

HOBBS HILL WOOD PRIMARY SCHOOL

Handwriting Policy

Committee	School Improvement
Author	Headteacher
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Our Vision

Aiming for excellence; creating equal opportunities for each individual to develop academic and life skills so they can make a positive contribution to their community and become lifelong learners.

Our Mission

Inspiring confident and independent learners

Our Values

We believe that children should be able to enjoy the rights and uphold the responsibilities of the school charter.

School Charter

We have the right to:	We have a responsibility to:
Be safe in school and online	Behave in a safe way
Learn	Listen and try our best
Be supported with our learning	Support and help each other
Be happy, play and have fun	Share, be kind, polite and considerate towards others
Be respected and treated fairly	Be helpful and responsible
A clean and purposeful environment	Recycle and keep the class and school environment tidy
Speak and be heard	Listen and respect each other's opinion

Statement

This policy is to outline how we do 'Handwriting' at Hobbs Hill Wood Primary School. As a 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.



We believe that handwriting is a developmental process with its own distinctive stages of progression from readiness for handwriting, through to letter joins, practising speed and fluency and higher presentation skills. A flexible, fluent and legible handwriting style empowers children to write with confidence and creativity. This is an entitlement that needs skilful teaching if each individual is to reach their full potential at Hobbs Hill Wood Primary School

Aims

Our aims in teaching handwriting are:

- For all children to develop a well-formed, legible style of handwriting in both joined and printed styles, with increasing fluency, confidence, and speed.
- To raise attainment for all pupils in handwriting through a consistent approach, guided by Penpals for Handwriting (Cambridge University Press) Scheme
- That all teachers and support staff must use and model the agreed cursive 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 writing across 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.

In order to achieve this, children will be taught:

- To develop fine motor control,
- The importance of correct posture and paper position whether right or left handed,
- To use a pen/pencil and to hold it effectively,
- To write from left to right and top to bottom on a page,
- To start and finish letters correctly,
- To form letters of consistent size and shape,
- The language of writing and how to use the correct terminology, (e.g. ascenders)
- To put regular spaces between words,
- How to form upper and lower case letters,
- How to join letters correctly,
- How to write legibly in both joined and printed style,
- To use different styles of writing for different purposes,
- The importance of neat and clear presentation in order to communicate meaning effectively.
- To develop greater control and fluency as they become increasingly confident.

At Hobbs Hill Wood Primary School handwriting is developed through systematic and regular practice in the teaching of handwriting using the Penpals Handwriting scheme. Penpals provides clear progression for children aged 3 to 11 starting in nursery where children practise their gross and fine motor skills in readiness for handwriting and finishing in Years 5 & 6 where basic handwriting issues are revised and speed and fluency improved. This whole school approach ensures a consistency of style and approach which leads to an effective progression of experience and teaching. Some children who may need extra

support with handwriting, may receive extra interventions to support them with their writing development and handwriting skill.

Checklist for Teachers

Teachers should look for these criteria in children's written work:

- Is the pen or pencil gripped comfortably between forefinger and thumb with the second finger below to steady it?
- Shape- Are all letters properly formed and clear?
- Joining- Are as many letters as possible joined consistently?
- Slope- Is the slope of letters consistent? Letters should either be all perpendicular or all sloping (predominantly a forwards slope will be used, however backwards slopes can be developed).
- Evenness- Are letters of a consistent and reasonable size? Capitals can be too big; tall letters too tall, small letters too small.
- Floating and Sinking- Do letters sit on the line? Words sometimes float above or sink below the writing line. This happens because the writing hand is not moving steadily across the page.
- Particular Letters- Which letters are really well formed? Which ones need careful practise?
- Are left handed children catered for? Teacher to ensure they are sat on the left handed side of the desk.

Monitoring and Assessment

- The monitoring of the teaching of handwriting is carried out by Class teachers, the Head teacher, English subject leaders and Key Stage leaders in line with the school development plan.
- Assessment of handwriting is an ongoing process and will take place formally and informally, during the regular, focused handwriting sessions and across other curricular areas. This will provide evidence of children's progress and attainment, will serve to inform the children's future learning targets and provide information when reporting to parents.
- HFL assessment grids will reflect children's attainment.

Handwriting Skills and Development

To achieve our aims we will give our children opportunities to develop their handwriting through the following: - by using Penpals for Handwriting (Cambridge University Press) as a handwriting scheme, by using the Primary Strategy to link handwriting to phonics (where appropriate) and by monitoring and assessing handwriting as part of the marking process.

Foundation Stage

Children will still be writing in pencil but a range of pens will be available for children to experiment writing with.

Children begin the Foundation Stage with a wide variety of writing skills ranging from simply making marks to writing their own name unaided. They will move from gross to finer motor skills using a variety of tactile methods. They need opportunities to make marks in their own way and to gradually refine these into recognisable patterns and eventually individual letters.

The Penpals for handwriting scheme (Cambridge University Press) will be introduced in the Foundation Stage and will help prepare children for handwriting, consolidate their motor control and introduce letter shapes. It is expected that most children will be forming each letter by the end of Reception.

Handwriting should be taught alongside phonics making use of the kinaesthetic learning to help children to internalise the letter shapes that go with the sounds. Children should write on wide-lined paper when they have the hand control to do it confidently. Lined paper is important because so much about handwriting is to do with the letters' orientation to the line. Letters and Sounds suggests a sequence for teaching the letters sounds, handwriting can thus be coordinated with phonic teaching where two letters stand for one sound.

A range of pre-writing activities opportunities must be provided in the learning environment to encourage and support children develop gross and fine motor skills, develop co-ordination and to promote pencil control and awareness of letter shapes and orientation.

Key Stage 1

Children will still be writing in pencil but a range of pens will be available for children to experiment writing with. Those with a fluent style will be able to move to a blue school pen.

Year 1

In Year 1, children practise forming letters and are introduced to diagonal joins, horizontal joins both to letters with and without ascenders. An introduction to joined writing can be started when a child has developed a consistent, clear print style, where letters are generally correctly formed:

- To form lower case letters correctly in a script that will be easy to join
- To practise handwriting in conjunction with phonics, spelling and independent writing, ensuring correct letter orientation, formation and proportion, in a style that makes letters easy to join.

Year 2

By Year 2 children should be moving towards a joined handwriting style and be able to write on lined paper with a reasonable degree of accuracy. They practise and build on Year 1 joins and are introduced to break letters. Children need to practise handwriting in conjunction with spelling and phonic patterns. They should be taught to use joined script consistently in their writing.

Key Stage 2

In KS2 the children undertake formal handwriting practice, with an emphasis on short, sharp and focused sessions that are taught. The children will be using a pencil and if the class teacher feels that they are ready they will use a blue school pen. Children should also be given opportunities to practise handwriting in conjunction with spellings. Handwriting practice is sometimes included in homework in KS2.

Year 3

The introduction of handwriting pens will begin in Year 3 when the teacher feels the child is ready. It is our aim that the majority of Year 3 have been taught the whole range of joins and will be developing a degree of accuracy and fluency by the end of the year. In the first 2 terms, children will consolidate joins from Years 1 and 2 and will be taught to join parallel descenders and ascenders.

The third term will focus on consistency of spacing, layout, speed and fluency practice:

- To use joined handwriting for all writing except where other special forms are required.
- To practise correct formation of basic joins from Yr 2
- To ensure consistency in size and proportion of letters and spacing between letters and words.
- To build up handwriting speed, fluency and legibility through practise.

Year 4

By the end of year 4 it is expected that most children will be writing with a pen.

Formation of capitals, lower case letters and the two basic join types (horizontal and vertical) should now be familiar and secure. The majority of children should be able to use joined-up writing for most of their work.

Whilst there is continued emphasis on using the movements of handwriting to support spelling through the revision of common letter patterns, they will also be given opportunities to develop speed and accuracy:

- To know when to use a clear neat hand for finished, presented work or Informal writing for notes and rough drafting etc.
- To ensure consistency in size and proportion of letters and spacing between letters and words.
- To use a range of presentation skills e.g.: -print script for captions, sub-headings and labels :- capital letters for posters, title pages, headings -a range of computer-generated fonts and point sizes.

Years 5 and 6

By Years 5 and 6, it is expected that most children will be writing fluently and are joining their writing across the curriculum. In these year groups the emphasis is on increasing speed, developing presentation skills and learning how to use different styles for different purposes and to practise, reinforce and refine skills taught in previous years.



Working Neatly

- We always use the school handwriting style when writing.
- We always give our work a title.
- We leave a line under the title.
- We begin each sentence with a capital letter.
- We draw a pencil line with a ruler through any mistake if we are writing in pen.
- On lined paper, we make sure our writing starts next to the margin.
- We write answer numbers in the margin.
- We don't write the next number until we have written the answer to the previous question.
- All our maths is done in pencil.
- We leave one square around each sum.
- The date is written in words, e.g. Monday 1 January 2015, but in maths, it is written in numbers, eg. 01-01-2015.



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HANDWRITING (Letter Formation FS/Year 1)

1. These are the letters which start at the halfway mark:

a c d g i j m n o p q r s t u v w x y z

2. These are the letters which start at the top of the line:

b f h k l t

3. This is the only letter which generally starts on the line:

e

4. These are the letters which join from the bottom:

a c d e h i k l m n t u

5. These are the letters which join from the half-way mark:

o v w

6. These are letters which never join onto other letters:

g j y

7. These letters do not join yet:

b f p r s q

8. These letters never join:

x z



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HANDWRITING (Letter Formation Year 2)

1. These are the letters which start at the halfway mark:

a c d g i j m n o p q r s u v w x y z

2. These are the letters which start at the top of the line:

b f h k l t

3. This is the only letter which generally starts on the line:

e

4. These are the letters which join from the bottom:

a c d e h i k l m n q s t u

5. These are the letters which join from the halfway mark:

f o r v w

6. These are letters which never join onto other letters:

g j y

7. These letters do not join yet:

b p

8. These letters never join:

x z



Hobbs Hill Wood Primary School

HANDWRITING (Letter Formation KS2)

1. These are the letters which start at the halfway mark:

a c d g i j m n o p q r s u v w x y z

2. These are the letters which start at the top of the line:

b f h k l t

3. This is the only letter which generally starts on the line:

e

4. These are the letters which join from the bottom:

a b c d e h i k l m n p q s t u

5. These are the letters which join from the halfway mark:

f o r v w

6. These are letters which never join onto other letters:

g j y

7. These letters never join:

x z