Farnborough Road Infant School
Handwriting Policy

‘Learning, Caring and Achieving Together’

At Farnborough Road Infants School we recognise that handwriting is an important skill and children’s ability to write fluently for the rest of their lives depends on a good foundation of taught handwriting in the early years of their education.

Aims
Our aims in teaching handwriting are:

- For all children to develop a well-formed, legible style of handwriting in both printed and cursive styles
- To raise attainment for all pupils in handwriting through a consistent approach
- That all teachers and support staff must use and model the agreed style of handwriting when writing on the board or marking work
- That teachers, support staff and pupils use all opportunities for writing as handwriting practice in all areas of the curriculum
- To make provision for left handed children to develop free flowing writing
- For all children’s skills in handwriting to be reflected in the presentation of their work and their joy of writing
- For all children to develop a sense of pride and ownership in their written work

In order to achieve this, the children will be taught creatively and skilfully across each key stage.

Early Years Foundation Stage
Children will have the opportunity to mark make with different tools using various mediums supporting their gross and then fine motor skills. They will be encouraged to pick up writing tools and write freely. Pencil control, using the correct grip, left to right orientation and word spacing are key aspects that are developed through a variety of fun, physical activities.

Letter formation (starting at the right entry point and then moving in the right direction) learned at this early stage becomes automatic and has a profound influence on later fluency and legibility. Pupils in Reception are taught how to read and write letters as part of their daily phonics teaching, using the Jolly Phonics scheme. To aid memory of letter shapes for writing, staff use a rhyme to accompany each letter. This directly links to the action that the children learn to associate with that letter and fully supports the multi-sensory approach of Jolly Phonics. Children are taught to form letters with a ‘flick’ ready for joining at a later stage. Once letters are correctly formed and oriented, joining is taught more formally in short structured handwriting lessons.

To support school based learning, in the Autumn Term all Reception children will bring home a weekly phonics homework which includes a section for practising letter formation for sounds that have been introduced that week. The rhymes that are used in school can then be used at home to ensure a consistent approach to letter formation. Parents may also visit our school website to view short video examples of correct formation using the rhymes.

As children become more confident in their writing, bad habits are easily developed and should be addressed immediately, with children doing regular ‘fix-its’ of their work. Even at a very young age, children are encouraged to hold writing tools in the correct way.

Handwriting Policy/KS/V1 Sept 2016
Key Stage 1
Children in Key Stage 1 will begin short sessions in which correct starting position and letter formation is taught by the teacher, continuing to use a multi-sensory approach. We use Letter-join software in every classroom with the aim that by the end of Year 2, most children will be writing in a continuous cursive style.

<table>
<thead>
<tr>
<th>Autumn Term</th>
<th>Spring Term</th>
<th>Summer Term</th>
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</thead>
<tbody>
<tr>
<td><strong>Year 1</strong></td>
<td></td>
<td></td>
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<tr>
<td>Handwriting is assessed and practised with areas targeted for next steps and improvement.</td>
<td>Pre-cursive letters are introduced with a lead in stroke and a hook.</td>
<td>Children begin to learn some harder joins in word form.</td>
</tr>
<tr>
<td>Develop consistency of size, sitting letters on the line and correct positioning of letters with ascenders and descenders.</td>
<td>Children begin to learn some simple joins in word form.</td>
<td>Letter-join reference: Harder letters / words</td>
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<tr>
<td><strong>Year 2</strong></td>
<td></td>
<td></td>
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<tr>
<td>Children continue to develop cursive style learning more of the specific joins for their developing writing vocabulary.</td>
<td>Revisit: Harder letters / words</td>
<td>Children who are writing in a continuous cursive style to be awarded a pen licence.</td>
</tr>
<tr>
<td>Consolidate: Easy letters / words</td>
<td>Target specific letters that are problematic within the 'Harder letters range'</td>
<td></td>
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</tbody>
</table>

To further support school based learning, parents are able to access the Letter-join software at home, on PC’s and iPads. This enables a consistent approach to the learning of cursive handwriting at home and in school.

**Presentation**
All staff will model the correct handwriting style in all areas of the curriculum. Visual aids will be displayed in all teaching and learning areas to support all children in their learning. It is imperative that the children are exposed to high standards of handwriting from staff within school as this will impact on their own handwriting efforts.

- In the Foundation Stage staff should write in a neat print style, using 'out' flicks.
- In Key Stage One staff should write in the continuous cursive style of the Letter-join scheme.

**Left-handed pupils**
Teachers should be aware of the specific needs of left handed pupils and make appropriate provision:

- Paper should be positioned to the left for right handed pupils and to the right for left handed pupils and slanted to suit the individual in either case
- Pencils should not be held too close to the point as this can interrupt pupils’ line of vision
- Pupils should be positioned so that they can place the paper to their left side
- Left handed pupils should sit to the left of a right handed child so that they are not competing for space
- Extra practise with left-to-right exercises may well be necessary before pupils write left-to-right automatically

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Posture
Chairs and desks within classrooms are matched to pupils' age and height.
  • Pupils' backs should be straight and feet resting on the floor. A right handed child should have their book slanted to the left. For a left handed child the book should be slanted to the right.
  • The free hand should be used to hold the paper in place.

Monitoring and Evaluation
This will be undertaken by the class teacher on an ongoing basis. The English Leader and Senior Leadership Team will carry out regular book scrutiny across all curriculum areas to ensure neat presentation, consistency of writing style across year groups and the modelling of the agreed style of writing in written feedback from staff.

This policy will be reviewed regularly.
September 2016

Signed ___________________________ Date __________ Headteacher

Signed ___________________________ Date __________ Chair of Governors