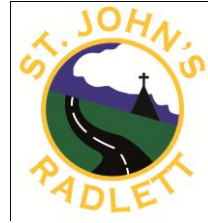




# St. John's Church of England Infant and Nursery School



## Handwriting Policy

### Statement of Intent

As a church school everything we do is rooted in our Christian values. At St. John's we teach the children about these core values: Love, respect, honesty, forgiveness, friendship, courage, cooperation, peace, perseverance, trust, patience and understanding.

This is reflected in all our relationships between staff, children, parents, governors and the local community. It is reflected in how we teach, what and how our pupils learn within and beyond the classroom.

These values are fundamental in the implementation of this policy to ensure that we maintain our distinctive Christian character of which we are proud.

Handwriting Policy	
Written by:	Danielle Roberts
Date:	10.03.15
Approved by:	Full Governing Body
Date:	01.07.15
Review frequency:	Every three years
Target Audience:	All Stakeholders

**The governing body shall conduct the school with a view to promoting high standards of educational achievement. St John's CE Nursery and Infant School is committed to eliminating discrimination, advancing equality of opportunity and fostering good relations between different groups. These factors were considered in the formation and review of this policy and will be adhered to in its implementation and application across the whole school community.**

At St. John's CE Infant and Nursery School we believe that neat, well-formed handwriting and presentation of written work helps to raise standards as the pupils take pride in and have a sense of ownership of their work. As a school we have chosen to follow the '*Penpals for Handwriting*' scheme.

### **Aims:**

- To raise standards in writing across the school.
- To have a consistent approach across both Foundation Stage and Key Stage One when teaching handwriting and presentation of work throughout the school.
- To adopt a common approach towards handwriting by all adults when writing in children's books, on the whiteboard or on displays / resources.

### **Entitlement and curriculum provision**

Handwriting is taught regularly through short, focused sessions and may be linked with spelling, grammar or phonics objectives. Teaching generally occurs outside Literacy lessons, although shared and guided writing also provides additional opportunities for the modelling and monitoring of handwriting.

### **Teaching and Learning**

Handwriting is a skill which needs to be taught explicitly. Since handwriting is essentially a movement skill, correct modelling of the agreed style by the teacher is very important.

Consistency in the attitudes displayed, the methods employed and the models provided is the key to effective learning. A mixture of whole class, small group and individual teaching is planned.

### **The role of the teacher:**

- To follow the school policy to help each child develop legible and fluent handwriting.
- To provide direct teaching and accurate modelling.
- To provide resources and an environment which promotes good handwriting.
- To observe pupils, monitor progress and determine targets for development.

### **Continuity and Progression**

Formal handwriting is taught through the use of PENPALS scheme (Cambridge University Press), which acknowledges handwriting is a developmental process with its own distinctive stages of sequential growth.

Five stages are identified and these form the basic organisational structure of the scheme.

1. Readiness for writing: gross and fine motor skills leading to letter formation
2. Beginning to join
3. Securing joins
4. Practicing speed and fluency
5. Presentation skills

### **Foundation Stage**

The emphasis at this stage is with movement and fine motor skill development. Letter formation learned at this early stage becomes automatic and has a profound influence on later fluency and legibility. Pupils will be taught the correct entry point and the letter direction, following the agreed policy, as soon as they are ready for

letter formation. (For agreed letter formation please see **Appendix 1**). Children are introduced to actual letter formation in conjunction with the introduction of phonic skills. Sounds are closely linked in handwriting patterns and the children's visual awareness of words is harnessed.

To aid movement, close attention is given to pencil grip, correct posture, the positioning of the paper and the organisation of the writing space. Teachers are vigilant to ensure that bad habits do not become ingrained and that the specific needs of left-handed pupils (for example, additional tracking and tracing of letters at the pre-writing stage) and those with special educational needs are met. In the pre-communicative stage pupils play with mark making and writing. These stages are recognised and praised as an important part in the child's understanding that marks on paper convey meaning. Pupils are given the opportunity to experiment with a range of writing materials and implements; a multi-sensory approach is used to help pupils feel the movement in the hand. Children have daily 'busy finger' activities to encourage both gross and fine motor skill development to support in the development of skills needed for handwriting.

### **Key Stage 1**

Building on the foundation stage, pupils at Key Stage 1 develop a legible style and begin to use cursive handwriting in Year One by starting to join their letters. (For joining types see **Appendix 2**) This is dependent on ability not the age of each child. This is achieved in Year 1 by developing a comfortable and efficient pencil grip and by practising handwriting in conjunction with spelling, independent writing and phonic lessons. Correct letter orientation, formation and proportion are taught in line with the school's agreed handwriting style. This continues in Year 2.

In Key Stage 1:

- Children will have regular handwriting sessions using appropriate prepared resources, in the agreed handwriting style.
- Handwriting practice is to be carried out in literacy books.
- Children will write with pencils until the class teacher assesses that they are joining competently and consistently.
- Children in Year Two will be able to receive a pen license and they will then be given a handwriting pen to use.
- Children will use a pen to complete the majority of class work, where appropriate and use a cursive style.
- Pencils will be used in Numeracy or for drawing and completion of diagrams.
- Children in Key Stage One are encouraged to use the correct letter formation in their homework.

### **Left Handed Children**

Each left-handed child is identified and closely monitored by the class teacher to ensure success. The following guidelines are useful to help left-handed children.

- The writing surface and chair need to be suitable for the child's own height
- The child needs to sit towards the left of their partner leaving plenty of space for writing on the left side of his/her – midline (this allows maximum space for arm movement)
- The writing paper needs to be to the left of the child's body midline
- The paper needs to be tilted up to 32 degrees in a clockwise direction

- A writing tool which moves smoothly across the paper needs to be used
- The paper needs to be supported with the right hand
- The writing forearm needs to be parallel with the paper edge as the child writes
- The writing tool needs to be held sufficiently far from its point to ensure that the child can see what he/she is writing.

### **Handwriting:**

- All staff to teach from the PENPALS scheme.
- Teachers will model and teach letter formation as part of phonics lessons.
- From Reception onwards the scheme gives clear and specific guidance about letter formation, letter joining and advice for left-handed writers.
- All children should write in pencil in their books until teachers are satisfied that they can consistently write in a fluent cursive style in order to receive a pen license certificate.
- Children will present work to the Deputy Headteacher or Headteacher when their handwriting is in a fluent cursive style.
- Children will be given a handwriting pen for use in their own work in school, except for numeracy where all work must be completed in pencil.
- Children are to use the Berol handwriting pen.
- Children are to write in blue ink only.

### **Presentation**

- All work must be dated.
- By the end of Year Two, children will write the short date for all work except for literacy where children will write the long date.
- A new page should be used for each new piece of work.
- Pencils will be used for all mathematics work.
- Foundation Stage children will experience using a range of mark making tools.
- Pencils will be used from Nursery to Year 2 for all other subjects.
- Children in Year Two will use a blue Berol handwriting pen once they have received their pen license.
- Mistakes will be crossed out using one neat line.
- Felt pens will not be used in children's books.
- In maths, children will be encouraged to record one digit in each square.

### **The learning environment**

A dedicated graphic/ writing area is established in all classrooms at Foundation and Key Stage 1.

Writing areas are equipped with a range of writing implements and materials.

Throughout Foundation Stage and Key Stage One teachers display both handwritten and word processed work to give a high profile to developing a neat, legible cursive style

### **Equal Opportunities**

Educational inclusion is about equal opportunities for all pupils, regardless of age, gender, ethnicity, background and attainment, including special needs or disability. We believe that every child is entitled to receive high quality handwriting



experiences. We expect every child to be able to learn effectively in a safe, secure and respectful environment.

Handwriting will be inclusive of all children. It is taught at a level appropriate to the age, ability and experience of the pupils and is therefore accessible to all. More able children who are working well above the overall level of their class or group will benefit from planning that may: add breadth, increase depth and accelerate the pace of learning by tracking forward to later objectives within or across key stages and extended research.

### **Management and Coordination**

The English leader manages this area of the curriculum in line with the job description for subject leaders.

There is a regular focus on Handwriting, led by the English subject leader; where areas for development are discussed. This policy is reviewed at that time to ensure it still represents the practice of the school.

There is an annual link visit from the governor responsible for English where progress and provision for Handwriting are discussed.

### **Monitoring**

The Leadership Team ensures that the Handwriting and Presentation Policy is followed across the school in a successful manner. Work scrutiny programmes and learning walks support progress and assessment in this area.

The Inclusion Leader ensures that provision mapping supports pupils who are in need of support in this area. Pupil Progress meetings each half term provide opportunities to discuss interventions and impact.