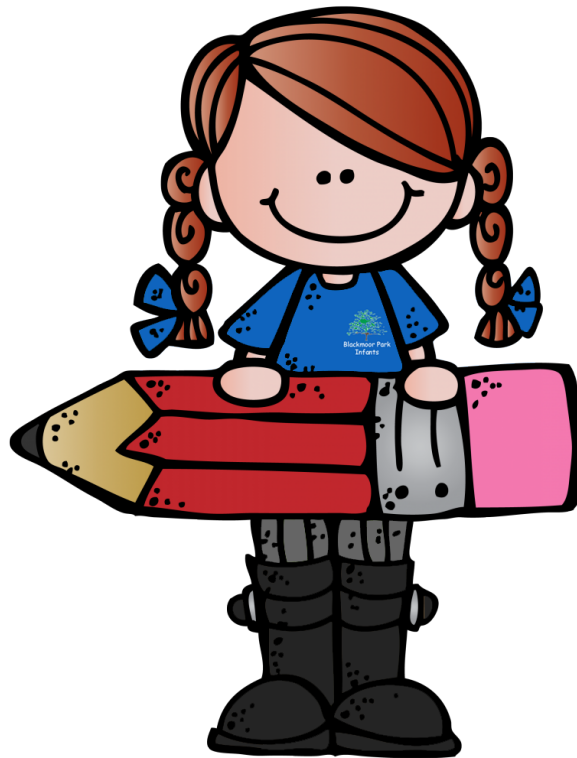


Blackmoor Park
Infant School
and Kindergarten



Handwriting Policy

September 2019



Handwriting policy

We aim for our children to leave in Year 2 with the basic skills and ability to write using a joined pre cursive style of fast, fluent, legible and sustainable handwriting, equipping them for transition into Blackmoor Park Junior School where joined cursive style handwriting is taught and expected. In addition to teaching handwriting during our regular handwriting lessons (at least one formal lesson per week), we have high expectations that what is taught and practiced in handwriting lessons will be used in all writing activities. We believe that handwriting is integral to a child's personal development and know that children's engagement and self-esteem can be improved by their satisfaction and pride in good quality presentation.

Aims

Handwriting is a taught skill that develops at different rates for different children. All of the teachers in the school put a priority on teaching handwriting and have high expectations for handwriting across the curriculum. Our school teaches un-joined cursive font with lead-ins in EYFS and Y1 (see Appendix A) leading to joined pre-cursive style in Year 2 (see Appendix B) to ensure that:

- The importance of handwriting is recognised and given appropriate time.
- The progression of handwriting is consistent across the school.
- Handwriting is acknowledged to be a whole body activity and emphasis is placed on correct posture and pencil grip for handwriting.
- Expectations of left-handed children are equal to those of right-handed children, and appropriate advice and resources are available to ensure that they learn to write with a comfortable, straight wrist.
- Handwriting is linked into grammar, punctuation and spelling in order to practice and contextualise all of the transcriptional and stylistic skills for writing.
- Children learn to self-assess their own writing and develop understanding and responsibility for improving it.
- Children learn to write in different styles for different purposes such as print for labelling a diagram, illustrated capitals letters for creating a poster, swift jottings for writing notes, making a 'best copy' for presentation and fast, fluent and legible writing across the curriculum.

Progression of skills

Discrete handwriting lessons enable us to teach and secure the development of handwriting throughout the school:

- First, children experience the foundation of handwriting through multi-sensory activities and the development of adequate muscle control needed for pencil control.
- Correct letter formation is taught, practised, applied and consolidated (when children are ready in EYFS; Nursery or Reception).
- Joining is introduced only after correct letter formation is used automatically in Year 2 and in Year 1 for pupils who are ready.
- Joins are introduced systematically and cumulatively.
- As children practice joining, they pay attention to the size, proportion and spacing of their letters and words.

We ensure that our children follow the requirements and recommendations of the EYFSP and National Curriculum. We share the aspirations that children's handwriting should be 'sufficiently fluent and effortless for them to manage the general demands of the curriculum' and that 'problems with forming letters do not get in the way of their writing down what they want to say'.

Handwriting tools

Throughout their time in school, children use a range of tools for different purposes and styles of handwriting including:

- A wide range of tools and media for mark-making in the EYFS, both indoors and outdoors.
- Whiteboard pens throughout the school.
- Fingers when writing on the interactive whiteboard.
- Art supplies including coloured pens and pencils for posters, displays and artwork.
- Sharp pencils for most writing.

Handwriting is always introduced and practised in handwriting books with lined paper so that children quickly learn about letter orientation including ascenders and descenders. As children's fine motor skills improve and their letter formation or joining becomes increasingly accurate, the width between the lines they write on gradually decreases.

Handwriting and Reading

Children are exposed to both cursive and print styles as well as commercial print. They develop awareness for reading in print and writing in cursive side by side in their learning, such as prompts around classrooms/school, teachers lettering, marking, labels on display and modelling writing.

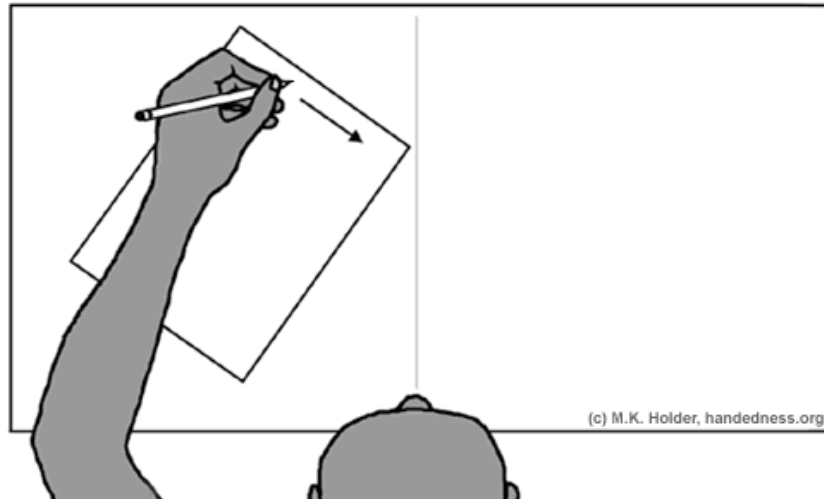
Equality of opportunity

All of our children have equal access to handwriting lessons and to the resources available. We recognise that some children take longer to develop the necessary skills and we cater for those children by providing additional opportunities for skills development. Children who need specific fine motor or handwriting interventions are identified early and the impact of interventions is carefully monitored. Children with a physical restriction are catered for, and progress is monitored, according to their individual play plans or action plans.

Left Handed Children

Left handed children may find it difficult to follow right handed teachers as they model and teach letter formation. Children may find it beneficial to have individual or small group support. The following will help to support left handed children with handwriting;

- Left handed children should sit to the left of a right handed child so they are not competing for space.
- Pupils should position the paper/book to their left side and slanted down (see below).



- Pupils should write with their hand below the writing line and the wrist straight to avoid 'hooked' style of writing (see below).



Review Date: Autumn 2020