



1. Introduction

This policy outlines the purpose, nature and management of handwriting in our school.

The policy reflects the consensus of opinion of the whole teaching staff and has the support and agreement of the Governing Body in the Summer term 2015.

The implementation of this policy is the responsibility of all members of the teaching and learning staff.

2. The Nature of Handwriting

Handwriting is a fine motor skill that is not dependent on academic ability. Although it is recognised that some children will have difficulties, most children should be able to achieve a legible, attractive style of handwriting. Handwriting is a "secretarial" skill and, although important, should not detract from the skill of composition.

The assessment of the content of a child's writing is sometimes influenced by the standard of handwriting and presentation.

A child's ability to write comfortably and legibly effects performance in many other areas of the curriculum and can have an effect on self-esteem. Children are helped to develop an appropriate handwriting style that they can feel comfortable with.

3. Entitlement

All of the pupils at Thackley Primary School are entitled to have equal access to the learning objectives for handwriting as laid out in the National Curriculum.

Children will be taught handwriting in a variety of groupings appropriate to the activity. These groupings will be the responsibility of the class teacher and will be defined by their ongoing assessments.

4. Implementation

Sessions in which specific handwriting skills are taught and reinforced will take place at least once a week. Children are taught within their normal class or in ability groups as appropriate where the effectiveness of direct teaching is recognised for most children.

Children will be shown how to hold a pencil comfortably and encouraged to adopt a correct posture when writing. Pencil grips will be introduced when appropriate, usually in Reception.

From the earliest stages, writing is encouraged in the contexts of mark making, structured play, handwriting and literacy activities. In Reception classes, a writing area is available for children during independent learning sessions.

Children practise pencil control through directional activities in addition to letter formation and recognition. This may be through painting, writing in sand or mark making on plain or lined paper. At Key Stage 2 particular attention is paid to handwriting in the final draft of particular pieces of written work in all subject areas.

Children in all key stages should be given regular opportunities to produce final drafts of work for display or to create class books eg anthologies.

Children who "join" or who have already developed their own style of writing, which is consistent and fluent, will not be required to change that style, although poor letter formation will be corrected. All children's handwriting skills will be valued and built upon.

Children are helped to understand that there is a balance between speed and legibility that is dependent on the purpose of the writing.

Cross-curricular opportunities are used whenever possible for providing real purposes for using handwriting skills. The motor skills necessary for handwriting are also developed in other areas of the curriculum.

We aim to identify children with specific needs in handwriting as soon as possible so they can be given appropriate help and support within the classroom; this could include the use of ICT to support their writing development or fine motor skills interventions. The particular needs of left-handed children are always taken into consideration. Where possible they sit on the left-hand side of tables and are shown how to position their paper so that they can ensure movement across the page.

Opportunities are given to suggest ways in which parents can help in the development of handwriting skills.

Children will be awarded a Pen Licence at the discretion of the Head teacher or Deputy Head teacher once they can demonstrate a consistently legible, joined handwriting style. Children who make an excellent effort with a pencil will be awarded with a sparkly pencil at the discretion of the Head or Deputy Head.

Children are taught to correct their work by drawing one neat pencil line with a ruler through the incorrect word.

5. Assessment

Teacher assessment will be based on the National Curriculum level descriptions and judgement will be used to decide which level description best describes a particular child.

All assessments will be made over a period of time and will be based on the evidence of more than one activity.

6. Review

The Head teacher and staff will review this policy in accordance with the School Development Plan.

Agreed by the Governing Body - May 2015

Signed -

Dated -

To be reviewed - May 2016