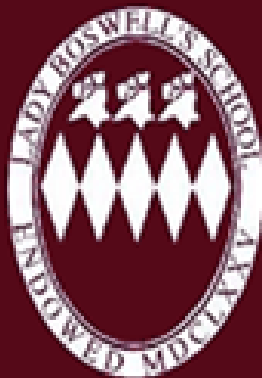


**Lady Boswell's
C.E VA Primary School**

Handwriting Policy



Founded 1675

Learning Together,
Christ at the Centre,
Learning for Life

Date of review: July 2023

Date of next review: July 2026

Policy to be authorised by: SLT

Policy approved: July 2023

Signature:

Author of Policy: Miss L Noone

At Lady Boswell's, Christ is at the centre of our school. We value every member of our community as a unique child of God and seek to demonstrate his love through our words and actions. These values underpin the practice and procedures outlined in this policy.

Lady Boswell's Primary School is committed to an inclusive Christian ethos based on respect for, and celebration of, all children and stakeholders regardless of gender, disability, racial diversity.

Intent

Handwriting is an integral and essential skill that is fundamental in developing effective communication in the written form. We strive for the progression and development of all children at Lady Boswell's Primary School to be able to confidently communicate their knowledge and ideas through a fluent, legible handwriting style.

Ours aims are:

1. To support children in developing a legible, fluent handwriting style, using continuous cursive letter formation and joins by the end of Key Stage 2.
2. To support every child in developing a stable and controlled pencil grip.
3. To have a consistent and adaptable approach across EYFS, KS1 and KS2 that supports and recognises each child as an individual learner.
4. To uphold high expectations and levels of presentation in all written work.

Implementation

EYFS

Development of fine motor skills is at the forefront of the teaching of handwriting in EYFS and is directly linked to Development Matters (2021) and Department of Education Research Review series: English (2022).

Development Matters (2021) states that children in Reception will learn to:

- *Develop their fine motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons*
- *Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor*
- *Develop the foundations of a handwriting style which is fast, accurate and efficient*

To achieve these objectives, the children will begin by developing their core strength and stability, then go on to focus on their fine motor skills. These skills may be developed through tasks such as threading beads, pouring and stirring or making models with construction materials. Equipment and materials will be regularly reviewed to ensure it is of appropriate challenge for the children and their development and progression.

The Department for Education indicates that letter formation is important for ‘supporting children’s early reading development, as this activates the same area of the brain that underpins successful reading’ (DfE, 2022). In light of this research, handwriting will be taught daily in EYFS, in phonics lessons and through discrete handwriting activities later on in the year. Letter formation will be modelled clearly by adults and resources used will show parity and consistency with the teaching of phonics. The children will be taught to print their letters and will be provided with ample time and opportunity to practise this, ensuring they are forming their letters accurately. They will not be taught to join their letters in EYFS.

To ensure consistency and support transition from EYFS to Year 1, resources and information regarding the progress of handwriting will be shared between class

teachers. For example, this may include information regarding pencil grips, left-handed pupils, or fine-motor interventions.

Teaching of handwriting at the beginning of Year 1 will be consistent with the approach of EYFS staff. This will ensure children are able to draw on their previous letter formation learning and transition smoothly into Key Stage 1.

KS1

The teaching of handwriting in Key Stage 1 follows the National Curriculum (2014), referenced below.

Year 1:

- Sit correctly at a table, holding a pencil comfortably and correctly.
- Begin to form lower-case letters in the correct direction, starting and finishing in the right place.
- Form capital letters,
- Form digits 0-9
- Understand which letters belong to which handwriting families (i.e. letters formed in similar ways) and to practise these.

Year 2:

- Form lower-case letters of the correct size relative to one another.
- Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- Write capital letters, and digits of the correct size, orientation and relationship to one another and to lower case letters.
- Use spacing between words that reflects the size of letters.

The Nelson Handwriting scheme will be used to model and teach handwriting in KS1. This scheme ensures a comprehensive coverage of the handwriting curriculum that is coherent and progressive.

Teaching of handwriting in Key Stage 1 will be frequent, discrete and explicit. Handwriting will be taught by the class teacher as part of writing lessons. A longer session may be used at the beginning of a new handwriting unit to ensure new learning is clearly modelled to all children. This approach is informed by evidence that ‘repeated practice in handwriting, going beyond accuracy to fluency, leads to success in higher-level writing tasks’ (DfE, 2022). Consistent and explicit teaching of handwriting has been shown to improve writing overall as it allows pupils to ‘spend more time planning, thinking about content and constructing sentences’ (DfE, 2022).

The teaching of letter joins in KS1 will begin when a child is showing consistent and accurate letter formation, as per the National Curriculum. Teachers will use their formative assessment to decide when it is appropriate for a child to learn to join. Teaching of letter joins will follow the progression and sequencing of Nelson Handwriting. As the children learn a new letter join, time should be given to them to practise and consolidate the new learning before moving on.

KS2

The teaching of handwriting in Key Stage 2 follows the National Curriculum (2014), referenced below.

Year 3 and 4:

- Use the diagonal and horizontal strikes that are needed to join lessons and understand which letters, when adjacent to one another, are best left unjoined
- Increase the legibility, consistency, and quality of their handwriting

Year 5 and 6:

- Write legibly, fluently and with increasing speed by:
- Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- Choosing the writing implement that is best suited for the task

Nelson Handwriting will be used to guide the progression of handwriting in Year 3 and 4, and as a guide for subsequent year groups. Handwriting should be taught discretely by the class teacher in Year 3 and 4, with a close focus on correct letter joins and which letters are best left unjoined.

In Upper Key Stage 2, handwriting will be taught in response to the teacher's formative assessment of the class. Children will develop more ownership over their handwriting, in order to further develop their speed and legibility. Handwriting will be modelled by teaching staff as part of a writing lesson if appropriate, and in response to the needs of the class.

Inclusion

At Lady Boswell's, we aim to support all children in developing a legible, fluent handwriting style.

As part of our quality-first teaching, staff will use formative assessment to identify pupils who need additional support in handwriting lessons or daily writing lessons. In-class support, and intervention groups will be used to accelerate progress of children who have been identified by the class teacher as requiring extra support.

Teachers should identify all left-handed pupils in their class and make appropriate adjustments to seating plans to ensure inclusion. Specific teaching and learning should be used to ensure their needs are met, as per the National Curriculum.

Children who are not meeting age-related expectations will be supported in a variety of ways. The SENCO will advise on suitable strategies, in conjunction with the class teacher and parents.

Equal Opportunities

All children are provided with equal access to the handwriting curriculum. We aim to provide suitable learning opportunities regardless of gender, race, ethnicity, or home background.

When planning and teaching handwriting, staff will make reasonable adjustments to promote equality of opportunity.

Monitoring

The school's English Subject Leader is responsible for monitoring this policy. In conjunction with the Senior Leadership Team, he/she is responsible for ensuring that handwriting lessons follow the National Curriculum, school policy and that outcomes demonstrate progression and high achievement.

Impact

By the end of Key Stage 2, children at Lady Boswell's will have developed a legible, fluent handwriting style. Legible handwriting that can be produced comfortably, at speed and with little conscious effort will allow our pupils to access the higher aspects of writing composition and content. Through consistent teaching and the clear progression of handwriting throughout the school, all children will be able to communicate effectively across the curriculum in written form.

References

Department for Education (2014) *National Curriculum: English*

Department for Education (2021) *Development Matters: Non-Statutory Curriculum Guidance for the Early Years Foundation Stage*

Department for Education. (2022) *Research Review Series: English*