

Dane Ghyll Handwriting Policy September 2019

Rationale:

The purpose of this policy is to set out a whole school approach to the teaching of handwriting within our school. It provides guidance for all staff as to how we teach handwriting at Dane Ghyll. A consistently high standard of presentation and handwriting is promoted and celebrated across the whole school. We believe self-esteem is raised when children are able to communicate meaning accurately.

Aims:

- To raise standards in writing across the school.
- To have a consistent approach to handwriting throughout the school.
- For pupils to achieve a neat, legible style with correctly formed letters in a cursive handwriting style.
- For pupils to develop flow and speed when writing so they can write fluently and with confidence.

Handwriting across the school:

Children use a continuous cursive handwriting style.

They are encouraged to maintain a correct posture and pencil grip

Handwriting is taught daily in Reception and Year One, three times a week in Year Two and once a week in KS2.

Opportunities for linking phonics and spellings are used.

We follow the MSL Handwriting Rescue scheme, supported by Twinkl resources for formation and apply skills in handwriting books as necessary.

Children should automatically use clearly formed and joined handwriting in all of their writing.

a b c d e f g h i j k l m n o p q r s t u v w x y z

Additional handwriting sessions are given to those children whose letter formation, joining or speed require improvement.

Children write in pencil explicitly in EYFS and KS1. They write in pencil in KS2 until they have completed three independent pieces of writing in continuous cursive, maintaining legibility throughout. They will then receive a pen license and a black ink pen. This will be celebrated as an achievement in Special Mention assemblies to promote high standards.

Specific Progression:

Nursery

- Children are encouraged to begin mark making.
- Children take part in fine and gross motor activities within the provision.
- Children take part in pre-writing activities, such as pattern making

Reception:

- Children take part in fine and gross motor and pre-writing activities within the provision.
- Children are taught correct letter and number formation in pre-cursive, moving from single letters to words and sentences.
- Children are free to select their own writing implements during child initiated learning.
- Correct posture and pencil grip is taught.
- They are taught to write from left to right.
- Some children are taught how to write on the line and begin to join letters.

Year 1

- Children hold a pencil correctly.
- Lower case letters are formed correctly, starting and finishing in the correct place.
- Digits 0 – 9 are taught to be formed correctly.
- Children are taught to maintain regular size and shape of letters.
- Children include finger spaces between words.
- All children are taught to write 'on the line'.
- Children develop the fluency of their handwriting and may begin to join letters.

Year 2

- Finger spaces are of a consistent size in relation to words.
- Children form lower case letters of the correct size relative to one another.
- Capital letters and digits are written of the correct size and orientation.
- Children should begin joining letters with diagonal and horizontal strokes.
- Children develop the fluency of their handwriting and begin to join letters at word and sentence level.

Years 3 and 4

- Children join all letters that should be joined
- They increase legibility, consistency and quality.
- They consistently write in cursive style.
- Children begin to write with speed.
- Some children will begin to write with black ink pens.

Years 5 and 6

- Children write legibly, fluently and with speed in a cursive style.
- They develop a personal style.
- Children choose a writing implement suited to the task.
- Children learn to adapt their handwriting for a range of tasks and purposes, including for effect.

Inclusion

These expectations apply to the vast majority of children in our school. Occasionally a decision will be made to personalise expectations for a child who has such specific needs that these expectations could be a barrier to their progress (e.g. a child with physical difficulties writing). Difficulties are addressed through appropriate interventions or specific equipment. New entrants, particularly older children, will not be expected to adopt the cursive joined style if they already have a fluent, legible handwriting style.

Monitoring

Handwriting is monitored through regular book scrutinies carried out by subject leaders and all staff. Feedback will be shared to ensure that the policy leads to good practice.