



Handwriting Policy

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Intent

- children should leave St Anne's School able to write consistently in a fluent, legible and joined style
- children should be able to use different styles of writing for different purposes, eg; labelling, note taking, formal writing, for public presentation, etc.
- children should be encouraged to develop a personal style which shows fluency and control when writing at speed

Implementation

	Activities and timing	Resources
Foundation Stage	Playing with letters, making shapes with different media, role play opportunities to develop emergent writing. All modelling of writing is to be in a cursive style.	Chubby pencils, paint, wax crayons, sand, plasticene, shaving foam Wide guidelines
Year 1	As above with two ½ hour sessions timetabled each week	As above. With introduction of normal pencils, narrower guidelines
Year 2	Two ½ hour sessions timetabled each week, practising letter formation and introducing joins in spring/summer term. Using short poems to practice.	Wide and narrow guidelines, pencils, handwriting books, guidelines
Year 3/4	Minimum two ½ hour whole class sessions weekly in autumn term, securing joined handwriting. Spring/summer term, one whole class session + one activity to be completed independently.	Pencils, guidelines, handwriting pens, handwriting books
Year 5/6	One ½ hour session weekly in autumn term. spring/summer term, one independent activity each week.	Handwriting books, guidelines, handwriting pens, fountain pens

Choice of script

Script should be taught as follows;

Foundation Stage

Children are taught to form letters as specified in Little Wandle phonics scheme

Class 2

As above, until letters are formed correctly, when the children are introduced to beginning each letter on the line, as well as ending with an exit flick. Children are to be taught to join blends and short words to improve speed and ease of writing.

Class 3

As above. Gradual emphasis on joining handwriting, with encouragement to join in all written work.

Class 4 and 5

Joined handwriting is expected in all written work.

Teaching time

Handwriting must be timetabled separately. Additional practice could be achieved during independent reading time/literacy activities once a week.

Teaching methods

Teaching may take the form of writing in the air, over- and under-writing, flow patterns, and letter strings. It should also include regular practice at word level work, (eg rhyming patterns) creative writing and poetry.

Classroom organisation

Children must be seated with an unimpeded view of the board, so they do not have to turn while practising. Every child should sit correctly on their seat, with both feet on the floor and their chair pulled up to the table. Right handed children should rotate their book slightly anticlockwise, left handed children should position their book slightly to the left of their sitting position.

Presentation

We expect the children to set out their work neatly, attractively and consistently.

Standard presentation is as follows;

Date on left of the top line, underlined.

Heading underlined, centred on second line.

One line space under heading before beginning to write.

Margin ruled at the left.
Indentations for paragraphs and speech.

Assessment

Handwriting should be assessed against the objectives for the exercise, and will be reviewed by the subject leader across the school each term.

SEND

Children with SFPs for handwriting must have additional practice opportunities during school time, and a practice book for handwriting practice at home. There is also the opportunity for laptops and devices to support written work.

Children joining school later

Children who have already established a clear, legible joined style, which meets the required criteria for joined handwriting should continue to develop their own handwriting style.

Reviewed 01.02.22

Appendix 1

Useful hints for good handwriting

1. All down strokes are parallel.
2. All similar letters are the same height.
3. All down strokes are equidistant.
4. The space between words is the width of the small letter.
5. Ascenders and descenders are no more than twice the height of small letters.
6. Capital letters are no higher than ascenders
7. Numbers are the same height as ascenders.
8. Letters which finish at the top join horizontally.
9. Letters which finish on the line join diagonally.
10. Letters which finish on a stroke moving left below the line are to be looped back onto the line to make joining easier.
11. Lines of writing are far enough apart for ascenders and descenders not to touch.

Appendix 2

Sample guidelines