**ORLETON PRIMARY SCHOOL**

**HANDWRITING POLICY**

.

Date signed off by Full Governing Body:

Signed Adam Breakwell, Headteacher

Date next review due: Autumn 2024

Our vision is rooted in 1 Corinthians 16:13-14: ‘Keep alert, stand firm in your faith, be courageous, be strong. Let all that you do be done in love.’

At Orleton Primary School, we put a high value on teaching and sustaining good handwriting.

The skill of handwriting needs to be taught explicitly, across all year groups. It is not a natural skill that will grow and develop like speaking or walking. Handwriting is a motor activity, a movement stored in the body rather than in the conscious memory. Through consistent and cumulative teaching and learning, over time pupils should develop the ability to produce letters without thinking. An automatic, cursive (i.e. “joined up”) style releases the brain to concentrate on other ideas i.e. spelling, grammar, syntax, style and content.

At Orleton we use the Nelson Handwriting Scheme to support our teaching of handwriting. Handwriting should be taught alongside phonic and spelling knowledge at all stages.

Effective teaching of handwriting can only be achieved through modelling. Teachers must demonstrate letter formation and joins regularly and children must practise by carefully copying and repeating. It is important to observe children writing to ensure they are forming letters correctly.

**Aim**

The aim is for joined up handwriting to be taught with a consistent, sequential and progressive approach. We aim to teach children correct letter formation, joining and good handwriting habits to enable them to write fluently and legibly. To achieve this aim we will:

* Teach children to write with a flowing hand which is legible, swift and pleasant to look at;
* Enable children to develop their own style of handwriting as they progress through KS2;
* Support the development of correct spelling and to aid in the elimination of letter reversals by the learning of word patterns and the correct joining of letters;
* Ensure that children of differing abilities are provided with appropriate and achievable goals;
* Assist children in taking pride with the presentation of their work;
* Teach correct letter formation;

**Teaching and organisation**

We seek to fulfil the handwriting requirements of the National Curriculum 2014 for Primary and EYFS Curriculum. At Orleton we use the Nelson Handwriting Scheme throughout school, ensuring there is continuity and progression across classes.

Handwriting is taught as a class and/or group lesson in all year groups. Teachers use Nelson resources in KS1 / KS2 and other resources as appropriate in EYFS. Handwriting practise is carried out regularly in English books to ensure evidence is kept to show progression and improvement in handwriting. This is monitored as part of the SLT’s book trawl (see Monitoring and Evaluation section below).

Children are introduced to correct letter formation from YR. This includes practising pencil control and joining patterns so that they are well prepared when they begin joining individual letters in Y2. It is important that in the Early Years and at KS1 children are observed closely during the lesson to ensure that letter formation is correct.

In addition to specific handwriting lessons children are expected to apply their learning in all their exercise books and to show care for the presentation of their work across the curriculum. English books have guidelines to enable development of a neat cursive style. When the children have achieved the standard expected, they have English books without guidelines. Children who produce a consistently high standard of handwriting across the curriculum are rewarded with a Pen Licence.

**Scheme of work**

The scheme of work is based on the Nelson Handwriting Scheme. This sets out a programme of work for the whole scheme. Teachers will encourage individual children to move to the next stage when they are ready. Those children who are forming letters correctly and confidently will begin to learn how to join their letters as soon as possible.

**EYFS**

During their Reception year, the children are given a wide range of opportunities to develop an understanding that writing conveys meaning, e.g. books, storytelling, signs, labels etc. Children experience a wide range of handwriting related skills, e.g. letter and number formation in sand trays, through tracing, with chalk, felt tips, pencils, crayons, writing over and under teacher models in various forms, word building with magnetic letters and pattern making. Teachers use a variety of multi-sensory methods such as Funky Fingers and Dough Disco to develop hand strength and grip for handwriting. For those children that are ready for handwriting practice, large pencils can be used in conjunction with lined or unlined paper. Pencil grips for correction of pencil hold may also be used where appropriate. Teachers model correct letter formation and children practise this alongside their Phonics programme. Correction of letter formation takes place on an individual basis.

**Key Stage 1 (Years 1 and 2)**

Focused handwriting practise takes place at least on a weekly basis, with children regularly working in their English books. Children will also work on handwriting skills daily whilst carrying out a variety of learning activities, e.g. writing in other exercise books or through phonics work. Once children are confident with letter formation, they will be taught to begin joining their letters. By the end of Year 2, children are encouraged to use joined-up handwriting in their daily work. Children are encouraged to take pride in the presentation of their work.

**Key Stage 2 (Years 3-6)**

Handwriting practise takes place at least weekly and correction of mistakes is dealt with on an individual basis. Children are encouraged to take pride in the presentation of their work. In addition, handwriting is also practised through daily writing and spelling / phonics.

**Continuity and Progression**

**EYFS**

During Reception, children will:

* Have opportunities to watch adults writing and to write for themselves
* Use a pencil and hold it effectively to form recognisable letters and numbers, most of which are correctly formed.

By the end of YR children will have been introduced to:

* A comfortable and efficient pencil grip
* Producing a controlled line which supports letter formation
* Writing letters using the correct sequence of movements
* Pattern making (including joining type patterns) and letter/number formation.

**Year 1**

During Year 1, children will:

* sit correctly at a table, holding a pencil comfortably and correctly
* begin to form lower-case letters in the correct direction, starting and finishing in the right place
* form capital letters
* form digits 0-9
* understand which letters belong to which handwriting ‘families’ (ie letters that are formed in similar ways) and to practise these

**Year 2**

During Year 2, children will:

* form lower-case letters of the correct size relative to one another
* start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
* write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
* use spacing between words that reflects the size of the letters

**Years 3 - 4**

During Years 3-4, children will:

* use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
* increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]

**Years 5 - 6**

* write legibly, fluently and with increasing speed by:
* choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
* choosing the writing implement that is best suited for a task

**Inclusion**

More able children and children with SEN are supported in their handwriting work. Teachers will put in place suitable interventions for children who are underachieving or require further challenge, in consultation where needed with the SENDCo and / or English leads.

**Monitoring and Evaluation**

It is the role of the Senior Leadership Team (particularly the English leads) to monitor the teaching and learning of handwriting throughout the school. This is done through regular work sampling, lesson observations and pupil interviews. Feedback from this monitoring is used to inform staff, the headteacher, literacy governor and curriculum committee of necessary developments in order to continue to raise standards.