

CLANDON CHURCH OF ENGLAND PRIMARY SCHOOL

HANDWRITING POLICY

It is our aim that all pupils should develop a fluent joined legible style of handwriting.

Handwriting is taught regularly throughout the week using the Letter Join handwriting scheme. Explicit teaching and practice of handwriting skills generally occur outside of the daily literacy lesson. Shared and guided writing during literacy lessons provide many other opportunities for the modelling and monitoring of handwriting. All children are taught how to hold a pencil correctly, how to sit correctly and how to hold their paper when writing.

The expectation is that handwriting will be explicitly taught as a whole class activity with the teacher guiding a focus group each session. This enables children to concentrate on developing accuracy, fluency and speed without the distraction of spelling and composing text. Handwriting practice should be 'little and often and is taught in ten minute sessions at least three times a week. During these sessions children practise a particular set of letters.

Year R

In Rabbit Class children learn to form each individual letter with a lead in and a lead out. When ready the children will learn to write words joined up eg their name. Adults in class print when modelling writing using a cursive script.

Equipment: water and paintbrushes, sand, glitter, individual whiteboards and pens etc, thick triangular pencils, no rubbers.

Year 1

In Year 1 the children re-visit how to form the individual letters with clear ascenders and descenders and are taught how to write capital letters. They are taught the joins for common pairs of letters e.g. st, dr, bl, gl ,th and to join whole words. Adults in class use joined writing when modelling writing or writing comments on children's work.

Equipment: Individual whiteboards and pens, thin triangular pencils, no rubbers.

Year 2

In Year 2 the children re-cap how to join groups of letters and join longer whole words. Adults in class use joined writing when modelling writing or writing comments on children's work.

Equipment: Individual whiteboards and pens, thin triangular pencils and pens, no rubbers.

3 Ps

The 3 Ps will be taught/reinforced in all year groups during any writing activities.

1. **P**encil - Correct pencil grip
2. **P**osture - Ensure feet are flat on the floor
- Sitting up with bottoms pushed into the backs of their chairs
3. **P**aper - Use their non-writing hand to steady paper
- Paper should be tilted slightly

SEN

The vast majority of children are able to write legibly and fluently. However some pupils may need more support and provision will be made for this in Individual Education Plans. Teachers of children whose handwriting is limited by problems with fine motor skills will liaise with the SENCO to develop a programme designed for the individual child. This may involve extra handwriting sessions and access to extra resources.

Left-handed pupils

All teachers are aware of specific needs of left-handed pupils and make appropriate provision. They:

- Sit left-handed children on the left of right-handed children so their arms don't clash.
- Put a mark at the left side of the page to indicate where writing begins as some left-handed children mirror-write from the right.
- Make sure that left-handed children's paper is tilted slightly to the left of centre of their body and encourage them to tilt their work clockwise so they can see what they have written.
- Ensure that left-handed writing mats are available.
- Are alert to the fact that it is very difficult for left-handed children to follow handwriting movements when a right-handed teacher models them and so demonstrate letter formation to left-handers on an individual or small group basis.

This policy was created
Next review

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