



Handwriting Policy

Handwriting and Presentation Policy

Tyne Community Learning Trust believe that neat, well-formed handwriting and presentation of written work helps to raise standards, as the pupils take pride in and have a sense of ownership of their work. As a partnership we are adopting the fully cursive method of handwriting.

Aims

- To raise standards in writing across all schools.
- To have a consistent approach across Early Years Foundation Stage, Key Stage One and Two when teaching handwriting and presentation of work throughout the school and to encourage a good standard throughout Key Stage 3 and beyond while developing individual styles.
- To adopt a common approach towards handwriting by all adults, when giving written feedback in children's books.

We will teach our pupils to:

- Correctly hold a pen or pencil.
- Write from left to right and from the top of the page to the bottom of the page.
- Put regular spaces between words.
- Correctly form both lower and upper case letters.
- Write legibly and fluently in a cursive script.
- To use different handwriting styles for different purposes.
- After learning the basics of handwriting, develop their own personal style.

Handwriting Guidance for Foundation Stage and Key Stage One

- In Early Years pupils practise gross and fine motor skills regularly.
- In Early Years children will learn how to hold a pencil and how to form basic letter shapes. Name cards are written in a cursive print.

- Children begin fully cursive handwriting in Reception/Year One or as soon as they are ready, by starting to join their letters.
- There are also exemplars of cursive letter formation in classrooms and work areas.
- Formal handwriting practice is undertaken daily.
- Handwriting practice is included in homework when necessary.
- All staff model correct letter formation at all times (writing on the whiteboard, marking of books etc).

Handwriting Guidance for Key Stage Two

The aim for children in Key Stage Two is to produce a fluent, consistently formed style of fully cursive handwriting with equal spacing between the letters and words.

- Children will have weekly handwriting sessions using handwriting books as appropriate.
- Children will write with pencils until the class teacher assesses that they are joining competently and consistently. (Pen License).
- Children will use a pen to complete class work where appropriate.
- Pencils will be used in Numeracy and Science or for drawing and completion of diagrams.
- All children in Key Stage Two will practise their letter formation when copying their weekly spellings.

Handwriting Guidance for Key Stage Three and Four

The aim for children in Key Stage Three/Four is to maintain a high standard of handwriting, ensuring a smooth transition from Key Stage 2 and continue high quality work.

- Occasional handwriting practice to maintain standard of handwriting across the curriculum.
- Continue to use a pen for handwriting in all subjects apart from where directed otherwise.
- Encourage pupils to develop a personal style, as long as the standard of handwriting is maintained.
- Marking and feedback will reassure pupils that a personal style is okay as long as it is legible and speed is sufficient.
- Pupils will know when and when not to join their handwriting, to suit the task appropriately.

Left Handed Children

At least 10 percent of the population is left-handed – a slightly higher proportion of males. There is no need for left-handed children to be disadvantaged when writing, if a few simple strategies are employed:

- Model letter formation, sky writing, etc. specifically for left-handed children, with your left hand.

- Make sure that left-handed children sit on the left of right-handed children, otherwise their writing arms will clash.
- Put a mark at the left side of the page to indicate where writing begins as some left-handed children mirror-write from the right.
- Left-handed children usually need to have the paper slightly to the left of centre of their body and should be encouraged to tilt their work clockwise so they can see what they have written.
- Experiment with seat height – some left-handed children may need a higher seat to view their work clearly and to prevent the elbow locking into their side as they work across the paper.
- To avoid smudging their work Left-handed children should be encouraged to position their fingers about 1.5 cm away from the end of their writing implement.
- The pencil should sit in the ‘V’ between thumb and forefinger, sitting parallel to the thumb. The wrist should be straight.
- Writing from left to right is more difficult for left-handed children. They should, therefore, be given more attention in the classroom to ensure that they do not learn incorrect habits of position, posture and pen hold which will deter a fast, fluent and legible hand.

Monitoring and Evaluation

This will be undertaken by the class teacher and will also be assessed as part of each term’s literacy writing assessments in line with the handwriting bands awarded in SATs assessments.

Pupils may be asked to repeat work which does not follow these guidelines during their own time.

The Head Teacher, Senior Leadership Team, Literacy Lead and Governors of each school will monitor and evaluate handwriting in school as part of the development plan through book scrutinies, observations, pupil discussions and learning walks.

Materials and Resources

Pencils are provided by the school. In Key Stage Two handwriting pens will be available. We do not allow the use of roller balls, biro or gel pens.

Each child will practise handwriting discretely in handwriting books.

Special Educational Needs

Pupils who have particular difficulties are supported in their handwriting and presentation through support plans, monitored by the class teacher and SENCO. Thicker triangular pencils, pencil grips and wider lines will be used by children experiencing problems writing alongside other activities to develop their gross and fine motor skills.

Updated: September 2019

Ratified by Governors:

To be reviewed: