



Elloughton Primary School
Handwriting Policy
Date: Autumn 2016
Review date: Spring 2017

Rationale

Children should be able to write with a fluent, legible style of handwriting.

To have a consistent approach to handwriting throughout school.

Aims

For all staff to have high expectations of handwriting and presentation in all subjects.

For all staff to model handwriting, and to use a cursive style when marking books.

For children to take pride in all writing across all subjects, and for the standard of their handwriting to be the same in all subjects.

The teaching of handwriting

- The 'four-line purple books' will be used for writing in English. Teachers will choose the correct width of lines to meet the needs of the children. These books will secure letter formation, joins, sizing and spacing.
- Once a child has learnt all the correct joins they will use a plain book with handwriting line guides. In Year 6 as pupils show that they are able to write without the support of handwriting lines, they will use single ruled feint books. This will also support their transition to secondary school.
- All children are to write in pencil (using the school issue pencil) in Years 1 – 5. Towards the end of Year 5 and in Year 6, when all joined handwriting is formed correctly in line with the handwriting policy, and children are using single ruled feint books, they will be given a school handwriting pen.
- Children need to adopt a satisfactory pencil grip – with the thumb and the fore finger gripping the pencil above the exposed wood, with the pencil resting on the middle finger. Children will only use pencil grips if these have been recommended by the Inclusion Manager.
- All children need to be seated corrected for all written work by ensuring their feet are flat on the floor, their back is against the back of the chair and they are sitting straight-on facing the table (to remind children – BBC = back, bottom, chair or TNT = tummy near table).
- Children are to be encouraged to slightly angle their book – right handers tilt the book to the left, left handers tilt the book to the right.

- Handwriting will be taught for the first 5 – 10 minutes of each English lesson. Handwriting should only be taught and practiced by being modeled by the teacher. Children should not be asked to practise letters at the end of a piece of writing on their own.
- If children are not writing in their English book during the English lesson, then the daily handwriting practise will be done in the back of their English book, without a date being needed.
- No more than 2 letters or 2 joins should be practised per session, with a maximum of 8 single letters or 8 joins being practised on one line (see appendix for example of layout for English books)
- All staff are to use the same common language when teaching handwriting e.g. *top broken line, top solid line, bottom solid line, bottom broken line*. For the children to also use this language.
- The same high quality handwriting is expected in all subjects. If children do not produce their best handwriting then they should be asked to rewrite all or some of it again.
- The school will use Sassoon Infant font and Sassoon joined font for worksheets and displays.

Sequence of teaching

- Begin by teaching lowercase individual letters according to letter families (see appendix).
- Teach capital letters and numbers.
- Begin to teach joins, these can be done as per the appendix or linked with the spelling/phonics pattern for the day.
- In KS2 children need to be taught to adapt their handwriting according to the task e.g. a faster informal style for note taking, printed styles for posters and diagrams, a neat, joined style for presented work.

Top Tips

- Encourage children to talk about their handwriting, to use the same terminology as the teacher – ask them to tell their partner how to do the letter / join.
- Ask children to look for their best letter / join. Put a dot under it. What makes that one better than the rest? How can you improve it further? Do it again, but make it even better.

- Which is your worst letter / join? Why? What do you need to do to improve it further? Do it again and improve it.
- For children to practise the letters/joins in their writing for that day. At the end of piece of writing, ask children to put a dot/line under a good one or one that needs improving.
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SEND

- The same high expectation of handwriting will be made of every child in school.
- The size of the spacing between lines in English books will be determined by the need of each individual child.
- Some children may need green or blue paper books.
- Children who need support with their fine motor control will receive additional activities and intervention support.

The writing environment

- Ensure displays have a balance of printed text, teacher's handwriting and children's writing.
- Display the letters / joins that are being practiced.
- Ensure pencils are always sharp and in a good condition (not chewed). Children should not use pencils that are shorter than 10cm in length.