# PROMOTING POSITIVE OPPORTUNITIES FOR ALL

***BRIGHSTONE C.E.***

## PRIMARY SCHOOL

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#### Handwriting Policy

**Date Agreed:** June 2015 **Review Date:** June 2017

**Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Chair Board of Governors**

**BRIGHSTONE C. OF E. PRIMARY SCHOOL**

**READING POLICY**

**Rationale**

At Brighstone we believe that handwriting goes hand in hand with quality writing. Handwriting is a life-long skill and is a fundamental element of all forms of written communication throughout our lives. In order for writing to be legible, children are taught a fluent cursive style that is applied throughout all areas of writing across the curriculum. Handwriting is a movement skill and one which is best taught by demonstration, explanation and practise. The principle aim is that handwriting becomes an automatic process, which frees pupils to focus on the content of the writing. In order for this to occur, handwriting is taught in ways that enhance fluency and legibility. We also believe that handwriting goes hand in hand with spelling. When a word or spelling pattern is taught in the cursive style, it becomes automatic and the word or spelling pattern ‘flows’.

**Aims**

Our aims are for all children at Brighstone to:

* Produce clear, neat and joined legible handwriting in all pieces of writing;
* To present work to a variety of audiences using the appropriate form of handwriting (e.g. note-taking or presentations);
* Develop fluency and accuracy;
* Recognise that handwriting is a form of communication and as such should be considered important in order for it to be effective;
* Take pride in their work and develop confidence and self-esteem;
* Use handwriting as a means of remembering spellings and spelling patterns (including phonics).

**Action and Implementation**

Handwriting and letter formation at Brighstone is taught from Reception through to Year 6, although the way this is put into practice is differentiated for each Key Stage. We use the ‘cursive’ style of writing from Y1 – Y6, in which all letters start from the line with an entry stroke, and finish on the line with an exit stroke. For writing that the children will see (such as display writing or in children’s books) all staff use the cursive style of writing.

Reception

On entry, Reception children are involved in a variety of activities to develop essential pre-writing skills in line with the Early Learning Goals of the Foundation Stage.

* Gross motor control is developed through activities such as: painting with large brushes, water and paint on a large scale, such as on walls or on the playground, sky writing, making patterns in the air, action songs and rhymes and PE lessons;
* Fine motor control is developed through various activities such as: sewing or weaving activities, tracing, colouring within guide lines, pattern work, using glue spreaders in small pots, finger painting, using play dough, threading, chopping and peeling in cooking activities, finger rhymes, sand and water play and painting;
* Letter shapes are linked with sounds by encouraging children to learn to listen to, and discriminate between sounds in their environment, in music and in rhyme. Letter shapes are taught alongside letter sounds using a range of kinaesthetic activities (as mentioned above);
* Children in Reception are taught the ‘print’ version of letters, and learn to form them through activities such as: sky writing, ‘writing’ on backs, chalk writing, painting, forming the letters in foam or sand and writing with a pencil or crayon;
* Children learn to write their name in the ‘print’ style;
* High frequency words are taught and practised regularly, with children being taught how to form these letters correctly.

By the end of Reception, children will have been taught the grapheme-phoneme correspondences (GPC) for Phases 1 – 4 and will know how to form them correctly in the ‘print’ style.

Key Stage 1

In Year 1 children will continue to be involved in the above activities, particularly at the start of the year. As the term progresses, children will be taught to write in the ‘cursive’ style of writing in specific handwriting lessons.

* Handwriting lessons follow the four different patterns:
  + Rockin’ Round Letters;
  + Climb ‘n’ Slide Letters;
  + Loopy Letters;
  + Lumpy Letters;
* The patterns are taught one at a time over a period of approximately a term, through activities such as sky writing, ‘writing’ on backs, ‘taking your pencil for a walk’, chalk writing, painting and writing or tracing with pencil or crayons;
* Once a pattern has been taught, the letters are introduced that follow that pattern;
* Children have handwriting practice every day, and are encouraged to form particular letters correctly in the cursive style once taught;
* Handwriting is linked to daily phonics teaching, and GPCs are taught joined up to give greater clarity and fluidity (e.g. ai, ear, ch);
* By the end of Y1, the majority of children will be writing in the cursive style with all letters joined. However, there may be irregularities in formation, shape and size.

In Year 2 children continue to learn the cursive style;

* Handwriting practice takes place every day during the register linked to their weekly spellings;
* A handwriting lesson takes place every week;
* Any irregularities in formation, size and shape are addressed;
* Children are encouraged to use the cursive style in all pieces of writing;
* Handwriting tracing sheets are sent home as part of their homework for those children who need it;
* Phonics and spelling patterns are linked to handwriting to encourage greater fluidity and clarity;
* Good practice is modelled by staff at all times.

Key Stage 2

Throughout KS2 handwriting is practiced and refined so that it becomes correctly formed and fluent. Pens are used when the teacher feels it is appropriate.

* Good practice is modelled by all staff at all times;
* Any irregularities in formation, size and shape are addressed;
* Children are encouraged to use the cursive style in all pieces of writing;
* Staff monitor children’s letter formation and orientation and support where necessary;
* Children learn to control their handwriting style and formation;
* Children begin to develop a personal style of handwriting (in cursive).

**Resources**

* Whiteboards and whiteboard pens;
* Chalk;
* Paintbrushes and paint;
* Handwriting sheets (a good example is from [www.kidzone.ws](http://www.kidzone.ws) which uses the cursive style).

**Role of Parents and Carers**

* Parents and carers should encourage their children to use the cursive style of handwriting in all home learning activities, ensuring that they use the correct letter formation, size and orientation.

**Assessment and Record Keeping**

Attainment in handwriting is monitored through observation and marking. Children will be given specific handwriting targets where necessary, with appropriate support put in place (see below). Handwriting and presentation is commented on in writing and maths books, with successes and areas for development. Handwriting is formally assessed in Y2 and Y6 as part of SATs (although for the KS1 SATs in 2016 handwriting will not form part of the assessment).

**Single Equalities**

We aim to give all our pupils the opportunity to succeed and reach the highest level of personal achievement and to promote the individuality of all our pupils, irrespective of ethnicity, attainment, age, disability, gender or background.

*‘We believe that equality at our school should filter through all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth. At Brighstone CE Aided Primary School, equality is a key principle for treating people with dignity and respect irrespective of their age, disability, gender, ethnicity, religious beliefs/faith, sexual orientation or any other recognised protected characteristic under the Equality Act 2010.’*

*Single Equalities Policy (February 2012)*

All children have particular learning needs, including SEN and Gifted and Talented. Attainment in handwriting is monitored through formative classroom assessment, and provisions are put into place to support identified children.

* Staff use a range of strategies to support identified children, such as putting a mark on the page to indicate where the letter begins; writing in yellow for children to trace over and beneath; providing tracing sheets; using yellow highlighter pens to support children to regulate the size of their handwriting;
* Line spacing is used according to the needs of the child; for example, wider lines;
* Pencil grips are provided for those children who need them, matched according to specific needs;
* Left-handed children are provided for and supported in appropriate ways according to needs; for example:
  + Ensuring they sit on the left of right-handed children to avoid their arms knocking each other;
  + Teacher putting a mark at the left side of the page to indicate where writing begins, to avoid ‘mirror writing’;
  + Encouraging them to tilt the paper so they can see what they have written;
  + Providing left-handed pencils for those children who need them.

**Monitoring**

We are aware of the need to monitor and update the school's Handwriting Policy on a regular basis, so that we can take account of improvements made in our practice, and changes to materials. We will therefore review this policy at least once every two years. The member of the Senior Leadership Team with responsibility for handwriting is the Literacy Leader – Rebecca Lennon.

Handwriting and presentation throughout the school and how it reflects this policy, will also be reviewed throughout the year in the following ways:

* Governor’s work scrutiny of writing and maths books;
* SLT/staff work scrutiny of writing and maths books;
* EYFS/KS1/KS2 external moderation;
* EYFS/KS1/KS2 internal moderation;
* Moderation with other schools in the cluster.