

**St Meriadoc C of E VA Junior Academy**  
**Handwriting Policy written by Mrs R. Fenn**

**Adopted:**

**Date to be reviewed:**

### **Introduction**

At St Meriadoc Junior Academy we believe that in handwriting, as in other skills, children will develop at different rates; for that reason, it is important that there is a consistent style of handwriting throughout the school, and that all staff consider themselves to be teachers of handwriting, with a clear understanding of the progression of skills, and of how to remedy errors. It is not sufficient to exhort children to improve their handwriting; the different elements need to be taught and practised.

The school handwriting style is based on our school reference sheet showing an alphabet of capital, lower case and joined letters. This is included in the appendix and should be available to children in every classroom, and to parents. As far as possible, worksheets and online resources should be produced using the chosen font style in Handwriting for Windows.

Pupils who join the school with established fluent joined handwriting will be allowed to continue with their current style of handwriting.

### **Aims and objectives of this policy:**

The aim of this policy is to enable children to develop legible, fluent, efficient handwriting.

In order to achieve these aims this policy will:

- Establish consistent practice, progression and continuity in the teaching and learning of handwriting throughout the school.
- Differentiate the learning of handwriting in order to cater for the needs of all pupils

### **Teaching and Learning:**

**Gross and fine motor skills:** Activities to develop gross and fine motor skills are essential to the development of good handwriting. Lessons should be **MULTI-SENSORY**: e.g. writing in the air, on hands or backs, following patterns

**Posture:** Pupils should be taught the importance of sitting upright and correctly on their chair, with their feet on the floor.

**Correct letter formation:** Pupils are taught to form letters correctly, paying attention to the starting point for each letter, the direction of pencil movement, the shape and orientation of the letter, and the relative heights of the body of each letter, and any ascender and descender.

**Joining letters:** Pupils should be introduced to joined handwriting as soon as they have mastered the shape of individual letters.

**Correcting mistakes:** Mistakes in pencil may be rubbed out. Mistakes in ink should be crossed out using a single horizontal line, and the whole word rewritten. Using double line spacing for work in draft allows the children space to improve their own work.

**Writing implements, linked to assessment:** When pupils have achieved fluent, legible joined handwriting in pencil, they will gain their pen licence and progress to a fibre tip handwriting pen, which will then be used for all written work in school.

**Ink:** Blue ink will be used throughout the school.

## **IMPLEMENTATION**

- Regular lessons in Years 3,4 and 5
- More frequent in Year 3
- Linked to the learning of spellings using purple handwriting books
- Focus in Y6 is developing:
  - o speed, especially for note taking
  - o adapting style to use eg labelling diagrams, headings etc
  - o understanding how handwriting can change for different usage

### **Lessons will be**

- short (no more than 30 minutes, ideally 15 minutes)
- format of teacher modelling, pupil practice

### **The main message is**

- good posture
- correct grip
- correct letter and join formation
- quality over quantity

Handwriting should be regularly referred to throughout the day, including encouraging children to have the correct posture.

Staff are expected to model good handwriting themselves.

## INCLUSION

It is the class teacher's responsibility to identify and/or be aware of and to act on individual needs, for example:

- left handedness
- ethnic minority whose other language may write in another direction
- any individual weaknesses' with pencil grip, letter or join formation
- SEN difficulties eg dyspraxia

## Marking/Proof Reading

Please refer to the marking policy.

## Parental Involvement

The role of parents and carers in supporting their child with handwriting is often fundamental to a child's success. Parents will be provided with a copy of the school handwriting style when they join the school.

## Monitoring and review

It is the responsibility of the English subject leader and senior management team to monitor the standards of children's work and the quality of teaching in handwriting; evaluate strengths and weaknesses and indicating areas for further development. The English subject leader is responsible for supporting colleagues in the teaching of handwriting, for being informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school.

**Further help and guidance** can be sought from the English Subject Leader or from the SENDCO.

## Year 3 Targets for Handwriting

### **Good Handwriting...**

...is readable!

...has careful clear letters.

...sits on the line.

...starts at the margin.

...goes to the end of the line.

...has a finger space between each word.

...has the same letters the same height.

...is not too **big**, and not too small.

...is joined up!

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## Year 4 Targets for Handwriting

### Even better handwriting...

...has all the letters the same regular size

...has the ascenders and descenders clearly distinguished

...has all the correct joins

...is consistent.

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## Year 5/6 Targets for Handwriting

### Beautiful handwriting...

...is fluent

...has ascenders and descenders parallel to each other

...has a personal style and is stunning to look at

...gives displayed work the "wow" factor.

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