



## Policy Header

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"Growing together at the heart of God's community"



**Trust Prayer:**

*Heavenly Father,*

*Let peace, friendship, and love grow in our schools,*

*Send the Holy Spirit to give excellence to our learning.*

*love to our actions and joy to our worship.*

*Guide us to help others, so that we may all,*

*Learn, Love and Achieve,*

*Together with Jesus.*

*Amen*

### **Writing and Reviewing Handwriting Policy**

The "Handwriting" Policy relates to other policies including;

- Curriculum Statement
- Teaching and Learning
- Assessment Policy and Guidance
- Inclusion Policies
- Safeguarding Policies
- Risk Assessments
- Feedback and marking policy
- English policy



## Handwriting Policy & Guidance

### School values central to life in our community

At Glazebury CE Primary our core values of **Love and Wisdom** are at the centre of all that we do and all that we are. We feel that the values of friendship, truthfulness, hope, peace, creation, trust, compassion, justice, humility and forgiveness are fundamental to the growth of all.

**Love** never fails, 1 Corinthians 8:13

#### **The HEART of our School and Curriculum:**

**H** – Helping children prepare for life, growing with God.

**E** – Embracing Christian Values.

**A** – Achievement for all.

**R** – Reading at the heart of our school

**T** – Teaching a knowledge rich curriculum.

For the Lord gives **wisdom** : from his mouth comes knowledge and understanding.  
Proverbs 2:6

### Intent:

#### **Rationale**

Our aim is for all children to develop a flexible, fluent and legible handwriting style that empowers them to write with speed, clarity, confidence and pride.

#### **Implementation: Guidelines (H,A and T)**

As such, we actively teach handwriting and provide many opportunities for practising across the curriculum. The frequency and length of these lessons varies according to the age and competence of the children. As a minimum there will be:

- **FS:** Daily modelling and teaching of correct letter formation and opportunities for children to practise. Focused teaching and practise daily as part of phonics session.



- **KS1:** minimum 3 x week as part of phonics sessions and discretely.
- **KS2:** min 3 x week until a pen licence is issued and then as required.

Since handwriting is an essential movement skill, correct modelling of the agreed handwriting style by **all** adults is very important.

**Considerations when teaching handwriting:**

- (a) Pencil grip and tension;
- (b) Writing pressure;
- (c) Clarity of the stroke;
- (d) Orientation of the paper for left/right handed children;
- (e) Body posture.

**Children need to be made aware of:**

- (a) Where each letter starts;
- (b) Where the individual letter stands with regard to the baseline;
- (c) Ascenders and descenders
- (d) Spacing and finger space between words;
- (e) Consistent writing size;
- (f) Capital letters and their appropriate use (Not joined)

**Foundation Stage**

Children will begin the Foundation Stage with a wide variety of writing skills ranging from simply making marks to writing their own name unaided.

They will move from gross to finer motor skills using a variety of tactile methods. They need opportunities to make marks in their own way and to gradually refine these into recognisable patterns and eventually individual letters.

All Foundation Stage staff, including support staff, must be aware of directionality and correct letter formation.

**Suggested activities to develop gross and fine motor skills**

- Tracing in wet sand
- Painting using thick brushes (water on playground/wall)
- Pegboard patterns
- Sewing and weaving activities
- Cutting out



- Whiteboard work
- Draw letters on backs/different textures eg. carpet, sandpaper
- Jelly letters

### Letter Formation

Letter formation is practised and the link to the phonic sound is made.

Shape families are used to introduce the letters of the alphabet and are sorted into 4 main movement groups. The four groups are:

- Long ladder letters- down and off in another direction, exemplified by the letter l :letters y, i, j, l, t, u
- bouncing ball exemplified by the letter r: letters b, h, k, n, p, r; (numbers 2, 3, 5 follow a clockwise direction)
- Curly letters- anti-clockwise round, exemplified by the letter c (curly caterpillar): letters c, a, d, e, g, o, q, f, s; numbers: 0, 6, 8, 9
- Zigzag letters: letters: v, w, x, z; numbers: 1, 4, 7.

### Key Stage One

**Building on the foundation stage, pupils at Key Stage 1 develop a legible style in line with expectations from Reading Framework.**

By the end of **Year 1**, children will have developed a comfortable and efficient pencil grip. Correct letter orientation, formation and proportion is taught basic joins are introduced as **soon as children are secure** in the movements of each letter. As appropriate, towards the end of Year 1, these joins are introduced with the phonic teaching e.g. ch

By the end of **Year 2** children will demonstrate the diagonal strokes necessary to join letters. These will be taught systematically throughout the year and practised regularly. Letters that do not join will be identified, including capital letters.

### Key Stage 2

**Years 3 and 4:** In Year 3 the children will learn the four basic handwriting joins, ensuring consistency in size, proportion and spacing of letters. By the **end of Year 3** joined handwriting should be used at all times unless other specific forms are required, e.g. printing on a map, a fast script for notes.

In Year 4 handwriting speed, fluency and legibility are built up through practice. It is anticipated that all children will be writing in pen by the **end of Year 4**.

### Years 5 and 6:

It is expected that most children will be writing fluently and are joining their writing across the curriculum. In these year groups the emphasis is on increasing speed, developing presentation skills and learning how to use different styles for different purposes.



**Earning a Pen Licence:** Children in any year group, who demonstrate good presentational skills and accurate joined handwriting, can earn a Pen Licence. This will allow children to write in pen in all books. It can be withdrawn if the quality of presentation diminishes.

A sample of handwriting will be submitted to the head teacher who will award a pen licence agreement, on a termly basis to provide the opportunity for those ready for a pen licence.

Each new academic year will ensure those that already have a Pen licence are still presenting their handwriting skills in line with expectations, and supported to continue their achievement.

### **Key Stage 2 Expectations**

#### **Year 3 Expectations:**

- writing is joined
- All letters are formed correctly (constant and legible size – clear descenders and ascenders)
- Digits 0-9 formed correctly
- All capital letters formed correctly (size and orientation)
- Work neatly presented with Date and Learning objective
- All written work starting from the margin
- Any mistakes corrected with one ruled line through

#### **Year 4 expectation:**

- As above
- Punctuation is the correct size in relation to text (intention)
- The writer has begun to become more fluent and writes at good pace

#### **Year 5 expectations:**

- All of above
- Writing is CONSISTENTLY neat, joined and legible
- Neat work is seen across the curriculum (legible and fluent)

#### **Year 6 expectations:**

- All of above
- Writing has varied structure and presentation relates to task and purpose.



- Writer can use a variety of writing tools culminating in a fountain pen.
- Presentation in all books across the curriculum is of a high standard.

### **Left Handed Pupils**

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

- Make sure that left-handed children sit on the left of right-handed children, otherwise their writing arms will clash.
- Put a mark at the left side of the page to indicate where writing begins as some left-handed children mirror-write from the right.
- Left-handed children usually need to have the paper slightly to the left of centre of their body and should be encouraged to tilt their work clockwise so they can see what they have written.

Teachers are alert to the fact that it is very difficult for left-handed pupils to follow handwriting movements when a right-handed teacher models them. Teachers demonstrate letter formation to left-handers on an individual or group basis, even if the resulting writing is not neat.

### **Writing equipment:**

EYFS-(Class1) are to use a variety of writing implements e.g. crayons , finger paints, pencils of varying diameter in size leading to pencils for writing.

Key Stage 1 –(class 2) are to move towards standard school pencil when appropriate gross and fine motor skills have been developed.

Key Stage 2-(class 3) to use standard school pencil . Then they may be encouraged to try for Pen licence as detailed above.

Key Stage 2- (Class 4) Year 5 children should be encouraged to have pen licence and on a black bic pen.

Year 6 children should have a black bic pen, and as a progression with encouragement to go onto a black fountain pen as standard for a year 6 child. (This is a year 6 expectation)

If children have difficulties regarding handwriting they may be assessed as part of special provision to have rollerballs or laptops as required and this should be discussed with the SENDCO

See list of potential ergonomic pens and pencils available for those identified with handwriting difficulties (this can include the use of a laptop and suitable word processing programme)

### **Parental links**



In order to support the improvement of presentation and handwriting skills, homework sheets will be provided on the website to enable parents to support children in accurate letter formation and the development of joined handwriting, as appropriate.

### **Books**

**FS:** Children will write on a range of papers and boards. Handwriting will be developed in books as appropriate but all children will have regular experience of writing on paper.

**KS1:** Handwriting books and sheets may be used as and when appropriate.

**KS2:** All handwriting should be modelled across the curriculum, therefore across a range of school books

### **Tools**

**FS:** A range of mark making tools

**KS1:** A range of tools but relating to purpose

**KS2:** Appropriate pencil and possible pen licence when children demonstrate good handwriting style (see above).

### **Assessment and marking:**

Please see Feedback and Marking Policy

Formal assessment will take place alongside writing and within writing tasks which are levelled.

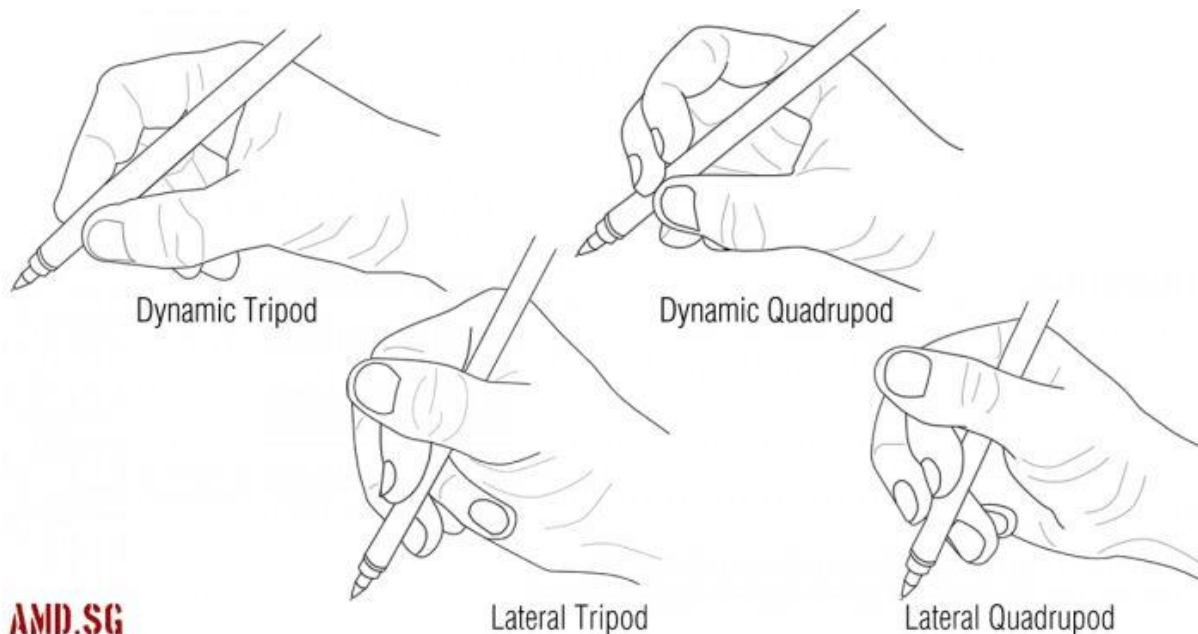
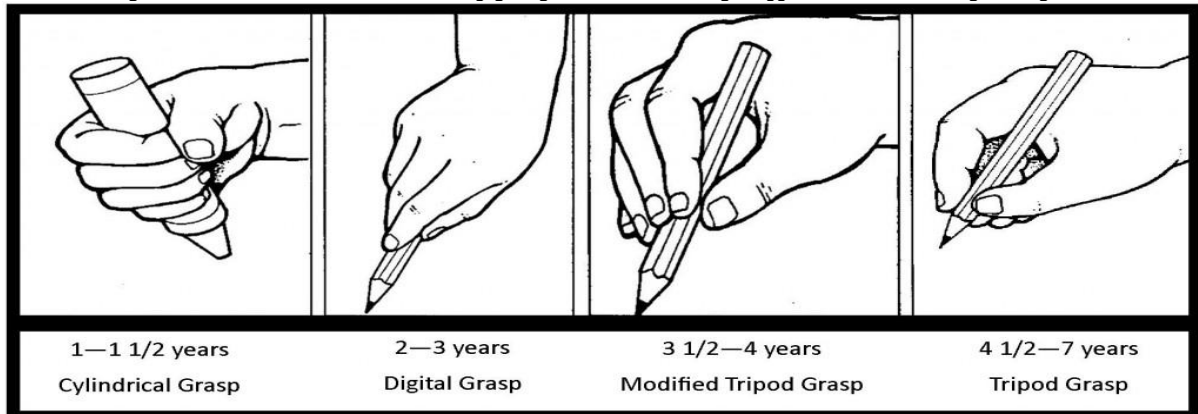
Marking will reflect the taught handwriting sessions where appropriate

Pen licences will be gained from year 3 with a termly review. Children showing appropriate joined handwriting will receive a pen licence. This will be awarded and a pen given, if children do not keep standard up then this may be removed until further improvements evidenced.

### **Hand writing grip development:**



The images below can be used to assess development stage particularly in Key Stage 1 but may have relevance in identifying handwriting difficulties in key stage 2.



AMD.SG

#### Potential Ergonomic pens and pencils available:

If your child struggles with their handwriting, a special ergonomic pen or pencil could help to make it easier.

Children should be provided with a variety of writing implements, and most will then independently choose the tool that best suits their needs.



#### EASYoriginal pen, STABILO, £6.99

Designed for children aged six and over, this handwriting pen has indentations for correct finger placement, and comes in right- and left-handed versions. It has a non-slip grip zone, and refillable, erasable blue ink which glides across the page for

smooth, neat writing without blotting or scratching.

**Handhugger handwriting pen, Berol, £6.57 for 12**

An ergonomic version of the famous Berol handwriting pen, with a triangular barrel that provides three points of contact to help children adopt the **dynamic tripod grip** needed for good handwriting, and to reduce fatigue in handwriting tasks. Recommended for young children and those with physical grip difficulties.



**EASYgraph pencil, STABILO, £2.99 for two**

Available in right- and left-handed versions, these HB pencils have a triangular design and a non-slip grip to encourage a good hand position. The staggered grips along the length of the barrel means that children can continue to hold the pencil correctly, even when it's sharpened. Colouring pencils are also available.

**My First Handwriter, Nexus, £29.99 for 100**

These triangular non-smudge pens have three surfaces to encourage a dynamic tripod grip. The fineliner type nib provides some sensory feedback through the texture of the nib on the paper. They're useful for little hands, or older children who have difficulties with their pen grip.





**Triangular Trainer pencil, Nexus, £25 for 100**

Mechanical pencils which train children to press more lightly on the page, which leads to more comfortable, fast and fluent writing. They're ideal for children who press too hard, denting the paper or complaining of an aching hand. The triangular shape promotes an efficient dynamic tripod grasp.

**Tran-Quill pen, pencil and crayon, ARK, US\$39.99**

This range is fantastic for providing high frequency vibration whilst writing, which encourages better attention and focus, especially for children who have difficulty knowing where their hands are moving in space.



**Scribolino twist pencil, Faber-Castell, £8.75**

An ergonomic pencil with a triangular shape to encourage a dynamic tripod grip, and a sprung tip that acts as a shock absorber, so the hand is relaxed and comfortable. It's especially designed for children's hands and fingers.

**Twist fountain pen, Pelikan, £9.95**

This pen is shaped to fit comfortably in the hand, with a soft gripping zone that promotes relaxed handwriting. One pen is suitable for both right- and left-handers, and the blue ink is erasable.





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**Impact: H.E.A.R.T.**

**What we want our children to have achieved:**

- To have developed a clear, legible style of writing
- Children can hold a pencil comfortably; promoting a legible style that encourages writing from left to right, from top to bottom of the page and starting and finishing letters correctly
- Children to have developed a consistent orientation, size and shape of letters and a regularity of spacing between letters and words for the appropriate age.
- Children have developed and can demonstrate how to join letters correctly
- Children have acquired greater control and fluency as they have become increasingly confident.
- Increased confidence gained by all children through **love** and **wisdom** to empower to write with speed, clarity, confidence, and pride.