



HANDWRITING POLICY

Issue No 1

Date
09.06.15

Purpose

At Scott Lower school we believe handwriting is an essential skill which, like reading and spelling, affects written communication across the curriculum.

Aims

Handwriting at Scott will be closely linked with the learning of phonic and spelling strategies and taught as a movement skill. We believe that a developed joined handwriting style can assist with spelling, as the movements of the hand when writing are firmly established in movement memory because they have been made so often. This is why children in our school will practise handwriting movements correctly and frequently.

Teaching and Learning

- Handwriting will be taught in every year at Scott Lower School, beginning in the foundation stage as the children learn their letter sounds.
- Handwriting will be taught at least 3 times a week (if possible every day) in sessions from five to fifteen minutes (depending on the children's age and capabilities).
- It may be taught in small groups or as a whole class
- By year 2 all children will be expected to be joining their letters most of the time and joins will be introduced in year 1 once children are forming **all** letters correctly.
- From year 2 onwards (year 1 may use at the teacher's discretion) where appropriate children will use purple handwriting books for handwriting practice. Year 1 children will have handwriting sheets and a wider lined handwriting book.
- Handwriting will be taught alongside phonics or spelling sessions and in the early years as the children are learning their letter sounds. This gives the teaching a purpose and meaning to the children and aids the learning of spelling patterns.
- Teachers will ensure that each child is forming letters correctly from the beginning by making certain that they follow arrows (or write in the correct direction) when forming letters. Joining will not be taught until this is correct for every letter.
- In early years children will be encouraged to hold their pencil correctly as this becomes harder to correct the older the children get.

Examples of activities that children may use in handwriting sessions (as appropriate to age and ability):

- Air writing (write large imaginary letters or words in the air)
- Writing on a partner's back (partner feels for the correct pattern in letters or words)
- Sand writing (writing letters or words in the sand or loose soil)
- Paint writing (on an easel or outside on fences or playground using water)
- Leaf writing (shuffle feet in fallen leaves to make large letters or words)
- Chalk writing (on playground)
- Write on a wipe off board
- Tracing letters/words written on paper/interactive whiteboard
- Copying letters/words written on paper or class whiteboard
- Independently translating printed text into cursive handwriting script.

Handwriting script

The script used is "Cripps" with all letters eventually being joined and the pen not needing to be removed from the page between words. The only exception to this being the letter x when the pen will be lifted to form the second stroke. – see Appendix for details.

Assessment, Recording and Reporting

- Pink and green highlighters will be used for marking: green for improvement, pink for achievements.
- Work will be marked according to the child's handwriting target unless there is a specific

- learning objective for the session (which will be written at the top of the page).
- 2 or 3 achievements will be highlighted in the child's work and only one improvement.
 - Where possible work will be marked and discussed with the child during the session if not possible a comment may be made at the end of the page.

Handwriting targets:

1. To trace straight lines and circles accurately.
 2. To trace patterns accurately.
 3. To trace letters correctly.
 4. To form all letters correctly.
 5. To use finger spaces for all words.
 6. To space letters in words correctly.
 7. To make all letters "sit" on the line.
 8. To make all short lower case letters the same height.
 9. To make all upper case letters and tall letters (with ascenders) the appropriate height.
 10. To make all long letters (with descenders) the appropriate height.
 11. To join all letters correctly.
 12. To make all letters have a similar cursive slant.
- When children are using careful joined script consistently in handwriting practice they will be given a handwriting pen to use in their purple books.
 - When children have made considerable progress with their handwriting and presentation they may be awarded the handwriting trophy for the week. Parents are informed by the weekly newsletter as to who the handwriting champions are in each class.

Management Support

The Headteacher and Literacy leader will be reviewing and monitoring the operation of this policy on a regular basis.

This policy should be read in conjunction with equal opportunities policy, SEN Policy, Literacy, More Able and Skilled, and Homework policy.

Equal Opportunities

- Children will be given the freedom to choose which hand they wish to write with and accommodation will be made for left handed children such as guides for paper placement, appropriate seating arrangements and pencil grips.
- Where a child is perceived to be having specific difficulties with handwriting these will be assessed to identify specific issues and support will be provided appropriately. This may mean providing access to sloping surfaces, special seat cushions, pencil grips, wooden and/or sandpaper letters for tracing over etc. and activities such as hand-eye activities to improve motor skills:
 - Playing with Lego or other kinds of blocks
 - Lacing boards or stringing beads
 - Tying bows or tying shoes
 - Using scissors
 - Finger painting
 - Playing with Play-Dough
 - Working puzzles
 - Throwing/catching balls of various sizes
 - Tracing patterns and pictures with pencils or other writing implements

There is a commitment to inclusive practice. Inclusion is the responsibility of everyone in the school. **The Special Educational Needs and Disability Act 2010** provide a revised statutory framework for inclusion. It strengthens the right of children with SEN to attend a mainstream school, unless their parents choose otherwise or if this is incompatible with "efficient education for other children" and there are no "reasonable steps" which the school and LEA can take to prevent that incompatibility. Alongside the act, the Equality Act 2010 places new duties on schools not to treat disabled pupils less favourably than others and to make "reasonable adjustments" to ensure they are not disadvantaged. At Scott we strive to ensure that all children have access to teaching and learning that is appropriate to their needs.