



STANILAND ACADEMY

HANDWRITING POLICY

1. Introduction

1.1 At Staniland Academy, joined up handwriting is taught with a sequential and progressive approach. Teachers and teaching assistants are expected to model the handwriting style.

2. Aims:

- 2.1 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.
- 2.2 To enable children to develop their own style of handwriting as they progress through Key Stage 2.
- 2.3 To support the development of correct spelling and to aid in the elimination of letter reversals by the learning of word patterns and the correct joining of letters.
- 2.4 To ensure that children of differing abilities are provided with appropriate and achievable goals.
- 2.5 To assist children in taking pride with the presentation of their work.
- 2.6 To teach correct letter and number formation.

3. *Teaching and Organisation*

To fulfil the statutory requirements of the 2014 National Curriculum and EYFS Curriculum, planning is based on objectives taken from these frameworks, which ensures a progressive structure.

Handwriting is taught weekly as a class and / or group lesson in all year groups. Teachers use resources which include (but is not limited to) photocopied sheets and interactive whiteboard resources in Foundation, KS1 and KS2.

During lessons we ensure that children sit, position their paper / book, and hold their pen/pencil correctly using their other hand to hold their work firmly. Chair height is checked to ensure it is correct.

It is important that, in the early years and at key stage 1, children are observed closely during the lesson to ensure that letter and number formation is correct.

In addition to specific handwriting lessons, children are expected to apply their learning in their exercise books and to show care for the presentation of their work. Regular opportunities for children to produce presentation work are also planned, for example in topic books or for display.

It is important for teachers to set a good example to children by modelling good handwriting when writing on the board, IWB or when marking children's books. Teachers strive to model handwriting and use the appropriate joins, demonstrating the fluency and legibility of appropriate joins, demonstrating the fluency and legibility of the style.

Children are expected to show care for their workbooks, present their work with care, date work, underline where necessary and not make any marks on the covers.

CURRICULUM REQUIREMENTS

Level	Recommendations
1	To correctly hold writing equipment and begin to form letters and numbers with increasing control
2	Form letters and numbers controlling size, shape and left to right orientation whilst attempting spacing words appropriately.
3	Begin to join letters in a word.
4	Employ a fluent, legible style.
5	Use fluent, legible handwriting for different purposes and set out completed work giving attention to layout and presentation.
6	Maintain consistent fluency and legibility in handwriting across a range of tasks

PROGRAMME OF WORK

This sets out a programme of work for the whole school. Teachers encourage individual children to move to the next stage when they are ready. Those children who are forming letters clearly with the correct flicks will begin to learn how to join their letters as soon as possible. Joining patterns begin in Year 2 when children are ready, as a preparation for the flow of joining letters in words.

Reception and Year 1

During their reception year, the children are given a wide range of opportunities to develop an understanding that writing conveys meaning, e.g. books, storytelling, signs, labels etc.

Children will be taught to write with increasing control and learning the letter and sounds formation and ensuring they are beginning to form letters and numbers correctly.

Handwriting practise takes place weekly, and the correction of mistakes is dealt with on an individual basis. Children are encouraged to take pride in the presentation of their work. In addition, handwriting is often practised through the teaching and learning of phonics (Little Wandle programme).

Year 2

Children are encouraged to begin using joined-up handwriting. Handwriting practise takes place weekly, and the correction of mistakes is dealt with on an individual basis. Children are encouraged to take pride in the presentation of their work. In addition, handwriting is often practised through the teaching and learning of phonics (Little Wandle programme).

Year 3/ Key Stage2

At this stage, **when teachers consider it appropriate**, according to the stage of each child's development, children will be allowed to work in **blue handwriting pens**.

Handwriting practice takes place weekly and the correction of mistakes is dealt with on an individual basis. Children are encouraged to take pride in the presentation of their work.

Pencils should continue to be used throughout the school for all maths work, diagrams, charts, and maps. Children should be encouraged to always write with a sharp pencil and to use rubbers to correct mistakes. When writing in pen, cross through with a single pencil line to correct mistakes.

Presentation in Books

Children must ensure that all work is presented neatly. The full date and title of all work must appear at the top of the page and must be neatly underlined. Any mistakes must be neatly crossed out using a ruler.

In Maths, the short date may be used.

Any drawings in books must be done in pencil and drawn inside a box.

YEAR GROUP OVERVIEWS/ PROGRESSION

Year Group	Progression
Reception	<p>Have opportunities to watch adults writing and for children to write for themselves.</p> <ul style="list-style-type: none"> · Attempt writing for various purposes using features of different forms such as lists, stories and instructions. · Write their own names and other writing forms such as labels and captions and begin to form simple sentences, sometimes using punctuation. · Use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words. · Use a pencil and hold it effectively to form recognisable letters and numbers, most of which are correctly formed. · Develop fine and gross motor skills. · Develop patterns and basic letter movements. · Be introduced to and practise letter formation including capital letters and numbers.
Year 1	<p>Term 1: Develop a comfortable and efficient pencil grip. To form lower case letters correctly. Letter formation practice. Practising writing the vowels: a,e,i,o and u Letter formation practise: capital letters.</p> <p>Term 2: Develop a comfortable and efficient pencil grip. To form lower case letters correctly. To form capital letters correctly. Letter formation practice. Practising writing ascenders and descenders to ensure the correct size and to be above or below the line with the correct proportion Correct letter orientation, formation and proportion. To start to use more consistent spacing between letters and words.</p> <p>Term 3: Develop a comfortable and efficient pencil grip. To form lower case letters correctly and more consistently in terms of proportion and clearly showing ascenders and descenders. To form capital letters correctly and more consistently in terms of proportion to lower case letters. To space letters and words more consistently.</p>
Year 2	<p>Term 1: To join high frequency words. Introducing joining letters: j, g, x, y, z, b, f, p, q, r and s. Practise diagonal join to ascender in words: e.g. eel, eet. Practise diagonal join, no ascender, in words: e.g. a_e, ice, ide.</p>

	<p>Practise horizontal join, no ascender, in words: e.g. ow, ou, oy, oi., oa, ode, ole, obe, ook, ool.</p>
	<p>Term 2: Practise diagonal join to r: e.g. ir, ur, er. Practise horizontal join to r: e.g. or, oor. Practise joining to and from r: e.g. ur, irl, irt, ere, air. Introduce diagonal and horizontal join to and from s including with an ascender: e.g. dis, ws, sh, si, su, se, sp, sm, rs</p>
	<p>Term 3: To use the handwriting joins learnt with confidence and use these in independent writing. Practise diagonal join to an anticlockwise letter: e.g. ea, ear. Introducing and practising horizontal join to and from f to ascender: e.g. ft, fl. Introducing and practising horizontal join to and from f, no ascender: e.g. fu, fr. Introducing the following joins: qu, rr, ss, ff. Capital letter practice: height of ascenders and capitals.</p>
Year 3	<p>Term 1: Revising joins in a word: long vowel phoneme. Revising joins in a word: le, ing, un, de. Revising joins in high frequency words. Revising joins in a word: new vocabulary. Revising joins to and from s, r and f: s, dis, r, re, pre, ff. Revising joins: qu.</p>
	<p>Term 2: Introducing joining b and p: e.g. bi, bu, pi, pu, ba, bo, pa, po, bl, ph. Relative size of letters: silent letters. Parallel ascenders: high frequency words. Parallel descenders: adding y to words. Relative size and consistency: ly, less, ful, capitals.</p>
	<p>Term 3: Consistency in spacing: mis, anti, ex, non, co, apostrophes. Layout, speed, and fluency practice: address, dialogue, poem and letter. Handwriting style. Assessment</p>
Year 4	<p>Term 1: Revising joins in a word: ness, ship, ing, ed, s, ify, nn, mm, ss. Revising parallel ascenders and descenders: tt, ll, bb, pp, ff. Revising joins to an anticlockwise letter: cc, dd. Revising break letters: alphabetical order. Linking spelling and handwriting: related words.</p>
	<p>Term 2: Introducing sloped writing. Parallel ascenders, descenders and break letters: al, ad, af, ight, ough,. Size, proportion and spacing: ious, able, ful, fs, ves. Speed and fluency: abbreviations and notes, note making, drafting and lists.</p>

	<p>Term 3: Size, proportion and spacing: v, k, ic, ist, ion and contractions. Speed and fluency: ible, able, diminutives. Print alphabet and capitals. Assessment Presentation skills: font size.</p>
Year 5	<p>Revision: practising sloped writing and practising the joins. Developing style for speed: e.g. joining from t, f, s; looping. Developing style for speed: writing v, w, x and z at speed. Developing style for speed: pen breaks in longer words. Different styles for different purposes. Assessment</p>
	<p>Project Work: Haiku Project: making notes, organising ideas, drafting, publishing, evaluation. Letter Project: making notes, organising ideas, drafting, publishing, evaluation.</p>
Year 6	<p>Handwriting: Self-assessment: evaluating handwriting, checking joins, consistency of size, ascenders and descenders, consistency of size of capitals.</p>
	<p>Writing at speed: inappropriate closing of letters; identifying unclosed letters; spacing within words; spacing between words</p>
	<p>Project Work: Playscript project: collecting information, recording ideas, producing a draft, publishing a playscript, evaluation. Information notice project: collecting and organising information, producing a draft, publishing a notice, evaluation.</p>

Equal Opportunities:

Equality of opportunity is a high priority and reference to the School's Equal Opportunity and Racial Equality Policies will provide examples of how this is achieved.

Inclusion:

All children are supported in their handwriting and handwriting sessions are adapted to ensure lessons are accessible. Teachers will put in place suitable interventions for children who need them and refer to IEPs where needed for support, as well as providing challenge for children.

Monitoring and Evaluation

It is the role of the English Writing subject leader to monitor the teaching and learning of handwriting throughout the school. This is done through regular work sampling, analysis of assessment pieces and lesson observations. Feedback from this monitoring is used to inform staff of necessary developments in order to raise standards.

The Role of the Subject Leader

The role of the English Subject Leader is defined in the job description.

Resourcing

The English Writing Subject Leader, with the Headteacher, is responsible for the ordering, costing and allocation of resources to support the teaching of handwriting. A review of resources is carried out periodically which leads to a prioritised list of requirements. This is funded within the school's budget plan for the financial year.

Success Criteria

A balanced handwriting curriculum is delivered, which accords with the 2014 National Curriculum. The learning environment is enhanced using the celebration of handwriting. Most children enjoy and feel themselves to be able to achieve in this subject area.