

# Greenfield Primary School and Nursery

## Handwriting Policy

### INTENT

Handwriting is a movement skill. It develops as children develop increased control over their bodies in both fine and gross motor skills, and they develop a desire to communicate through mark making. As children move through school, they practice handwriting movements so that the formation of letters and words become stored in their movement memory and become automatic when writing. By achieving this, we are allowing our children to focus on what they are writing and not how they are doing it. We are allowing them all to thrive and take pride in what they create not just in the content but as a displayed piece.

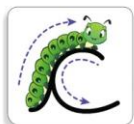
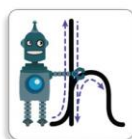
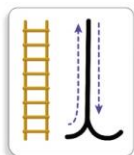
### IMPLEMENTATION

All children are supported use a continuous, cursive script by the end of year 2. This is done by following the EYFS and KS1 handwriting progression map. At the end of each year, the handwriting progression map tool is used to see where children are working with both their progression of motor skills (1-4) and their progression of formation (A-E). This is used to inform the next teacher where each child is working in handwriting so they can be grouped and supported appropriately to enable them to make good progress. All children who move into Key Stage 2 who are not working at 4E (this means they are not able to sit and write appropriately and not yet able to form letters cursively and joined) will need to be highlighted for intervention or further support from Y3 in the appropriate area. The EYFS/ KS1 progression map has lots of ideas of how children can be supported for both motor skills and formation.

The advantages of the use of cursive script include:

- Making each letter in one movement so children's hands develop a physical memory of the pattern made.
- As letters flow from left to right, reversals are less likely
- As letters always begin on the line, letters are more likely to be formed accurately
- The continuous flow of writing ultimately improves speed and spelling.

### The Shape Families



In EYFS, children learn the formation of letters through the order of phonics. In Year 1, children will begin to learn letter formations in their shape families. These families are:

- Ladder letters – l t j l u y
- One-armed robot letters – r b h m n p k
- Curly caterpillar letters – c a d g e s a o q f
- Zigzag monster letters – v w x z

We have decided as a school to ensure that certain 'Non-Negotiables' for handwriting are taught and reinforced by the end of each year. These are outlined.

# Greenfield Primary School and Nursery

## Handwriting Policy

Year Group	Non-Negotiables
N/R	<ul style="list-style-type: none"><li>• Writing of first and last name</li><li>• Formation of numbers 0-9</li><li>• Formation of all letters in first and second name accurately using non-cursive script and start with a capital letter</li></ul>
Year 1	<ul style="list-style-type: none"><li>• Sit all letters on the line</li><li>• Start at the margin</li><li>• Write the short date and underline with a ruler</li><li>• Begin to write the long date and underline with a ruler</li></ul>
Year 2	<ul style="list-style-type: none"><li>• Accurate sizing of capital letters</li><li>• Sit all letters on the line and start at the margin</li><li>• Use a ruler to underline date and title and keep presentation neat</li></ul>
KS2	<ul style="list-style-type: none"><li>• Short and long date and title both underlined with a ruler and presented appropriately to the subject</li><li>• Use of pencil for drawings and graphs/ tables for pen users</li></ul>

### Pen Licence's

A pen licence can be given in KS2 once a child has achieved level 4E and can prove to be trying hard with their presentation of work in all areas. Children who receive a pen licence must keep the licence in their tray or next to them on their desk. (pens are never used in maths, art or for drawing shapes, patterns or images with).

If a child has a pen licence and they produce a piece of work where they have not demonstrated neat handwriting or good presentation e.g. scribbling out of work, doodling in the margin, writing not on the line, not using a ruler- then this child will get a point on their licence (marked on the back of the child's pen licence by adding a small sticker. If a child receives a point, they have a pen break for the rest of that day and can begin using the pen again the following day. If a child gets three points then they will have their licence taken from them and can only earn a new, clean pen licence when the teacher sees an improvement of their presentation and handwriting 'neatness'.

Pen licences can be awarded at discretion to pupils in Y5/6 even if they have not achieved 4E to enable them to practise use of a pen before leaving primary school. This may be decided to be just used at first in handwriting lessons.

At Greenfield Primary School and Nursery, we expect high standards of presentation in all areas of the curriculum. During all modelling of writing and when marking books, adults must model the script that is expected of the children at that age. (either cursive, non-cursive or joined) and must use lines when modelling writing to the children to clearly demonstrate the ascenders, descenders and letter sizes wherever possible.

### **Handwriting books:**

# Greenfield Primary School and Nursery

## Handwriting Policy

Handwriting books must be used by all children from Y2-Y6 during handwriting lessons, making use of the appropriately sized lines for each individual. In EYFS and Year 1, books can be introduced for children who are able to sit and write effectively (4) or for children who are working towards this and can access book writing lay on their tummy in the classroom. Books are not essential for all children in EYFS and Year 1 however handwriting should still be evidenced through images and photocopies of work.

### **The Handwriting Session**

Handwriting is taught across the school:

KS1:

In EYFS, handwriting is taught for 5 minutes and practiced for 5 minutes, usually within the phonics session when teaching each letter sound. In addition to this, children are given many opportunities on a daily basis to develop their fine and gross motor skills and are observed doing so.

In Year 1, handwriting lasts for 15 minutes each day. 5 minutes of the session is where the class teacher will either teach or revisit a skill by modelling for the children. Children are then given 10 minutes to practice the taught skill. There must also be opportunities to practise the new skill in different ways for fine motor development and embedding of pattern e.g. air write, sand writing, writing in chalk etc. Where children are recognised at this stage to have fine-motor difficulties, additional time should be given for these children to work on basic repeating patterns e.g. zigzags, waves etc.

In Year 2, handwriting lasts for 15 minutes. There must always be a live, discussed modelled part to the lesson whether it is reinforcing a join or the size of letters relating to one another. Children are then given time to practice the skills learnt and the teacher then focuses on groups of children to develop their handwriting further and give them specific targets.

KS2:

In Year 3, 4, 5 and 6, handwriting sessions take place at least 3 times a week, lasting around 10-15 minutes. This time can be given to children, particularly in Years 5 and 6, to practice their handwriting skills by copying words, sentences and passages or dictations. Where necessary, teaching and reinforcement of skills will need to take place and this can split the session into 5 minutes of taught handwriting and 10 minutes of practice. Children should be encouraged at this stage to self-assess and peer-assess their handwriting using their purple polishing pens.

Handwriting must be checked and marked. It is acceptable to quick check some of the work and indicate this with a tick but at least one piece of handwriting each week must be thoroughly marked to provide children with regular and up to date targets and feedback to improve their handwriting at a good pace.

All children working below 4E in KS2 must access additional support or intervention work relating to either motor skills, formation or both.

**Advice for left-handed children:**

# Greenfield Primary School and Nursery

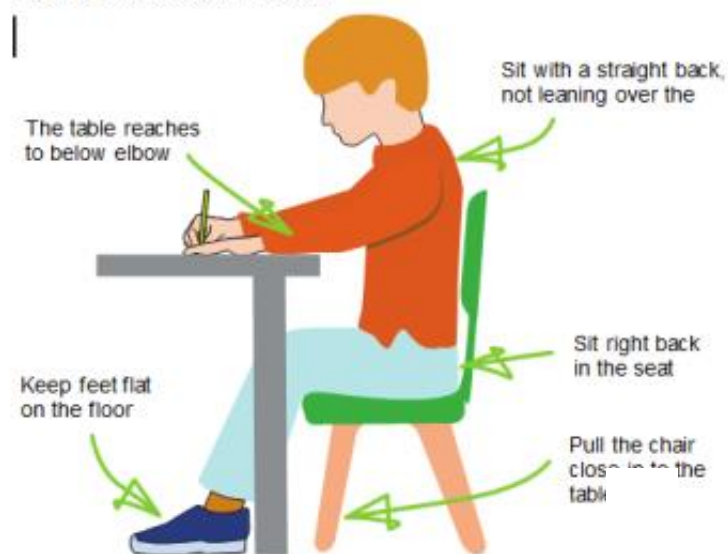
## Handwriting Policy

1. Left handed children should sit on the left of right-handed children to avoid elbows clashing
2. Paper should be angled to a slight clockwise direction
3. It may help to model sky-writing letter formation for left-handed children with your left hand.

## Correct posture and pencil grip for handwriting

Pupils should be taught to sit correctly at a table, hold their pencil comfortably and correctly.

### SITTING POSITION



Paper position for right-handed children

### IMPACT

Through this policy, we aim that pupils will:

- Develop the motor skills necessary to form letters correctly.
- Begin to develop a fluent, legible style of joined handwriting before leaving us.
- Experience a continuity in the teaching of handwriting as they move through the school.
- Understand the importance of clear and neat presentation in order to communicate through writing clearly.

Last reviewed 12/01/23