

Handwriting at Eastcroft Park



Appendix of English Policy

This policy should be read alongside the 2014 National Curriculum in England and other documents from the Standards and testing Agency, as well as the current English Policy.

Rationale & Aims

We aim to develop the children's ability to write with ease, speed and legibility, enabling them to maximise the fluency, quality and quantity of their work. Children learn cursive handwriting, which teaches pupils to join letters and words as a series of flowing movements and patterns. Links are made between handwriting and spelling. Statutory Requirements
Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (2014) which detail specific requirements and expectations for the teaching of handwriting from Year 1 to Year 6. At EYFS, requirements and expectations for writing development are detailed in the Physical development and Literacy section of the Statutory Framework for Early Years Foundation Stage.

EYFS Children should be given opportunities to:

- Use writing as a means of recording and communicating;
- Engage in activities requiring hand/eye coordination;
- Use one-handed tools and equipment;
- Draw lines and circles using fine and gross motor movement;
- Manipulate objects with increasing control;
- Begin to use anti clockwise movement and retrace vertical lines;
- Begin to form recognisable letters correctly;
- Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed;
- Start and finish letters correctly.

Key Stage One Children should be taught:

- To write from left to right and top to bottom of a page;
- To form letters of regular size and shape;
- To put regular spaces between letters and words;
- How to form lower and upper case letters;
- How to join letters;
- The importance of clear and neat presentation in order to communicate their meaning effectively.

Key Stage Two Children should be taught:

- To write legibly in both joined and printed styles with increasing fluency and speed;
- To use different forms of handwriting for different purposes;
- To develop their own handwriting style, as appropriate.

Teaching and Learning: Whole School Agreed Practices

- All year groups adhere to and deliver the “Letterjoin” scheme of work and staff use the agreed cursive font style “XCCW Joined 63a” when using computing resources.
- Display writing throughout the school includes block letters, hand written cursive writing and computer generated cursive font.
- When marking or writing comments, teacher’s written style will model the correct handwriting and letter formation which is fully legible by pupils and adults.
- Children are given a variety of writing tools: when children are confident and secure at writing neatly and fluently with a pencil they are expected to use handwriting pens in all subjects (with the exception of maths).
- Photocopiable masters and teacher generated worksheets are edited, where possible, to display the agreed cursive font.
- Handwriting books and lined paper are used throughout the school as appropriate. Staff dedicate time each day/week (depending on year group) to the teaching, developing and practicing of handwriting.

Teaching and Learning: EYFS

- Children participate in activities designed to develop gross and fine motor skills and recognition of patterns.
- Handwriting and letter formation is taught every day through the phonics session; letters are introduced to children in the order outlined by the **Read Write Inc.** Phonics Programme, with the teacher modelling block letters and referencing the cursive style.
- Children are provided with a variety of writing and mark making tools and materials and are encouraged to explore the differences in manipulation, texture and presentation.

Teaching and Learning: Key Stage One

Children start practicing using the cursive style to begin joining their letters from Year One onwards and begin to learn which letters belong to which ‘handwriting families’ (which letters are formed in similar ways). Handwriting is taught and expected to be used daily and links are continually made between literacy, phonics and topic work.

The children are taught to:

- Develop their fine and gross motor skills with a range of multi-sensory activities. Practice patterns and free flowing hand motions.
- Write both lower case and upper case letters.
- Write from left to right and from top to bottom.
- Start and finish letters correctly.
- Be consistent with size and shape of letters and spacing of letters and words.
- Sit letters on the line, and ensure that ascenders reach the appropriate height, and that descenders sit below the line.
- Have the correct pencil grip.
- Find a convenient position for their page.
- Have the correct posture and position.

Teaching and Learning: Key Stage Two

During this stage the children continue to have weekly direct teaching (dependent on year group and needs of the cohort) and daily regular practice of handwriting. We aim for children to develop a clear and fluent style by the end of Key Stage Two and that they are able to adapt their handwriting for the following different purposes:

- A neat, legible hand for finished, presented work.
- A faster script for notes.
- Print for specific purposes e.g. labelling maps or diagrams.

Assessment

Children are assessed continually throughout the school, through the use of formative, summative, self and peer assessment. Criteria outlined within book scrutiny and monitoring of pupils' work includes handwriting and presentation as an area for assessment. Throughout their time at Eastcroft Park Primary School, samples of children's writing are collected and moderated against National Curriculum criteria.

Monitoring and review

Monitoring of the standards of children's work and the quality of teaching is the responsibility of subject leader. The subject leader gives the Head teacher an annual summary report evaluating the strengths in English, and indicating areas for further improvement: reference to handwriting and presentation is included. The named governor responsible for English also receives a copy of the annual report in order to review progress.