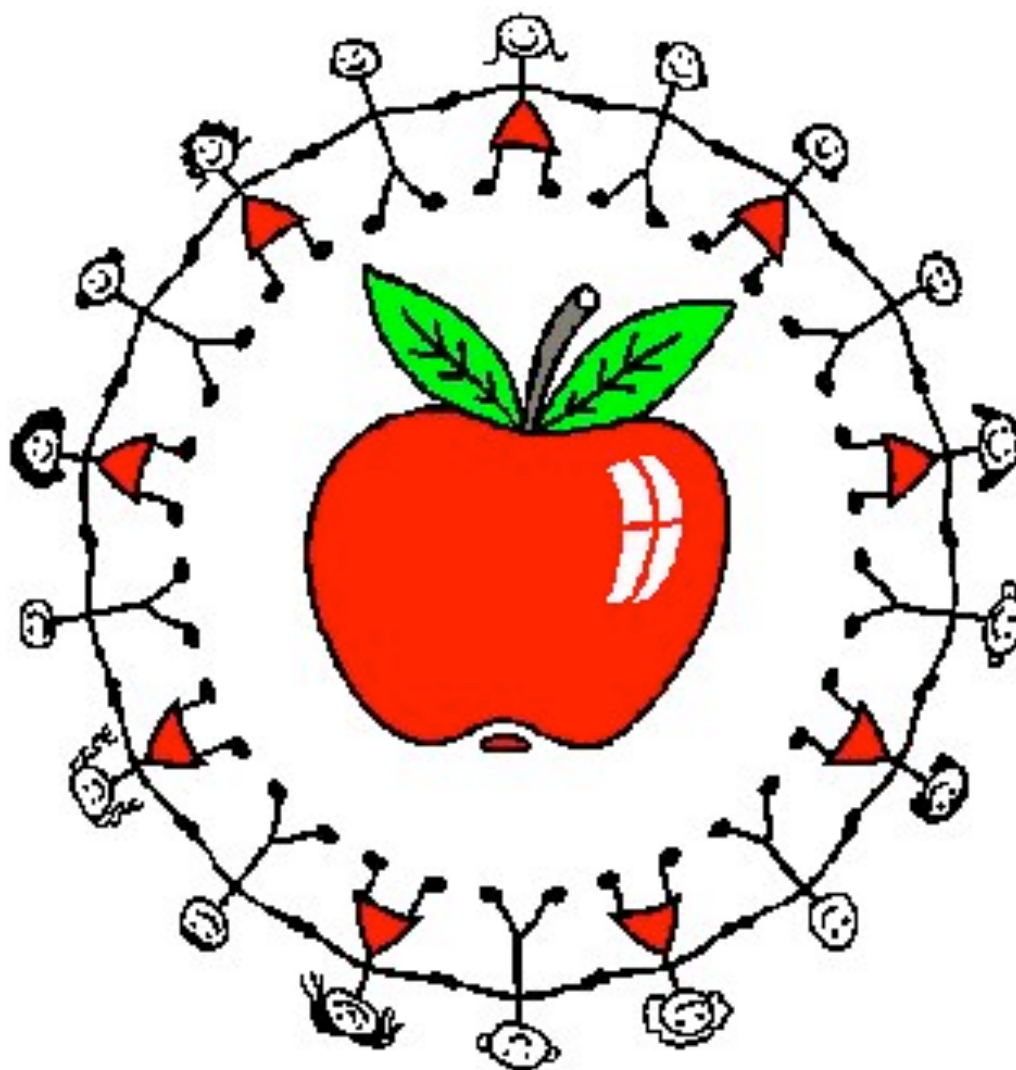
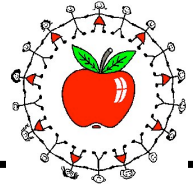

The Orchard Primary School



Handwriting Policy

Date of policy:	September 2016
Member of Staff Responsible:	Literacy Subject Leader
Review	Autumn 2018



Aims

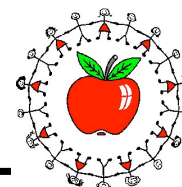
At Orchard our aim is to teach children correct letter formation and good handwriting habits so that children will be able to write clearly, quickly, fluently and legibly. In addition, children will be encouraged to develop a pride in their presentation, as well as a maturing, individual handwriting style. We also aim to equip all our pupils with the skills needed for them to communicate effectively in writing, with increasing independence and accuracy, for different purposes, in a variety of forms.

Objectives

- To ensure consistency of practice in handwriting and presentation across the school.
- To enable children to write clearly, legibly and fluently.

Principles for Planning and Teaching

- All teachers to have responsibility for monitoring and overseeing handwriting skills.
- There will be a continuity of approach to the teaching and practicing of handwriting as pupil's progress from one class to another and one key stage to the next.
- Consideration needs to be given to pupil's sitting position, paper position and writing grip, particularly during early stages of learning to write.
- Great emphasis is to be put on correct letter formation in the early stages of learning to write.
- It is important for teachers to set a good example by modelling good handwriting, both when writing on the board and when marking.
- The relevant terminology needs to be used with all children; flick, stalk, body, lead in line, tail, and ascenders and descenders by KS1.



Early Years Foundation Stage

Nursery (F1) – the following teaching strategies and methods are used to develop skills, knowledge and understanding in ‘handwriting’:

- Activities for Gross and Fine motor skills ie Jigsaws, threading, shapes and mark making in sand and paint, use of different mark making tools ie, paint brushes, pencils, crayons, using play dough, all help the children to develop their fine motor skills, in PE and phonics sessions.
- Emergent writing
- Examples of seeing writing modelled
- Hand eye co-ordination

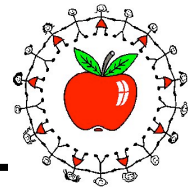
Reception (F2) – the following teaching strategies and methods are used to develop skills, knowledge and understanding in ‘handwriting’:

A continuation of the activities in Nursery, plus:

- Handwriting patterns – these are taught using a range of different media such as paint, felt tip pens, chalks and using large paint brushes.
- Letter formation – this is taught based on the school script and taught daily alongside the letters and sounds programme and in the ‘shape families’ for 20 – 30 minutes each week.

Long ladder letters	i j l t y u
One arm robot	b h k m n p r
Curly caterpillar	c a d e g o q f s
Zig zag letters	v w x z

- Letters have flicks
- Basic letter recognition



Key Stage 1

- Handwriting and the teaching of the agreed script will be taught at regular opportunities and where possible this should be linked to the phonics taught.
- Children should be encouraged to use the agreed script throughout the curriculum.
- Where appropriate, a continuation of FS activities should be given to those children who need to develop their fine motor skills.
- Children will begin to use lines to write on, practicing in handwriting books and on special papers
- Children should distinguish between capital letters and lower case letters.
- By the end of key stage one, children should be joining all letters.
- Children should form letters of regular size and shape and to put regular spaces between letters and words.
- Children will be introduced to flicks and lead in lines, where appropriate in Year 1 and all children by the end of Year 2.

Key Stage 2

- Pupils should be taught to write legibly in both joined up and printed styles with increasing fluency and speed.
- Use different forms of handwriting for different purposes (eg faster script for notes, clear neat handwriting for presented work, print for labelling diagrams etc).
- The use of handwriting books will be phased out by the end of year 3.
- Children will use pencil until it is judged by the teacher that they have a clear, legible and consistent style of handwriting or by the end of year 5.
- Children can receive a pen licence and progress from pencil to a handwriting pen which will be provided by the school.
- When appropriate, in year 6, children will be provided with a fountain pen and ink cartridges.
- Parents will be encouraged to provide a fountain pen for their children to ensure that they have a good quality pen to use in school.