****Newport CE Junior School

Handwriting Policy

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| Date Policy Written and Agreed by Governors: | Date of last review: | Date of next review: |
| Spring 2020 | Summer 2023 | Spring 2025 |

 **‘We aspire to ensure that our inclusive, welcoming and loving church school gives children and adults the opportunity to reach their full potential, so that through God’s love they can make a difference to the world around them.’**

Intent:

Children must be able to write with ease, speed and legibility to maximise the fluency, quality and quantity of their work.

Cursive handwriting teaches pupils to join letters and words as a series of flowing movements and patterns.

If linked with spelling practice it can also aid accurate spelling as it helps children to develop a sense of whole words and common letter strings.

All children begin in pen from the start of Year 3.

Children will be provided with a blue pen.

We intend to;

• provide equal opportunities for all pupils to achieve

 success in handwriting

• encourage children to produce clear, concise, legible handwriting

• present work to a variety of audiences neatly

• develop accuracy and fluency

• help children recognise that handwriting is a form of

 communication and as such should be considered

 important in order for it to be effective

• promote confidence and self-esteem

• encourage children to take pride in their work

• build in cross curricular links to broaden experience

• help children to recognise that handwriting as a life-long skill

• display neatly presented work around the school as a model of excellence for others to aspire to.

We expect the highest standards of writing every time a child writes in any subject.

Implementation:

Pupils will learn to write in a cursive joined style through regular direct teaching and practice in class.

Children who start with us in Year 3 will have been using a cursive handwriting style since they were in Key Stage 1 and it is our policy to maintain this style.

We use Letter-join’s on-line handwriting resource and Lesson Planners as the basis of our handwriting policy as it covers all the requirements of the National Curriculum.

Handwriting may be taught directly or discreetly through such activities as spelling, grammar, reading responses, writing the date, notes to teacher etc. Regular practise will lead to fluency and accuracy.

Children will either use a blue pen (for the majority of their writing), a green pen (for editing and improving their work) or a pencil or a pen (in maths).

It may be appropriate to put a child back into pencil if handwriting becomes untidy.

Approaches;

* Correct pen and pencil hold and letter formation are taught from the beginning and handwriting is frequently linked with spelling. (Please see Appendix A for correct posture and advice for left handed writers)
* Handwriting is directly and indirectly taught.
* Handwriting may be taught whole class or in smaller groups.
* Handwriting may be given as homework.
* Some children may address specific handwriting targets as recorded in their Provision Maps
* Direct Handwriting Sessions may include the practice of:
* individual letters
* joins
* letter patterns
* families of letters
* whole words
* spellings
* cursive patterns
* poems and rhymes

Indirect teaching of handwriting will happen as teachers’ model

writing in class, writing of the date etc.

Teachers will give children handwriting letters or joins to practice as part of on-going marking of writing (this may be in any book as appropriate)

When marking, members of staff will use cursive handwriting as appropriate to model what is expected from the children.

Teachers model cursive script by using it on Clevertouch screens and whiteboards.

Teachers have access to a cursive font when word processing, to produce their worksheets etc.

Impact

Our approach to teaching handwriting ensures development in the skills of handwriting throughout each year group. Children take pride in their written work and achieve proficiency in their own use of a cursive script. Outcomes in children’s wider curriculum work, as well as in their literacy books and school displays, evidence the progress that children make in this area, as well as the consistency of the approach across the school.

The Curriculum:

At Newport Junior School we believe that the curriculum encompasses every experience the children encounter during their time at school.

We have developed a curriculum that inclusively ensures that all pupils have access to each of the National Curriculum subject areas as well as a range of other learning opportunities in order to reach their full potential.

We aim to promote an understanding of diversity in a variety of ways including through our key values of compassion, courage and community.

The curriculum evolves and is responsive to events around us; we want children to leave us able to make a difference.

**Letter-join Curriculum Lesson Plans**.

**Lower Key Stage 2: Years 3 and 4**

**Lesson Planner Module 4 for Year 3** is targeted at children in lower KS2 where pupils should be using a cursive style throughout their independent writing in all subjects, helping to refine their handwriting in line with the requirements of each lesson. This module covers topics such as dictation, double letters, number vocabulary, palindromes, tongue twisters, MFL (French), onomatopoeia, simile and statutory spellings.

**Lesson Planner Module 5 for Year 4** focuses on using handwriting practice to support other subjects in the curriculum and, at the same time, builds on fluency and consistency. This module aims to promote meaningful links with other subjects such as English, maths, science, geography, French. Making such links enables children to apply the skills they are learning in context and also provides depth to the curriculum.

Learners will continue to build on producing fluent, consistent and legible handwriting through the regular practice offered in this module’s lessons.

On concluding this module, children will have practised applying size-appropriate handwriting to all areas of the curriculum whilst maintaining fluency and legibility.

**Upper Key Stage 2: Years 5 and 6**

More advanced handwriting techniques will be taught, reinforcing cursive handwriting across the curriculum form-filling/labelling using printed and capital letters dictation exercises promoting quick note-taking and speedy handwriting writing skills KS2 SATs SPaG practice

**Lesson Planner Module 6 for Year 5** continues to build on combining fluent handwriting with other subjects across the curriculum.

In this module, learners will have plenty of opportunity to develop the stamina and skills to write at length, with accurate spelling and punctuation. With Letter-join’s wide range of resources they will be able to work towards producing consistently neat and well-presented handwriting in all curriculum subjects.

On completing this module, children should be producing cursive writing automatically, enabling them to focus on the content of their work rather than the process of writing.

**Lesson Planner Module 7 Year 6** presents learners with a range of tasks where they have to decide on an appropriate style of handwriting. Promoting speedy, fluent writing continues to be a strong feature. Challenging dictation exercises will refine pupils’ revising and checking skills as well as boosting their handwriting speed, stamina and fluency. A range of curriculum-based worksheets will give pupils the opportunity to practise writing at length.

Module 7 also contains a series of worksheets to aid KS2 SATs SPaG revision. They are designed to support year 6 pupils in meeting expected standards for spelling, punctuation and grammar, with lots of SPaG preparation and plenty of handwriting practice.

By the end of this module, children should be able to adapt their handwriting for a range of tasks and purposes and to create different effects. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes, a final handwritten version, an un-joined style or capital letters. All of these writing styles are covered in this module.

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| Recommended Teaching Time for Handwriting(Should there be a specific need to target handwriting, these times will need to be amended) |
| Year 3 | Daily | At least 15 mins daily for a focus on teaching handwriting directly and then further opportunities taken discreetly when addressing such things as the learning objective.Make reference to Letter Join Planning Module 4 |
| Year 4 | Daily | At least 15 mins daily for a focus on teaching handwriting directly and then further opportunities taken discreetly when addressing such things as the learning objective.Make reference to Letter Join Planning Module 5 |
| Year 5 | At least twice weekly | Longer session planned (20- 25 mins)Making reference to Letter Join Planning Module 6. Opportunities to address handwriting discreetly through other subjects and through marking comments.  |
| Year 6 | At least twice weekly | Longer session planned (20- 25 mins)Making reference to Letter Join Planning Module 7. Opportunities to address handwriting discreetly through other subjects and through marking comments.  |

Progression Planner:

Handwriting

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| --- | --- | --- | --- | --- | --- |
|  |  | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Handwriting** | Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. |  |  |
| Increase the **legibility, consistency and quality** of handwriting, e.g. by ensuring that down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. | Write **legibly, fluently**, with increasing **speed** by:* Choosing which shape of 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.
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Statement on developing skills in handwriting:

Handwriting is a crucial part of our curriculum. All children are provided with many opportunities to develop and apply their writing skills across the curriculum. This means that;

* pupils will be able to plan, practice and evaluate their handwriting.
* Children will focus on their posture, the position of their paper or book and their pen or pencil grip
* pupils will focus on developing effective transcription skills
* pupils should leave school being able to use fluent, legible and speedy handwriting.

Special Educational Needs, Disabilities and Inclusion.

At Newport Junior School we believe in a broad and balanced curriculum that allows all children, no matter of ability or need, to access an innovative and imaginative curriculum and allow the children to meet their full potential. We do this by setting suitably challenging learning tasks, identifying teaching styles and making adaptations to the curriculum which allows the children to fully participate in all activities regardless of need.

Where children are to participate in activities outside of the classroom, for example a school visit, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils. This is in line with the Equalities Act and school policy.

Some children experience difficulties making good progress in their handwriting development. They may need additional support with their fine motor development, pencil grip or letter formation. The class teacher should liaise with the Literacy subject leader and SENDCo to put into place the most appropriate form of support. This could include:

* Pencil grip or jumbo triangular pencil
* Fine motor skills intervention
* Additional handwriting group
* Additional handwriting homework

Inclusion is seen to involve the identification and minimising of barriers to learning and participation, and the maximising of resources to support learning participation.  We aim to set suitable learning challenges, respond to pupils’ diverse needs and overcome potential barriers to learning for individuals and groups of pupils.   Every member of staff shares the responsibility to remove barriers to learning for all pupils, including those with a disability.  As a result, we are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils.

Interventions maybe carried out during lessons which incorporate the key learning facts from the session as well as giving the opportunity to work on the identified target. This will be noted on children’s individual provision map in line with the schools SEN policy. We teach each lesson with reference to the needs identified on the individual provision maps.

Assessment:

Teachers will assess children’s handwriting progression during lessons as they write as well

as once they have completed their writing. Criteria for assessment may include:

* Does the child adapt the correct posture?
* Does the child hold the pencil correctly?
* Does the child use the correct movements when forming/joining?
* Does the child write fluently?
* Is the writing legible?
* Is the writing appropriate?
* Is the child’s handwriting developing in-line with statutory curricula?
* Children are given planned independent writing tasks where they will demonstrate their writing skills. Teachers will make judgements on a child’s development, including their handwriting, using these independent pieces of writing.
* Teachers use end of year standards to make their on-going teacher assessment judgments.

Monitoring:

Handwriting will be regularly monitored by the class teacher and the English Subject Lead. This may take the form of book looks, lesson observations as well as talking to pupils.

The SLT and English Lead will use this feedback to further develop writing within the school through the School Development Plan.

Resources:

Resources, such as writing materials, are kept centrally, in the stock cupboard. Resources are to be monitored termly by the English Subject Lead.

New resources may be sourced through permission of the Headteacher/ Deputy Headteacher.

Resources can be shared through half termly planners’ meetings.

Health and Safety:

The school is committed to ensuring that all pupils are safe within the school environment.

Please refer to the school’s policy for Health and Safety for further information.

Roles and Responsibilities:

Head Teacher and Governing Body

* support the use of appropriate teaching strategies by allocating resources effectively;
* monitor teaching strategies in the light of health and safety regulations;
* monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
* ensure that staff development and performance management policies promote good quality teaching.

English Subject Lead

* ensures the effective implementation of the National Curriculum for English;
* completes a subject action plan which addresses key areas for development based on analysis of data and key messages from monitoring.
* supports colleagues in the teaching of English (Reading, Writing, Speaking and Listening) and identifying any training needs;
* maintains the availability of high-quality resources;
* maintains an overview of current trends and developments within the subject;
* ensures, together with the SLT, a rigorous and effective programme of monitoring and evaluation including planning reviews; lesson observations, learning walks, pupil voice interviews and book looks;
* gives feedback following monitoring and evaluation to individuals and teams as necessary to ensure teaching and learning improves/develops;

Class Teachers

* ensure the effective implementation of the National Curriculum for English;
* follow this agreed policy and related policies.
* teach high quality writing lessons.
* Demonstrate a love of writing.
* Have high expectations of writing across all subject areas.

Cultural Capital and SMSC

We provide Cultural Capital for our children through our handwriting curriculum in these ways:

* through providing opportunities to celebrate their achievements and written outcomes where handwriting can be displayed in school
* through knowledge that handwriting is a life skill which will support them throughout their lives

Parent Partnership:

Parents are vital in supporting their child’s development. It is a partnership where we encourage parents to fully engage in what their child is learning at school and help with any writing tasks which are set. We recognise how important the home-school link is for children to make outstanding progress in all areas of learning – including handwriting. Parents will be informed of their child’s standards of presentation during Parents Evenings and will be encouraged to support with any additional handwriting practice where necessary.

A. Rotherham

Summer 2023

Cursive Style of Handwriting

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| --- | --- |
| A a | N n |
| B b | O o |
| C c | P p |
| D d | Q q |
| E e | R r |
| F f | S s |
| G g | T t |
| H h | U u |
| I i | V v |
| J j | W w |
| K k | X x |
| L l | Y y |
| M m | Z z |

Appendix A



Appendix B



Appendix C