



Handwriting

The Old School Henstead

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Handwriting policy

Intent

The Old School Henstead utilises a consistent approach to handwriting with a planned sequence of lessons to ensure that students have progressively covered the skills required to meet the aims of the National Curriculum for writing transcription and the related Early Learning Goals. Step One (Let's Get Ready to Write) of each Handwriting Help Card, available in every lower-case letter pack, aims to help children to develop their fine and gross motor skills and pencil control as a precursor to effective handwriting: to show good control and coordination in large and small movements, to move confidently in a range of ways while safely negotiating space, to handle equipment and tools effectively and to safely use and explore a variety of materials, tools and techniques.

Steps Two and Three (Forming Letter Families and Positioning & Pre-Cursive) aim to teach children the statutory objectives from the year 1 and year 2 curriculum: to sit correctly at a table, to hold a pencil comfortably and correctly, to begin to form lower case letters in the correct direction and of the correct size relative to one another, to start and finish letters in the right place, to form capital letters and the digits 0-9 of the correct size, orientation and relationship to one another and to lower case letters, to understand which letters belong to which handwriting 'families', to start using some of the diagonal and horizontal strokes needed to join letters and to use spacing between words that reflects the size of the letters.

Steps Four and Five (Joining Letters and Fluency, Style & Speed) teach the statutory skills from the year 3 - year 6 curriculum: to use the diagonal and horizontal strokes that are needed to join letters; to increase the legibility, fluency, consistency and quality of their handwriting; to ensure that their lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch; to write with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters and to choose the writing implement that is best suited for a task.

The intent, therefore, intends to take all pupils on a journey to using fluent, speedy and joined handwriting throughout their independent writing. This, in turn, will help to support their composition and spelling.

Implementation

Following the programme allows subject leaders to feel confident about curriculum design and delivery throughout their whole educational setting; this is detailed in the school's progression map.

If implemented correctly, the detailed planning and progressive sequence of the programme assures subject quality, sufficient depth and coverage of skills and gives teachers the curriculum expertise to deliver effective writing transcription lessons. The scheme's supporting resources enable effective curriculum implementation and can be differentiated to meet all pupils' learning needs. Where gaps in pupils' skills are identified, materials can also be used within intervention sessions to enhance pupils' capacity to access the full curriculum. Each lesson has built-in assessment opportunities, which give reliable snapshots of pupil progress. The scheme also offers more formal assessment materials as well as a **handwriting coverage and assessment pack** to track progress over the longer term.

Impact

The impact of using a consistent whole-school approach will be seen across the school with an increase in the profile of handwriting. Following the scheme, gives schools a consistent approach where handwriting expectations are clear and the same technical vocabulary is used with, and spoken by, all teaching staff and learners. Whole school and parental engagement can also be improved through the use of handwriting resources as home learning tasks.

Handwriting lessons ought not feel like a chore for pupils, but as an opportunity to encourage a sense of pride in pupils' written work. The impact of the scheme should be noticeable within written work in all areas of the curriculum.

Level Expected at the end of EYFS

Pupils should be taught to:

- show good control and coordination in large and small movements.
- move confidently in a range of ways, safely negotiating space.
- handle equipment and tools effectively.
- safely use and explore a variety of materials, tools and techniques.

End of Key Stage One Expectations

Pupils should be taught to:

- 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 that are formed in similar ways) and to practise these.
- 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 the letters.

End of Key Stage Two Expectations

Pupils should be taught to:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- increase the legibility, consistency and quality of their handwriting for example, by ensuring that the downstrokes 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 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 a task