



Poulton St Chad's C of E Primary School

Handwriting Policy

Written: January 2022

Intent

At Poulton St Chad's we intend to take all pupils on journey to using fluent, speedy and joined handwriting throughout their writing. We believe this, in turn, will help support composition and spelling.

St Chad's offer a consistent approach, through a planned sequence of lessons that ensure coverage of the skills required to meet the aims of the National Curriculum for writing transcription and the related Early Learning Goals.

Implementation

St Chad's follow the Twinkl Handwriting Scheme. The planning and progressive sequence of the programme assures subject quality, sufficient depth and coverage of skills. The high-quality resources enable effective curriculum implementation and can be differentiated to meet all pupils' learning needs across school. There are intervention resources also available to enhance pupils' capacity to access the full curriculum and assessment opportunities give reliable snapshots of pupil progress.

Impact

Using the scheme and having high expectations early on mean an increase in the profile of handwriting across school. The consistent approach means handwriting expectations are clear and the same technical vocabulary is used with, and spoken by, all teaching staff and learners. Parental engagement will also be improved through the use of home learning tasks (particularly in KS2 and to further support spelling).

At St Chad's we strive to encourage a sense of pride in the pupil's written work and the impact of this should be seen in all areas of the curriculum.

Early Years Foundation Stage

During their Foundation Stage years, the children are given a wide range of opportunities to develop an understanding that writing conveys meaning, e.g. books, storytelling, signs, labels etc.

Provision such as well-resourced graphic areas, role-play areas, construction and creative activities help the children to develop fine motor control. This helps them to gain confidence to make and develop emergent writing skills in a meaningful way.

A wide range of apparatus and equipment is used (e.g. sand trays, shaving foam, outdoor mark-making table, threading beads etc,) leading onto and developing the correct use of conventional writing tools, pencils and brushes. Children experience a wide range of handwriting-related skills, e.g. letter and number formation in sand trays, shaving foam, through tracing, with chalk, felt tips, pencils, crayons, writing over and under teacher models in various forms, word building with magnetic letters and pattern making in various media. 'Pegs to Paper' is used to enhance motor development, pen control and linguistic skills. Handwriting is taught in conjunction with the Phonics programme. Letter formation is taught as each new phoneme is introduced.

	Level expected at the end of EYFS
Dolphins/Whales	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">• Show good control and coordination in large and small movements• Move confidently in a range of ways, safely negotiating space• Handle equipment and tools effectively• Safely use and explore a variety of materials, tools and techniques

Key Stage 1

Children work on handwriting skills within English and Phonic lessons. As each new join is learnt children are encouraged to use this within writing across the curriculum. Children are encouraged to take pride in the presentation of their work. By the end of Key Stage 1 pupils will have experienced and practised the joins and the majority will be using these joins within written work across the curriculum.

	Statutory Requirements
Year 1 (Whales and Turtles)	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">• 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 (Turtles and Seals)	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">• 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 un-joined• 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.

Key Stage 2

Year 3 & 4

During Year 3 children revisit and revise all joins. They are encouraged to join whole words throughout writing across the curriculum. Children are encouraged to take pride in the presentation of their work.

Children in Year 3 can apply for their "Pen Licence". This licence is awarded to children once they have developed a clear, well formed, cursive, joined handwriting style that is generally consistent in size. Providing their handwriting and presentation remains at this standard or better, the child will keep their pen license for the rest of their time at this school. Staff are able to withhold a pen license if a child's handwriting and presentation deteriorates and can then reissue it once standards have sufficiently improved. Children are encouraged to take pride in the presentation of their work. Children are issued with their pen license when appropriate.

	Statutory Requirements
Year 3 and 4	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">• Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined• Increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the downstrokes of letters are parallel to and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch).

Year 5 & 6

Children will build up speed and ensure consistency in size and proportions of letters and spacing between letters and words. Children are encouraged to use fluent, joined handwriting for all writing except where other special forms are required. Children need to understand that competent writers have two kinds of handwriting:

- One which is good quality and neat and is used for more formal purposes when the occasion demands
- The other, a fast note taking hand, which is used when time is of the essence. This may be more 'untidy' than the 'best' handwriting, but should still be legible.

	Statutory Requirements
Year 5 and 6	<p>Pupils should be taught to write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none">• Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters• Choosing the writing implement that is best suited for a task.

Special Educational Needs

Pupils with special or additional needs are identified early in school. Working with pupils, their families and often, other professionals, the staff team target the specific needs of individuals by:

- identifying needs
- identifying suitable interventions
- obtaining specialist advice and support when needed
- implementing advice and interventions
- maintaining high quality working relationships with parents and carers
- measuring progress and attainment

The school works tirelessly to address barriers to learning that pupils may face, and ensure they can make progress within the provision we offer. Flexibilities are applied to break down barriers.

Expectations that all pupils with SEN will make good progress and attain are very high in the school.

Feedback and Marking

All teaching staff adhere to the Feedback and Marking Policy.

Verbal feedback is essential throughout lessons, particularly handwriting lessons. Peer- and self- assessment is used during these sessions. There is no formal marking of handwriting.

Written by: E. Hopwood (January 2022)

Review date: Summer 2023