



Handwriting Policy



1	Summary	Handwriting Policy			
2	Responsible person	Vikki Eggleton			
3	Accountable SLT member	Vikki Eggleton			
4	Applies to	<input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff			
5	Who has overseen development of this policy	Vikki Eggleton			
6	Who has been consulted and recommended policy for approval	Head of School			
7	Approved by and date	Chris Fenwick 10.02.2022			
8	Version number				
9	Available on	Every	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	Trust website Academy website SharePoint	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N <input type="checkbox"/> Y <input checked="" type="checkbox"/> N <input checked="" type="checkbox"/> Y <input type="checkbox"/> N
10	Related documents (if applicable)				
11	Disseminated to	<input type="checkbox"/> Trustees/governors <input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff			
12	Date of implementation (when shared)	September 2022			
13	Consulted with recognised trade unions	<input type="checkbox"/> Y <input type="checkbox"/> N			



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1. Purpose

At Thorpepark, we believe handwriting is a skill that affects written communication across the curriculum. This policy sets out Thorpepark’s approach to handwriting and presentation. It sits within the context of the school’s vision and other policies of the school. The handwriting begins with the national framework for the Early Years Foundation stage (development matters), Key stage 1 and Key stage 2 national curriculum and the handwriting requirements of that framework apply in full to the school.

2. Curriculum Intent

To have a consistent joined script approach cross the whole school to ensure high levels of presentation.

To adopt a common approach towards handwriting by all adults when writing in children’s books, on the whiteboard or on displays.

Children will have a comfortable and efficient pencil hold and working position.

Children to achieve a neat, legible style with correctly formed letters using a joined script.

Children to develop fluency and speed whilst writing, so that eventually children are able to write the letters with confidence and correct orientation.

Children will have the stamina and skills to write at length, with accurate spelling and punctuation.

3. Curriculum Implementation



All staff at Thorpepark will follow a joined script progression. This will be taught daily as a discrete, 10-minute, adult modelled session which focusses on the 'S' Factors (appendix 3). At the beginning of each handwriting session, all teachers will recap the 'P Checks' (appendix 3). Handwriting is taught using a simple lined page to model expectations within the standard exercise books and lined writing paper. The majority of the time, sessions are taught to the whole class, with additional targets and support offered individually.

A clear teaching sequence will be followed by all year groups; developing correct letter formation advancing to completing the 4 joins for a joined script.

All staff model the agreed joined script style when modelling writing both in class, on displays and in feedback in children's books.

Early Years and Year 1

The handwriting progression starts within the nursery provisions with a focus on developing mark making and creating pre-writing shapes. Opportunities are planned for teacher directed tasks to develop fine motor skills and mark marking and the provision enhancements also promote development. Learning pre-handwriting patterns is the important first step in handwriting, with children learning the shapes and strokes needed to correctly form letters.

In the Foundation stage 2, children will begin practising letter formation with a focus on the shape of the letters and writing their names.

By the end of KS1, each pupil should be working at the national standard and most should be working at a greater depth. Children will be using some of the strokes needed to join letters.

KS2

By the end of KS2, most pupils should be working at the expected standard. Pupils should be clear about what standard of handwriting is appropriate for a particular task (e.g. quick notes or a final handwritten version).

4. Assessment

The assessment framework in the national curriculum will apply to each pupil when their progress is being assessed at the end of KS1 and KS2. Marking of work by teachers will be positive and self-correction by pupils will be encouraged.

5. Handwriting books

In Year 1, children will begin in the Autumn term by copy writing letters using printed resources. In the spring term, the children will transition into writing on wide lined handwriting books with a focus on the children sitting letters on the lines and the size of the letters. In the summer term, Year 1 children will then use 8mm wide lines, focussing on reducing the size of the letters so they are relative to the thickness of the lines.

From Year 2 – 6, children will use A5 handwriting books with single 8mm spaced lines. All books will be marked daily and ways forward to address the 'S Factors' (Appendix 3). Children to respond to marking within a reasonable time scale.



6. Learning environment

Correct, adult modelled alphabet should be displayed around each classroom with the symbols for the 'p checks' and 's factors'. Good examples and expectations of handwriting to be displayed.

7. Font

The school use the font **CCW Precursive 7** for teaching resources and displays in EYFS and key stage 1 and **XCCW Joined PC7c** for Key stage 2. This is modelled as a 'best fit' for font to match the handwriting expectations. This font does not show letter formation accurately.

8. Left handers

Children who use their left hands to write will be encouraged to tilt their paper to the right. They will also be located to the left of right-handed children on the table to allow more space and a comfortable seating position. Pencils should not be held too close to the point as this can interrupt pupils' line of vision.

9. Pens and Pencils

Children will write in a HB pencil which is sharp and of a reasonable pencil length. A tripod grip will be encouraged as the most efficient way of using a pencil. Pencil grips will be used where necessary to encourage the correct pencil grasp.

In all year groups, children have the opportunity to be awarded with a Golden Pencil. This recognises when children have achieved a high standard of handwriting and letter formation for their year group.

In Year 6, children are taught to write using a pen. Children are assessed using a range of different pens before being awarded their pen licences.

Appendix 1

Lower case: 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

Upper case: 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

Numbers: 0 1 2 3 4 5 6 7 8 9

Letter groups

Cog letters: c a o d g e s q

Ladder letters: l i t u

Rubber ball letters: r b n h m k p

Zigzag letters: v w x z

Complex letters: f j y

Appendix 2

Teacher assessment framework for a pupil's performance – end of Key stage 1 and 2 – Handwriting

This statutory interim framework is to be used only to make a teacher assessment judgement on an individual pupil at the end of the key stage following the completing of KS1 / KS2 curriculum. It is not intended to track progress throughout the key stage.

	Key Stage 1			Key Stage 2		
	Working towards	Working at	Greater depth	Working towards	Working at	Greater depth
Forming lower case letters in the correct direction, starting and finishing in the right place	All	All	All	All	All	All
Forming lower case letters and digits of the correct size in relative to one another	Some	All	All	All	All	All
Using spacing between words	Some	All	All	All	All	All
Using spacing between words that reflects the size of the letters		All	All	All	All	All
Use of question marks and exclamation marks		Most	All	All	All	All
Using the diagonal and horizontal strokes needed by joining letters			Most			All
Producing legible joined handwriting			Most			All
Maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters				Most	All	All

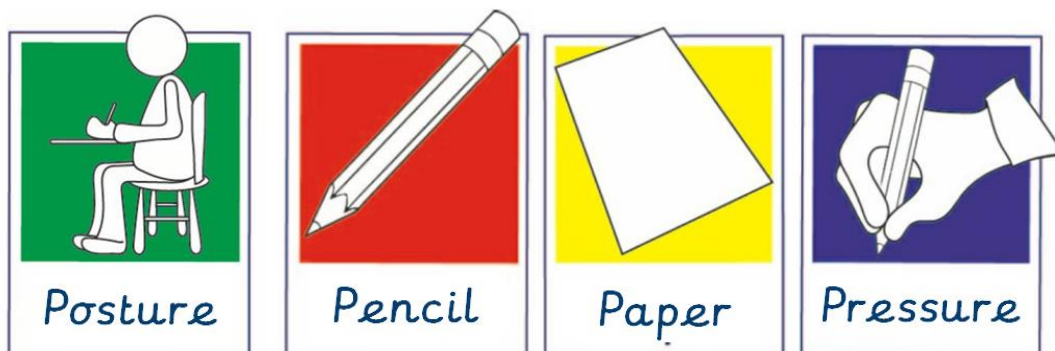
Key: A child demonstrates attainment of a standard some or most or all of the time by the end of the key stage.

Appendix 3

From the Good Practice for Handwriting document from National Handwriting Association.

Prepare ... for P Checks

The 'P checks' are used to support the process of handwriting and cover Posture, Pencil grasp, Paper position and Pressure and fluency.



S Factors for success

Original 'S' Factors: Shape, space, size, sitting, stringing, slant, speed and style

1. A guide to teaching handwriting and a curriculum resource showing development of handwriting skills in the Early Years Foundation Stage (EYFS) and the National Curriculum (NC KS1 & 2).



2. An assessment tool: a checklist for quick evaluation of handwriting by a student of teacher.

