

BLACK HORSE HILL INFANT SCHOOL



HANDWRITING POLICY

1st November 2018

Approved by Committee _____

29th November 2018

Approved by Full Governing Body _____

J Horner

Signed _____ (Chair)

J Morris

Signed _____ (Headteacher)

HANDWRITING POLICY 2018

1. AIM

At Black Horse Hill Infant School, the aim is for all children to acquire a legible, fluent and neat handwriting style. This will enable them to increase the speed of their writing and adapt it according to the purpose of the task. The children will develop appropriate techniques with correctly formed, proportioned and sized writing. They will take a pride in the presentation of their work.

2. PROGRESSION OF LEARNING

Foundation Stage

The development of gross and fine motor control is critical in the early stages of writing. Opportunities are planned which promote the vocabulary of movement, good posture and balance in order to develop controlled movements of the whole body. Activities to promote gross motor control will include:

- Sky writing with both hands and other parts of the body
- Strengthening shoulder, arm and core body muscles through ball exercises
- Letter forming in damp sand/glitter trays/in the outdoor environment
- Moving objects or drawing in circular movements on the ground
- Large letter movements in response to music

Throughout the Foundation Stage, children will have daily opportunities to develop fine motor control through activities, which involve small-scale movements. Such activities will include:

- Using *Penpals mark making and creativity* programme
- Pattern making using peg boards
- Sewing/weaving/threading activities
- Chopping/peeling cooking activities
- Finger rhymes
- Use of small construction toys
- Structured sand/water play
- Big pattern making using finger paints
- Use of paint brushes, felt-tips, crayons for mark making

- Finger strengthening modelling activities using dough, plasticine, clay etc.
- Scissor / cutting activities
- Use of individual whiteboards/large teacher whiteboards
- Interactive Whiteboards
- iPad apps such as letter formation based games

Activities will emphasise anti-clockwise circular patterns and top-to-bottom patterns. These movements correspond to the four basic handwriting movements. The letters l (the long ladder), c (the curly caterpillar), r (the one-armed robot) and z (the zig zag monster) can be used as the 4 basic letter shapes. Movements will be reinforced with language, which develops body and movement awareness.

The importance of pattern when developing writing is of great importance. Children will be encouraged to recognise patterns and continue pattern making. Random noise making or babble is a precursor of talk, and so random mark making or scribble is an important early writing stage. When experimenting, children will be encouraged to identify the purpose of their writing and talk about its meaning. They will be aware of the communicative value of writing through shared reading times.

In Foundation 1, children who have developed these skills will be taught to write their name using correct letter formation. This will continue through the Foundation Stage, and will be assessed half termly. By the end of F2 most children should be able to write their first name from memory, clearly, and with correct letter formation.

In Foundation 2, the teachers will introduce the various elements of the Literacy Framework/Letters and Sounds and this will include whole class teaching of letter patterns. The Letters and Sounds programme follows a suggested order of letter progression, but when considering letter formation the emphasis will be on the following families:

l, i, t, u, j, y, (long ladder)

r, b, n, h, m, k, p (one armed robot)

c, a, d, o, s, g, q, e, f (curly caterpillar)

z, v, w, x (zig zag monster)

Pupils will continue to practise pre-writing skills, and when the teacher judges that the requisite skills are developed, children will begin more formal writing tasks on lined paper. In small groups, pupils will work with the teacher or teaching assistant, who will be able to encourage the establishment of good habits with regard to posture, arm and paper positioning and pencil grip.

Children who are experiencing difficulties with particular letters will be encouraged to practise them in glitter trays / on whiteboards / on target sheets / with targeted adult support.

Special attention will be given to left-handed children (marking left side of page to avoid left/right confusion, seating arrangements).

All children in Foundation 2 will begin to learn how to position their writing on lines.

Children will be given support to form their letters correctly during adult led activities. The children will also be given plenty of opportunities for writing during continuous provision activities, but handwriting will not be the main focus.

Key Stage 1

Handwriting is an important element of the whole writing process and dedicated teaching and practice time will be allocated to it. It must be taught in purposeful situations and developed in a real context. All kinaesthetic ways of teaching letter formation in the Foundation Stage will continue into Key Stage 1.

Direct modelling of handwriting involving orientation, size, formation and joining of letters (where appropriate) will be part of daily whole class work. The teacher and other adults will at all times be good writing models.

When practising their writing in independent group work, children will be reminded of the importance of good posture, correct positioning of the paper and a comfortable pencil grip.

Guided writing sessions with groups will enable the teacher to monitor the individual progress of pupils. Children experiencing particular problems will be targeted for additional support and practice.

When marking pupils' work, the teacher will draw attention to any incorrectly formed letters and will model the correct formation, which will then be practised.

In addition to handwriting being developed within English lessons, regular short additional practice with the complete emphasis to be on handwriting will be allocated in the timetable. There will be at least one discrete taught lesson of handwriting a week. Usually, practice will be done in handwriting books, but at times it may just be on whiteboards.

3. Links with Parents/Carers

In the Foundation Stage, the focus will be on encouraging parents/carers to support the development of their child's fine motor control. A letter formation prompt card will be sent home to encourage a consistency of approach. In the Foundation Stage, homework activities will promote correct letter formation.

In Key Stage 1 a sheet dealing with upper case letter formation will be given to parents/carers.

The Foundation 2 Curriculum Evening and Parent Teacher Meetings will be opportunities to promote a clear understanding of the school's approach to handwriting. Key Stage 1 Curriculum Evenings will reinforce correct letter formations.

4. Resources

Pupils will experience a range of writing tools and materials including:

- glitter trays, sand trays
- paint brushes and paints
- crayons, chalks, felt tips
- good quality pencils of varying thickness which are regularly sharpened
- individual and class whiteboards and markers
- lined and unlined books
- interactive whiteboards
- iPads

5. Time allocated to handwriting

There will be regular short sessions of direct handwriting teaching using the Penpals handwriting scheme. There will be regular teaching of phonics during the 'Letters and Sounds' lesson and this will also be used to model and reinforce correct letter formation. In addition there will be guided group work within the main English lessons in KS1.

6. Children with Special Educational Needs

Where deemed necessary, pupils with identified special needs, will be provided with Personal Learning Plans (PLP's) to address their requirements. Teachers will use a range of strategies including provision of resources, targeting of support and differentiation of tasks.

Appropriate resources may include items such as:

- wider lined books
- thicker pencils
- pencil grips
- sloping writing stands
- laptops

- iPads
- Clicker

7. Role of the English Subject Leaders

The co-ordinator will be responsible for:

- relevant policy documents
- monitoring handwriting standards across the school
- regular scrutinising of work
- reviewing and ordering resources
- organising training for teaching and support staff
- visit other school to check standards – as appropriate

8. Links with other subjects

Handwriting is a crucial element in work in all areas of the curriculum. Opportunities will be used to reinforce the high standards expected at all times.

9. Risk Assessments

Risk assessments are written for the use of implements and for anything else considered necessary.

Mrs Eccles and Miss Murphy

September 2018