

Kenmont Primary School



Handwriting Policy

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Introduction and aims

At Kenmont Primary School we believe that neat, well-formed handwriting and the presentation of written work helps to raise standards. In addition, pupils should take pride and have a sense of ownership in their work.

Handwriting and the National Curriculum

The focus on handwriting in the National Curriculum, and the new National Standard expectations (see appendix), is much greater, highlighting its importance. It makes a connection between a child's handwriting and their composition and spelling ability.

We aim:

- To raise standards in writing across the school.
- To have a consistent approach across Early Years Foundation Stage (EYFS), Key Stage One (KS1) and Key Stage Two (KS2) when teaching handwriting and presentation of work throughout the school, leading to fully cursive writing, for most pupils by Y4.
- Pupils to achieve a neat, legible style with correctly formed letters in cursive handwriting.
- Pupils to develop fluency and speed whilst writing, so that eventually the pupils are able to write the letters with confidence and correct orientation in their independent writing.

Teaching and Learning

Handwriting is taught regularly through short, focused sessions and may be linked with other areas, e.g. spelling, grammar and phonics. We use the programme Penpals to teach handwriting.

EYFS

The emphasis at this stage is with movement and fine motor skill development. Penpals actively promotes this. Letter formation (starting at the right entry point and then moving in the right direction) learned at this early stage becomes automatic and has a profound influence on later fluency and legibility.

KS1

To aid movement, close attention is given to pencil grip, correct posture, the positioning of the paper and the organisation of the writing space. Teachers are vigilant in ensuring that bad habits do not become ingrained and that the specific needs of left-handed pupils (for example, position on the table) and those with special educational needs are met. Building on the early year foundation stage, pupils in KS1 develop a legible style. Y1 focus on pre-cursive letter formation. Opportunities to develop fine motor skills are continued using a range of practical resources and the programme pen pals.

By Y2 children begin to develop a comfortable and efficient pencil grip and practise handwriting in conjunction with spelling and independent writing. Correct letter formation and relevant letter sizes are taught.

KS2

The target for pupils in KS2 is to produce a fluent, consistently formed style of full cursive handwriting with equal spacing between the letters and words. Pupils in Y3 will have regular handwriting sessions using appropriate resources. Handwriting practise is to be carried out in handwriting practise books

and other writing books. In Y4, Y5 and Y6 pupils will use a fully cursive style. Teachers should be aware of the specific needs of left-handed pupils and make appropriate provision.

Left handers

Paper should be positioned to the left for right-handed pupils and to the right for left-handed pupils and slanted to suit the individual in either case. Pencils should not be held too close to the point as this can interrupt pupils' line of vision.

Pupils should be positioned so that they can place their paper to their left side. Left-handed pupils should sit to the left of a right-handed child so that they are not competing for space. Extra practise with left-to-right exercises may well be necessary before pupils write left-to right automatically. Teachers should be alert to the fact that it is very difficult for left-handed pupils to follow handwriting movements when a right-handed teacher models them. Teachers may demonstrate to left-handers on an individual or group basis, even if the resulting writing is not neat.

Posture

Chairs and desks within classrooms are matched to pupils' age and height. Pupils' backs should be straight and feet resting on the floor. A right-handed child should have their book slanted to the left. For a left-handed child the book should be slanted to the right. Always make sure that the hand which is not holding the pencil or pen holds the paper.

Monitoring and Evaluation

This will be undertaken by the class teacher on an on-going basis. The English coordinator will carry out a regular work scrutiny. When undertaking a handwriting scrutiny, coordinators and senior leaders will monitor all subjects for neat presentation and the use of cursive script.

Appendix

These are the National Standard handwriting descriptors for each year group:

Year 1:

- I. Sit correctly at a table, holding a pencil comfortably and correctly.
- II. Begin to form lower-case letters in the correct direction, starting and finishing in the right place.
- III. Be able to form capital letters and numbers 0-9.
- IV. Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

Year 2:

Hold a pencil comfortably and correctly, Handwriting is legible with almost all lower case letters, capital letters and digits accurately and consistently formed and of the correct size, orientation and relationship to one another words are almost always appropriately and consistently spaced in relation to the size of the letters and some diagonal and horizontal strokes are used to join letters.

Year3:

Handwriting is increasingly legible and consistent, including diagonal and horizontal strokes used to join letters, when appropriate.

Year 4:

Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another are best left un-joined.

Increase the legibility, consistency and quality of their handwriting.

Year 5:

Handwriting is usually legible and fluent, including appropriate choice of letter shape, and whether or not to join letters; it is not always maintained when writing at efficient speed.

Year 6:

Legible, fluent handwriting is mostly maintained when writing at sustained, efficient speed.

Written by Gaby Crome – English Co-ordinator 2019