

WINGROVE PRIMARY SCHOOL



Policy and Guidance for

Handwriting

Date formulated: 2010

Last reviewed: January 2016

Reviewed by: Trish West

Rationale

Children must be able to write with ease, speed and legibility. If they have difficulty, this will limit fluency and inhibit the quality and quantity of their work. Cursive handwriting teaches pupils to join letters and words as a series of flowing movements and patterns.

Handwriting is closely linked with the practising of spelling. Thus giving children a purpose for the activity as well as providing them with many opportunities to link phonemes with graphemes. This practice is therefore carefully planned and implemented so that all children can achieve a good standard of writing.

Aims

We aim for children to:

- achieve a neat, legible style with **correctly formed letters** in cursive handwriting
- develop flow and speed
- eventually produce the letters automatically and in their independent writing

We are continually aiming to raise the standards of achievement of all pupils at Wingrove School.

In order to achieve these aims, the following principles are followed:

The National Curriculum

The National Curriculum describes what must be taught in Key Stages One and Two.

Key Stage One:

Handwriting - children should be taught:

- a. how to hold a pencil / pen
- b. to write from left to right and top to bottom of a page
- c. to start and finish letters correctly
- d. to form letters of regular size and shape
- e. to put regular spaces between letters and words
- f. how to form lower- and upper-case letters
- g. how to join letters

Key Stage Two:

Handwriting and presentation - children should be taught:

- a. write legibly in both joined and printed styles with increasing fluency and speed
- b. use different forms of handwriting for different purposes [for example, print for labelling maps or diagrams, a clear, neat hand for finished presented work, a faster script for notes].

Each teacher at Wingrove School follows the National Curriculum in English thus ensuring continuity and progression in the teaching and learning of Handwriting.

In the Foundation Stage - Nursery and Reception - the curriculum is guided by the Early Learning Goals which lead directly into the National Curriculum.

Planning

Planning is undertaken at three levels:

Long term planning is based on the yearly teaching programmes set out in the National Curriculum (2014)

Medium term planning is carried out half-termly in year group teams. Teachers select their main teaching objectives from the yearly teaching programme and use the detail provided in the framework document to ensure a balanced English curriculum. The plan is then sequenced in order to deliver whole-school and class targets. Medium term planning focus is saved on the network.

Short term planning is carried out weekly in year group teams during PPA. These plans include the learning objectives for each part of the lesson, the activities chosen as the vehicle for achieving the objectives, the outcome for the week, differentiation including TA support, special resources, ICT and any key vocabulary or questions.

Each lesson contains a focused plenary/ies.

Medium and short term planning is monitored by subject leaders and the Head Teacher.

Cross Curricular Links

In order to create a cohesive and meaningful learning programme for our children, we try to identify links during the planning stage and give children the opportunity to use their subject knowledge and skills in real contexts. Children's handwriting should be of the same high standard as in literacy books for all other curriculum work.

Teaching Methods and Approaches

Handwriting is taught regularly and systematically in classes, groups or individually as appropriate.

- Patterns are used initially, by writing with a variety of tools and using multisensory methods, to help free flowing hand motions
- Correct pencil hold and letter formation are taught from the beginning and handwriting is frequently linked with spelling.
- Correct posture will be encouraged with children sitting at the appropriate height with both feet on the floor
- Patterns are also re-introduced and extended later on to develop fluency, regularity and consistency
- Left-handed children sit to the left side of the right-handed children
- When marking or writing comments, members of staff use cursive handwriting as appropriate
- Display writing throughout the school includes cursive writing and computer-generated writing

At Wingrove School we recognise the importance of establishing a secure foundation in literacy and of teaching and using vocabulary appropriate to the task. We endeavour to set work which is challenging, motivating and which encourages the pupils to talk about what they have been doing.

Organisation

Handwriting skills are taught regularly and systematically through the use of modelled exemplar writing by the teacher. Pupils in the Foundation Stage and Key Stage 1 will practise letter formation and phoneme blends on a daily basis. In KS2 it will take place at least once a week. .

Foundation Stage

In the Foundation Stage children take part in activities to develop gross and fine motor skills and recognition of patterns. Individual letter formation is taught, modelled and practised in working towards the objectives listed at Key Stage 1. The style is quick and easy to learn, particularly when it is practised from an early stage.

Key Stage 1

In accordance with the Primary Strategy, the children are taught how to form both lower case and capital letters and how to join them, whilst still developing fine and gross motor skills with a range of multi-sensory activities.

Handwriting is taught daily and is linked to the phonics session in the Literacy lesson. The children are taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these
- Pupils will learn to form individual letters appropriately and accurately first and then by term 3 of Year 1, pupils will begin to join their handwriting (Y1)
- form lower-case letters of the correct size relative to one another (WT ARE 2016)
- 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 unjoined (WGD of ARE 2016)
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters (WA ARE 2016)
- use spacing between words that reflects the size of the letters (Y2)

Key Stage 2

During this stage the children continue to have direct teaching and regular practice of handwriting. We aim for them to develop a clear and fluent style and by the end of Key Stage 2,

- be able to adapt their handwriting for the following different purposes:
- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] (Y3&4) (WT ARE 2016)

write legibly, fluently and with increasing speed by:

- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters (WA ARE 2016)
- choosing the writing implement that is best suited for a task (Y5&6)

Handwriting will be taught on a weekly basis. When children have developed a cursive style in pencil, they can use a handwriting pen. Children will 'earn' the right to use a pen. The teacher decides when a child is ready to use a handwriting pen in handwriting and literacy lessons or when publishing pieces of work (e.g. for a topic). The aim is that all children Year 3 will have earned the right to use a pen by the end of term 1a.

Display

We recognise the important role display has in informing, stimulating, motivating and celebrating the work of our pupils. Literacy will be in evidence in all classrooms. Key word and vocabulary lists are clearly displayed as well as current work in progress or recently completed work. Some displays are used as a learning tool with information provided for the children as well as key questions to consider (eg VCOP). Classroom libraries provide stimulating books which are relevant to all reading ages within each class. Displays celebrating work completed represent a broad range of abilities within the class. Handwriting on display is accurate and neat and as policy.

Assessment and Record Keeping

At Wingrove we are continually assessing our pupils and recording their progress. Assessment outcomes are used to inform the next cycle of planning thus ensuring a match of work to the needs of the pupils and ensuring progress. As part of the assessment process, Wingrove staff undertake agreement trialling sessions three times a year in cross phase groups. The purpose of these groups is to moderate assessments across the school. A sample of children's writing is also kept by the subject leader. There are also assessed writing samples on the Primary Strategy Website for staff to use to moderate their own assessments. (See app. 3)

Assessments are carried out on three levels:

Short term assessments are an informal part of every lesson. Teachers assess children on a daily basis, complete evaluation records in weekly planning and plan for the next week. Marking will also provide children with ownership of their learning. It will be positive and will show children next steps in their learning. Guided reading files in every classroom will be updated on a day by day basis and records passed on at the end of the year. Individual reading records (where appropriate) will also be updated on a regular basis and passed on at the end of the year.

Medium Term assessments are carried out half-termly in order to track individual children. Following these assessments, teachers will work with groups of children to set targets for the next half term. These assessments will be recorded in evidence books which will be passed on at the end of each academic year. Assessments will be annotated and a level assigned to each piece of work using SATs data, NFER reading tests and APP writing grids (see assessment policy). The levels will be recorded on the Network at key times throughout the year, these records are then accessed by subject leaders, HT and governors as well as being added to the Wingrove pupil tracker. Target words and word books will also be updated every half term. (where appropriate).

Long term assessments are carried out towards the end of the school year when pupils' attainment is measured against the record of key objectives for the subject and any targets previously set. Teacher assessment, statutory and other standardised measures, where applicable, are used.

Assessment outcomes are analysed by subject leaders and provide the focus for development within the subject for the coming year.

Reporting

All parents receive an annual written report which includes a summary of their child's progress in literacy over the year. In year 2 and year 6 this will include the results of the SATs tests which are undertaken during May. Parents will also be informed of ongoing progress via assessment cards presented at each of the three parents' evenings.

Resources

The teaching of handwriting at Wingrove will be challenging and will involve all children where possible. Children will use a variety of resources to stimulate learning eg a range of pencils and pens, sand trays, whiteboards, writing frames, handwriting worksheets, ICT, handwriting books etc. in order to engage them in the learning process. Extra support will be provided for particular groups of children in the form of another adult or word books etc. to support learning. Occasionally handwriting will be sent home with a child to practise.

Equal Opportunities

As a staff we endeavour to maintain an awareness of, and to provide for, equal opportunities for all pupils in literacy. We aim to take into account cultural background, gender and any special need, both in our teaching attitudes and in the published materials we use with our pupils. Dual language texts and writing samples are on display both in classrooms and around the school.

Children with Specific Needs (English as an Additional Language or Special Educational Needs)

Wherever possible we aim to fully include all pupils with in all lessons so that they benefit from listening and participating with others in demonstration, discussion and explanation.

Those children who have difficulty with fine motor skills and specific difficulties such as Dyspraxia, use a specialised programme –

Write from the Start by Ion **Teodorescu** and Lois Addy. This programme is designed to develop fine motor skills and perceptual skills for effective handwriting.

Where necessary teachers will, in consultation with the specialist EAL teacher or the SENCo, draw up an individual plan for the child. Where appropriate, children may work on an individualised programme with support or specialist staff. Children may also receive targeted support within the classroom. Specific planning to meet the needs of such children is identified in the teachers' short term planning. This may take the form of simplified or modified tasks or the use of support staff or resources eg raised board on which to write, modified pens/pencils, coloured paper, acetate strips to support reading into writing.

Where appropriate a group plan is developed with common objectives and learning targets for a group.

Homework

Homework will be given out on specified days across the year groups. Parents will be informed every term of changes to routines. Homework in Foundation stage may consist of a reading book which will be taken home on a regular basis as well as a list of key words to spell. In Key stage 1 and 2, homework will increase to include reading books, spellings for the week as well as work which will be linked to work in class and to the in-school spelling programme. Homework will be marked on a regular basis to inform children (and parents) of progress. See homework and marking policies.

Useful website: <http://www.teachhandwriting.co.uk/>

Appendix 1

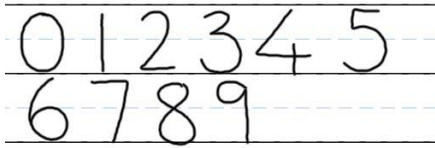
Sample Writing style for Wingrove (see Charles Cripps Handwriting Scheme)

"I still have a dream,
that my four little
children will one
day live in a nation
where they will not
be judged by the
colour of their
skin, but by the
content of their
character."
Martin Luther King
1963

Sample Writing showing handwriting formation for letters and digits

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

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



Appendix 2 Effective pencil control

THE CORRECT HAND POSITION

This is relaxed position:



The pen rests on the thumb side halfway along the distal end of the middle finger, balancing on that patch of skin at the web space between thumb and index finger when the whole hand is resting on its ulnar border. Then the slightly bent thumb touches the pen and the less slightly bent index finger completes the soft grip by resting on the pen now held in the triangular grip between thumb, index and middle finger.



There are three (3) ways to write from this perfectly relaxed position.

- One is to wiggle the pen with most of the movement coming from the finger action;
- another is to use whole arm action with a little wrist action;
- and the most relaxed way to write in a combination of the two above ways.

Professor Earl R. Owen Australia

SECTION F HANDWRITING

All pupils need to develop a serviceable handwriting style which is legible, clear and encourages the reader

to engage with what has been written.

This assessment of handwriting is based on pupils' ability to write legibly and fluently in a sustained piece of writing.

Judgements will be made on the basis of the legibility and clarity of the handwriting throughout the longer

task, supported by a closer look at the size and position of words and letters.

Example awarded 1 mark

The handwriting is legible and shows some features of regularity in size and spacing. However, overall the script is disjointed and uneven.

Pip Davenport was born in the 1850's
and invented loads of rides such as
the merry-go-round. He made loads of
his inventions late at night when
the people were sleeping. He also made
the Pagemans and the Horse of Horor.
He was kind and clever. also

Handwriting examples

Example awarded 1 mark

The handwriting is legible and shows some features of regularity in size and spacing. However, overall the script is disjointed and uneven.

PIP Davenport was a kind and
gentle man, who liked having fun
on the rides he invented. He was
also a well educated man that reads
fairy tales myths and legends.

Example awarded 2 marks

Overall, the handwriting is regular with some flow and movement. Letters and words are usually appropriate in size and position but there is some variation.

Pip Davenport, Was born on the 4th
January 1850 in a place called
Stew's bury. As he got older pip wanted
to be a inventor. He worked for his
Uncle at the funfair During the
day, and ~~studied~~ studied at night.
He wanted to invent things for his
~~uncle~~ uncle's fair on ground, but some
of his invention went wrong, like the
Square that didn't work. But one of
his greater invention was the Knok a

Example awarded 2 marks

Overall, the handwriting is regular with some flow and movement. Letters and words are usually appropriate in size and position but there is some variation.

Pip Davenport was born on the 4th
January 1850 in Stew'sbury. He always had
an ambition. He wanted to become an
inventor. He also favoured the funfair. He
decided what job he wanted. He was
to ~~be~~ become a funfair ride inventor.

Example awarded 3 marks

The handwriting is consistent and fluent with letters and words appropriately placed.
The handwriting maintains a personal style to engage the reader.

Pip Davenport was born on the 1st January 1850 in a place called Slewsbury. And through out his life he helped his Uncle Henry at the fairground during the day and he studied at night. He also invented new rides and he won some prizes for them. When he grew up he wrote books with his wife all about fairgrounds.

Example awarded 3 marks

The handwriting is consistent and fluent with letters and words appropriately placed.
The handwriting maintains a personal style to engage the reader.

Pip was born in Slewsbury on the 1st of January 1850 his full name is Pip Davenport. Pip was a very imaginative boy how loved to invent and have fun with his family. Pip was an only child. His mum and dad ^{leon} ^{kate} ~~ten~~ and ~~kate~~ were proud of all his inventions because fair rides were something ^{ee} everyone could enjoy and we still do now. ~~At the~~