



Handwriting Policy Shakespeare School

To be reviewed: every 3 years

Adopted by Governors: Nov 2009

Amended and Reviewed by WM: January 2023

To go to: Curriculum Committee

Approved by Governors: 16/01/2023

Handwriting Policy

This policy outlines the purpose, nature and management of the teaching of handwriting at Shakespeare School, and should be read in conjunction with the Literacy policy.

When communicating ideas in writing it is important that children use a handwriting style which is neat and legible. The importance of handwriting should not be under-estimated. It is vital that children can

write quickly, comfortably and legibly, as it is a skill needed in many curriculum areas. Children's self-esteem is also heightened when they are able to take pride in their handwriting.

Aims

Teaching of handwriting aims to ensure that:

- children have a positive attitude to handwriting
- children understand the need to develop a good handwriting style
- children hold writing implements correctly
- children achieve a script which can be read easily
- children develop a fluent, joined handwriting style
- children at Key Stage 2 are aware that they need to balance speed and neatness to achieve a writing style appropriate to a task.

Children in Class R will be introduced to a variety of pre-writing activities and experiences ensuring that their fine motor skills are well developed, this will include introduction of lead in lead out strokes. Year 1 use lead in and lead out strokes, the precursor of cursive from Year 2 children will follow the handwriting style found in the Collins handwriting programme including lead-in/out strokes. All members of staff will follow the agreed description of how to form cursive. In Key Stage Two children will develop their joined-up handwriting by following the Collins handwriting programme including lead-in strokes.

At Key Stage 1 children should be taught to:

- hold a pencil correctly and adopt the correct posture when writing
- write from left to right and from top to bottom of the page
- start and finish letters correctly
- form regularly sized and shaped letters
- use regular spacing between letters and words
- be aware of the need for clear and neat presentation and appropriate lay-out
- take a pride in their written work.
- be given opportunities to develop legible handwriting in the cursive style

At Key Stage 2 children should:

- be given opportunities to develop legible handwriting in the cursive style
- be encouraged to develop greater control and fluency

- be taught to use different forms of handwriting for different purposes e.g. print for labelling maps or diagrams; a clear, neat style for finished, presented work; a faster script for notes
- be encouraged to take pride in their written work and select appropriate styles of presentation.

Left Handed Writers

Left-handed children are likely to experience much more difficulty with handwriting than their right-handed peers. The teacher must consider the needs of these children and minimize their problems.

Left handed children push the pencil towards the body – this is an awkward movement and can set a habit for bad posture and prove to be very tiring. Placing the paper to the left and tilting clockwise will make the writing position more comfortable. Work in handwriting books will begin on the right of the page.

Pre-Handwriting Activities

In the Foundation Stage children will enjoy a range of multi-sensory activities using paint, sand and water to make and feel letter shapes before using paper to record their attempts. These activities will ensure the development of fine and gross motor control skills and the recognition of patterns. Individual letter formation will then be taught and practiced in small groups or individually.

Time Management

In KS1 and LKS2 children should spend at least one-half hour lesson a week taking part in handwriting activities. However once children reach UKS2 handwriting problems will be addressed in an intervention session.

Parental Involvement

Parents will be kept informed of the school's handwriting policy via the website.

Classroom Organization and Management

The implementation of this policy is the responsibility of all staff and all teachers will be responsible for the planning and teaching of handwriting. Shared and guided writing activities will enable teachers to model letter formation and handwriting; and will also provide children with the opportunities to practice these skills. Handwriting will also be taught in separate sessions to ensure it is given sufficient

emphasis. Aspects of handwriting will be taught frequently on an on-going basis so that children receive reminders of the necessary skills required to be successful in their ability to produce a good handwriting style. In Foundation and Key Stage One role-play areas opportunities will be provided to write notes, messages, lists, prescriptions, orders, notices and letters etc. Children in all year groups will be given opportunities to present written work for display and they will be encouraged to see the need for developing a neat, legible style.

Special Educational Needs

Children with special needs in handwriting will be helped by appropriate teacher intervention. The particular needs of left-handed children will always be taken into consideration (see Appendix D). Additional support and advice is available from our Special Educational Needs Co-ordinator. Every teacher is a teacher for SEN carrying out their informal assessment continuously throughout the school day. (See SEN policy).

Assessment, Record Keeping and Marking Handwriting

(See Marking Policy).

Presentation

The highest standard of presentation will be expected from the children at all times.

The date will be written in the following way:

Thursday 4th March 2008 or 04.05.08

It should be underlined with a ruler (the use of a ruler will be taught during Year One).

SB March 1994

Revised 1997

Reviewed 1999

KK September 2008

KK March 2009

WM Oct 2015 – reviewed by Governors Nov 15 and returned for editing

WM Jan 2016

WM 2019

WM 2023

