
Handwriting Policy

Aims:

Our objective is to help pupils enjoy learning and developing their handwriting with a sense of achievement and pride. We aim for our pupils to develop a neat, legible, speedy handwriting style that leads to producing letters and words automatically in independent writing by:

- Providing equal opportunities for all pupils to achieve success in handwriting.
- Producing clear, concise, legible handwriting in all areas of the curriculum.
- Developing accuracy and fluency.
- Helping children recognise that handwriting is a form of communication and as such should be considered important in order for it to be effective.
- Promoting confidence and self-esteem.
- Encouraging children to take pride in their work.
- Helping children recognise that handwriting as a life-long skill and will be a fundamental element of all forms of written communication throughout their lives.
- Having a consistent whole school approach to the teaching of handwriting.

Foundation Stage 1:

Children will access a range of learning opportunities to develop essential pre-writing skills. These include:

- Movements to enhance gross motor skills such as 'Read Write Inc' (RWI) air-writing, pattern making, dancing.
- Development of balance skills/upper body strength by using puzzles or crayons and paper on the floor while on their stomach, puzzles, squeezing wet sponges, finger painting, water play, sand play, play dough, rice play, gloop, cooking, cornflour and water etc.
- They will develop fine motor skills, fastening buttons, pull up a zip, threading, tweezers, cutting, pinching clay etc.
- The children will access a range of activities that requires them to grasp small objects: Making collage pictures using pieces of wool or string, decorating iced biscuits with small cake decorations, posting small items into narrow necked bottles etc.

By the end of FS1 there is an expectation that children can hold a pencil using a tripod grip for writing and will be encouraged to correct any errors in grip.

Foundation Stage 2:

In FS2 the children then build on the secure foundations that have already been laid in FS1, whether this be from our own setting or from another. In FS2 children will have the opportunities to develop their handwriting during a **weekly discreet** handwriting session and a name writing session. When learning letter sounds we use the RWI programme which includes sounds, grip and air writing. By the end of the FS2, there is an expectation that most children will be able to use a pencil, holding it effectively to form recognisable letters, most of which are correctly formed.

Year 1:

The expectation changes in Year One for all children to now record individual letters within their written work in all areas of the curriculum. Also to write capital letters and digits of the correct size, orientation and relationship to one another. In Year 1 **formal** handwriting practice is undertaken **daily** (4 days per week) and individual letter formation is consolidated. **Letters are taught in letter family groups** and linked to RWI sessions. During the summer term most children will 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 not joined. Specific needs of individual pupils are met through individual or small group support.

Year 2:

Pupils' handwriting speed, fluency, and legibility are built up through **formal** handwriting practice which is undertaken daily in Year 2. They will Use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. Also children will continue to write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. In Year 2 most children will self assess their own handwriting in these sessions. By the end of Key Stage 1 most children should have developed a joined cursive handwriting style. Specific needs of individual pupils are met through individual or small group support with the teacher or teaching assistant.

Inclusion and Equal Opportunities:

All children will have the opportunity to develop their handwriting skills of legibility and fluency. However, some pupils may need more support and a specific individual, (Individual Education Plan) or group programme would be implemented and monitored closely by the class teacher and Senco. Outside agencies, such as Occupational Therapy would be consulted as necessary.

It is recognised that it is essential for all children, especially those pupils with specific learning difficulties, to be closely observed when learning the correct formation of individual letters. This will ensure that posture, pencil grip and pressure, letter formation and placement are monitored and supervised to avoid the development and reinforcement of unhelpful habits.

Pupils who experience difficulties in fine motor movement will be given lots of opportunities to develop control through rehearsal with large body movements.

All teachers are aware of the specific needs of left-handed pupils and make appropriate provision.

Pencil grips, thicker pencils, triangular pencils and wider lines will be used by children who experience problems writing.