



Everybody Excelling Everyday. No Excuses!

Handwriting Policy 2014

Dated: July 2014

Review Date: July 2016



Everybody Excelling, Everyday. No Excuses

- Vision

Every Pupil will leave Randal Cremer able to excel academically and socially.

- Values

Respect

All Members of our School Community are important to the success of Randal Cremer Primary School

We respect that everyone matters - everyone feels that they are treated fairly & listened to in a non-judgemental manner

We recognise that everyone has a right to the highest possible standard of education and that we each have a personal responsibility to ourselves and others to ensure that this right is never compromised.

Diversity, Inclusion & Equality

We put diversity, inclusion and equality at the heart of everything we do

We welcome and accept all people, and ensure we understand & celebrate everyone's unique differences and similarities

Love

We provide a caring, compassionate, warm, welcoming and nurturing environment for all members of our School Community

Teamwork

We value our relationships and work hard with all members of our School Community to achieve the School's Vision.

High Expectations

We have a commitment to ensure outstanding achievement, enjoyment, health & happiness for self & all members of our School Community

We recognise it takes a 'village' to educate a child

We all work together to ensure consistency of outstanding processes & practices



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Handwriting

Our aims in teaching handwriting are that

At Randal Cremer Primary School we believe that legible, economical handwriting is an essential tool that facilitates the entire manual writing activities children and adults undertake. We aim to teach the children to write in a style that enables the letters to be joined up easily. If they find the physical act of scribing achievable and comfortable, they will be likely to develop into confident, effective and independent writers.

- All children should develop a fluent, joined and legible handwriting style
- All staff use a clearly structured framework for the development of handwriting throughout the school
- The teaching of handwriting is planned effectively and consistently throughout the school
- All staff are able to model a fluent, joined and legible style of handwriting

Handwriting Style

A style of handwriting has been adopted (Nelson) that will allow a child to gradually develop clearly formed and correctly orientated cursive letters. This will finally lead to a handwriting style that is joined, clearly fluent and, where appropriate, adapted to a range of tasks.

We use the *Nelson Handwriting Program* to help teach the sequence of handwriting in the appropriate order from reception to Year 6.

If a pupil arrives from another school with a joined, fluent handwriting style of their own they should continue with this style. Those who have not mastered a joined style should learn the Randal Cremer Primary School adopted style.

Guidelines

Children will be taught:

- Correct seating position
- Correct paper position
- Correct tripod grip
- Reception - KS1 (and year 3) 3 times a week, KS2 twice a week - this should be linked to spelling work. Teachers may feel the need to increase the number lessons if there is a need. Sessions of 10 - 15 minutes.



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- All lessons should follow the guidelines given where expectations are modelled, children practise in a variety of contexts, adults monitor and/or work with focus groups as necessary
- Pencils with different types of grip are available for pupils who experience difficulties with writing
- Handwriting to be done Y3 to Year 6 - back of literacy books, KS1 _____
- Peer/self-evaluation should be used on a regular basis.
This should be done on a regular basis this - ask the pupils to circle their best example of a letter/word and to tell a partner why they chose it or A peer may be asked to highlight or put a star next to the one they think is best and explain why. Examples of good handwriting should be celebrated and displayed to motivate other members of the class.

Left Handed Pupils

- Care will be given to seat these pupils in such a way that their writing hands are not coming into conflict with right handed pupils.
- Special care will also be given to ensure that the development of their handwriting is supported by appropriate resources and tasks.
- Their paper is tilted clockwise so they can see what they have written;
- To avoid smudging their work, they are encouraged to position their fingers about 1.5 cm away from the end of the writing implement.

Progression of handwriting throughout the school

Nursery

Children in the nursery environment should be exposed to as many literacy opportunities as possible, and should get experience in using a number of writing tools and papers to participate in a wide and varied range of "writing" activities. The children should be given plenty of opportunities to develop hand control by using plasticine, cutting out, small construction toys, jigsaws, peg boards, drawing patterns, etc.

When a child shows an interest in writing and is ready to be taken to the next stage the role of the nursery staff is to encourage and ensure the appropriate formation of letters, for example, in the child's name, topic words etc.



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Reception

- To use a variety of media (sand, paint brushes, crayons etc) to develop the gross and finer motor controls necessary for pre writing skills;
- To become comfortable with efficient pencil grip;
- Correct formation of lower case letters, developing joining connectors.

Years 1 & 2

- To consolidate letter formation and orientation from Reception.
- Practise handwriting patterns to increase fluency.
- To begin using and practising basic handwriting joins.
- Ensuring all 'c family' letter formations and sizes are consistent. (by the end of Year 1)
- Correct formation of all upper and lower case letters (by the end of Year 1), developing joining connectors.
- Diagonal joins to letters with and without ascenders.
- Horizontal joins to letters with and without ascenders.
- Identify letters which are not joined.
- Year 2 teachers may use *Nelson Handwriting 'Developing Skills'* Book 1 to support the teaching of handwriting.
Correct letter formation and size (of all letters - by the end of Year 2)

Years 3 & 4

- To reinforce work from Y 1/ 2.
- To ensure consistency in size and proportions of letters.
- To ensure consistency in spacing between letters and words.
- To build up handwriting speed, fluency and legibility through practise and application.
- Y3 pupils should use pencils.
- *Year 3 and 4 teachers will use Nelson Handwriting 'Developing Skills'* Books 1 & 2 to support the teaching of handwriting.
- Children who are writing in a joined, legible and consistent style may apply for a pen passport.

Years 5 & 6

- To reinforce work from Y 3/ 4.
- To develop own handwriting style, ensuring speed, fluency and legibility.
- To use different forms of handwriting for different purposes.



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- Year 5 and 6 teachers will use Nelson Handwriting 'Developing Skills' Books 3 & 4 to support the teaching of handwriting.

Assessment

- Handwriting will be assessed throughout using the Nelson pro formas which will be kept in a separate folder
- In addition assessment will be on going during lessons as staff move around and monitor progress and intervene when necessary
- Teachers will have the same high expectations of pupils' handwriting and presentation in *all* of their work
- Handwriting should be assessed as a whole school, as a class, individually, self and peer

The Role of The Head teacher

In consultation with the Literacy subject leader, the Head teacher:

- determines the ways HANDWRITING should support, enrich and extend the curriculum;
- decides the provision and allocation of resources;
- decides ways in which developments can be assessed, and records maintained;
- ensures that HANDWRITING is used in a way to achieve the aims and objectives of the school
- ensures that there is a HANDWRITING policy

The Role of the Subject leader

- ensure the development of a scheme of work for the handwriting curriculum.
- promote the integration of handwriting within appropriate teaching and learning activities;
- manage the provision and deployment of resources and give guidance on classroom organisation support;
- lead INSET within the school, and investigate suitable courses elsewhere;
- act as a contact point between the school and support agencies, including the LA
- provide technical expertise;
- co-ordinate the evaluation and review of the school's handwriting policy.
- bid for & manage the budget for this curriculum area;
- monitor & review the Handwriting provision within the school



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Staff Handwriting.

Staff handwriting is the model for the children. All staff should aim to produce quality writing at all times. It is pointless to provide the children with handwriting instruction if staff handwriting does not match these requirements.

Monitoring and Evaluation

The teaching of Handwriting will be monitored through the School Improvement Plan by the Literacy subject leader in the first instance and then by the Senior Leadership Team and the Head teacher.

Governors will be kept informed via the SIP Monitoring and Evaluation cycle.

The new National Curriculum

Pupils should be taught to:

Year 1

sit correctly at a table, holding a pencil comfortably and correctly

begin to form lower-case letters in the correct direction, starting and finishing in the right place

form capital letters

form digits 0-9

understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

Year 2

Pupils should be taught to:

form lower-case letters of the correct size relative to one another

start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined

write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters

use spacing between words that reflects the size of the letters.



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Year 3 & 4

Pupils should be taught to:

use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.

Year 5 & 6

Pupils should be taught to:

- write legibly, fluently, with increasing speed and personal style by:
- choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters
- choosing the writing implement that is best suited for a task (e.g. quick notes, letters)

SEN and Disabled pupils:

Expectations for pupils with SEN are the same as for all pupils with regard to handwriting. However, where a specific difficulty with handwriting is identified an individualised programme will be provided as appropriate. In some cases, pupils might benefit from assisted technology and the school will endeavor to provide support that is personalized to them.

Pupils transferring from other schools

In the case of pupils transferring from other schools in which a different style of handwriting has been taught, the class teacher will assess the pupils' handwriting and a decision will be made as to whether or not the pupil should continue with this style. Factors to be taken into account will include the age of the pupil and the extent to which a fluent, joined and legible style has already been established.