

# Eyam C of E Primary School

## Handwriting Policy



Agreed: November 2017

Reviewed: Oct 2022

*Eyam School vision is to be a thriving community built of self-motivated, resilient learners who work together using critical thinking skills to achieve and celebrate success through a culture of respect.*

Signed by \_\_\_\_\_ on behalf of the Governing Body Date \_\_\_\_\_



The aims of teaching handwriting are:

- To enable children to write consistently with neat, joined and legible handwriting
- To enable children to adapt handwriting for specific purposes

Handwriting is a skill, which like reading and spelling, affects written communication across the curriculum. In addition it is both a stamina and a movement/ physical dexterity skill, which is why children need to practice handwriting movements correctly and often.

At Eyam School we first ensure children have ample time and space to develop large arm and fluid hand movement. Activities such as water painting, giant ribbon arm circles and ripples, figure of 8 and concentric shapes are vital to being confident at fine motor pencil control. Fine motor activities such as threading, tracing, balancing, model making, colouring and cutting are all important activities that encourage strength and agile pencil control. When more formal writing is begun the most important issue is to ensure that children learn to form the letters of the alphabet with the correct sequence of strokes from the beginning. Children who have invented their own ways of forming letters will find it difficult to learn a fluent joined hand.

Correct formation of letters and letter size are given high priority, as is the importance of correct posture for writing. Foundation Stage children will be allowed their preference for left or right hand and taught to hold pencils correctly. We ensure that left-handed pupils are seated where they can comfortably write. Foundation Stage children will have pencil grips available to ensure they develop the correct pencil grip. Children begin by practising handwriting patterns, which is a pleasurable way of reinforcing handwriting movements.

Handwriting is taught weekly, and is initially linked to letters and sounds/phonics patterns and later in year Two, it relates to grammar and spelling work. KS2 children will use a pencil until their handwriting skills are developed, and will often be using handwriting pens by Y5. A pen licence is awarded during each year from Year Five and each Autumn children need to show a good standard of Handwriting before this is re-awarded. Staff will ensure that pencils are kept sharp and children will not be allowed to write with worn down stubs of pencils.

Year One children should be able to write most letters correctly using a comfortable and efficient pencil grip. They should understand which letters belong to which handwriting family and be able to draw the digits correctly.

From Year One children will begin to use handwriting joins as soon as they are able to form letters correctly, and we aim to have the majority of children joining letters by the end of Year Two. Children should write letters of the correct size relative to one another. Throughout Year Three and Four children should increase the legibility, consistency and quality of their handwriting ensuring the down strokes of letters are parallel. Children should be encouraged to choose the most appropriate writing tool. All children's handwriting skills will be valued and built upon, and children with any additional need will be helped through teacher intervention and support which may involve additional practice. We celebrate good handwriting by including handwritten work in displays both in school and in the community. The assessment of handwriting is included in writing assessments across the curriculum (not just in English).

Handwriting should be consistent across the curriculum, including homework. Handwriting may be part of a child's writing target. Throughout the school there should be an example of good handwriting on display through cross curricular WAGOLLS.

## Resources

During 2017 new Nelson resources have been purchased to ensure there is a spiral handwriting curriculum and to enable staff to provide a range of activities from which to practice and improve handwriting. The sessions are differentiated to enable challenge through extension tasks and reinforce key skills

## Letter Formation

We teach letter formation using the four 'shape' families:

long ladder letters: l, i, j, t, u, y

one-armed robot letters: r, b, h, k, m, n, p

curly caterpillar letters: c, o, a, d, g, q, f, s, e

zigzag letters: z, v, w, x

## Presentation of Written Work

The date is written at the top left hand side of a page; e.g. Monday 21<sup>st</sup> April 2023. In KS2 this should be underlined, using a ruler. KS1 children may write a numerical date, e.g. 21.4.23 according to ability. The short date is also used in science and maths throughout school.

The lesson objective/WALT (We Are Learning To) is recorded after missing a line beneath the date. Any other title required is then written after missing a further line.

Example:

Monday 21<sup>st</sup> April 2023

WALT: Set out our work neatly

This is the Main Title of my Work

Mistakes will be crossed through neatly using a **single line**; rubbers will not be used.

Agreed letter formation

