



**Holden  
Clough**  
Community  
Primary School

## **Handwriting Policy**

2020-21



# Our Vision Statement

*“A family of independent life-long learners that reach for the stars”*

**AT HOLDEN CLOUGH COMMUNITY PRIMARY WE HAVE ‘STAR QUALITY’**

**S-** We enjoy change and challenge, demonstrating **STICKABILITY** in everything we do

**T-** We love learning and laugh a lot **TOGETHER**

**A-** We strive for excellence and **ACHIEVEMENT** in everything that we do

**R-** We value and **RESPECT** each other as friends and celebrate our differences

We are resilient...	<ul style="list-style-type: none"> <li>• We are not distracted</li> <li>• We stick at it when we are in the pit</li> <li>• We take risks in our learning</li> <li>• We respond positively to change</li> <li>• We control our feelings and emotions</li> </ul>
We are reflective	<ul style="list-style-type: none"> <li>• We know what we are learning and why</li> <li>• We review our work and act on outcomes</li> <li>• We set realistic goals and criteria for success</li> <li>• We know how well we are doing and what we need to do to improve</li> <li>• We invite feedback and deal positively with praise, setbacks &amp; criticism</li> <li>• We make changes to improve our learning?</li> </ul>
We ask questions	<ul style="list-style-type: none"> <li>• We express our thoughts as questions</li> <li>• We know what open and closed questions are</li> <li>• We feel confident to ask questions</li> <li>• We feel confident to challenge our friends or teachers' ideas</li> <li>• We ask 'why', 'how' and 'what if' questions</li> </ul>
We are effective Participators	<ul style="list-style-type: none"> <li>• We are good listeners and industrious learners</li> <li>• We organise ourselves, we are independent and work out our goals and priorities</li> <li>• We show personal responsibility, initiative, creativity and enterprise</li> <li>• We use a range of techniques to collect and organise information</li> <li>• We engage actively with issues that affect us and those around us</li> </ul>
We make good choices	<ul style="list-style-type: none"> <li>• We take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes</li> <li>• We take responsible action to bring improvement for others as well as ourselves</li> <li>• We discuss issues of concern, seeking resolution</li> <li>• We are accountable for our own actions</li> </ul>
We work as part of a Team	<ul style="list-style-type: none"> <li>• We work confidently with others, adapting to different contexts and taking responsibility for our own role</li> <li>• We listen and take account of others' views</li> <li>• We form collaborative relationships, resolving issues and reaching agreed outcomes</li> <li>• We enjoy using Kagan in lessons</li> <li>• We adapt behaviours to suit different roles and situations</li> <li>• We show fairness and consideration towards others</li> </ul>



## Handwriting Policy

Handwriting is a demanding and complex skill which takes time to perfect. As a child progresses through primary school the requirement to write quickly, legibly and fluently increases considerably, as does the cost of being unable to do so.

### Aims

- For all pupils to develop a legible and fluent style of handwriting
- To promote a consistent letter shape and size
- To raise motivation and self esteem
- To establish and maintain a high profile for handwriting and presentation skills
- For excellent handwriting habits to impact positively on the content of written work

### Scheme and Styles

To achieve these aims we use the Martin Harvey handwriting scheme with resources from the Pen Pals scheme to support this where appropriate.

### **We encourage 3 levels of presentation: -**

- Top: for display (but not only for display) or for a special piece of work within a book.
- Middle: usual presentation expected in lined exercise books.
- Lower; notetaking, generating ideas.

### Tools and Resources

- Good quality sharp HB pencils.
- Staedtler 309 blue handwriting pens, black used for corrections/editing
- Children move from pencil to pen in Year 3/4 if the teacher considers them ready (Pen Licence).
- Martin Harvey's Line guides.

### Teaching Style: for details of formation and joins, refer to Martin Harvey pack

- Children are explicitly reminded to use the following 3 good habits for handwriting.
- Use two hands (one to write, the other on the book)
- Keep six feet on the floor (two human, four chair)
- Sit in the Bottom Back in Chair position (BBC)
- Teachers model handwriting during a lesson using a whiteboard and marker pen.
- Teachers should model right and left handed movements. Left handed children can be encouraged to model for the class.
- The quality of 'teacher talk' during modelling and the lesson in general is vital. Teachers will vocalize the size and shape of letters, the movement of the pencil and the nature of joins.
- Each teacher demonstration is followed by children's practice lasting about 2 minutes.
- Teachers and Teaching Assistants constantly move around the class while children are writing to reinforce teaching objectives, assess progress and offer praise or support as necessary. They should model in children's books in green pen and use red pen to correct.

- Letters should touch both lines on the narrow bands, but not go above the top line or below the bottom line.
- Tall letters go up to the top broken line on the line guide.
- Descending letters go to the bottom broken line on the line guide.
- The letter 't' ends halfway between the top solid line and the top broken line.
- Letters b/p/s/g/y/j are never joined to other letters.
- Numbers are the same height as capital letters.
- Capital letters are never joined to other letters.
- All other letters sit between the top and bottom solid lines, touching both.
- Letter formation exercises in SFA Roots lessons should be on line guides. These can be stuck into the back of the SFA books.
- The joining of letters begins in Year 2.

### Timetabling

It is an expectation that handwriting is taught a minimum of three days a week for fifteen minutes at a time. Lower down the school and where handwriting is perceived to need further development, there may be a need to teach handwriting daily.

### Assessment

We use the following criteria to identify particular problems in individuals and provide support.

- Does the child adopt the correct posture?
- Does the child hold the pen/pencil correctly?
- Does the child use the correct movement when forming and joining letters?
- Does the child reverse or invert any letters?
- Does the child write fluently and rhythmically?
- Is the writing easily legible?
- Is the book slanted appropriately?
- Is the writing in line with the Level Descriptors?

We use the following criteria to assess handwriting. Self and peer assessment are particularly encouraged. A child friendly version of these points is stuck in each child's book.

- Is the writing generally legible and pleasant?
- Are the letters correctly shaped and proportioned?
- Are the joins made correctly?
- Are the spaces between letters, words and lines appropriate?
- Is the writing properly aligned against the margin with letters standing up straight?
- Are the writing standards achieved (by individuals and/or whole classes) in line with level descriptors?

### The Handwriting Journey

- Letters are usually clearly shaped and correctly orientated (EYFS / Y1)
- Letters are accurately formed and consistent in size (Y1/ Y2/ Y3)
- Handwriting is joined and legible (Y2/ Y3/ Y4)

- Handwriting style is fluent and legible (Y4/ Y5)
- Handwriting style is joined, clear and fluent, and where appropriate, is adapted to a range of tasks (Y5/ Y6).

### THREE LEVELS OF PRESENTATION FOR CHILDREN

There are occasions when writing tasks or handwritten recording of work in different curriculum areas should be presented beautifully and times where presentation is less important. This is best explained with the three levels of presentation shown below.

- **Highest level of presentation.**

The teacher says to the class, "This Science investigation we have just finished, we are going to write up beautifully with written explanations in your finest handwriting, well -constructed tables of results and carefully drawn diagrams. We are going to use plain paper of various sizes and line guides. I want you to feel really proud of your completed work and I want you to make your teacher very proud. I have a big, empty display board waiting for your work."

- **Lowest level of presentation.**

eg. Children are working in small groups with large sheets of sugar paper and marker pens. Teacher says, "You have two minutes to write a superb sentence about the way the bare tree across the playground is moving in the January breeze."

Children are writing at speed, inserting extra words to improve their sentence and perhaps crossing out. Presentation does not matter at all in this type of task.

- **Middle level of presentation.**

This is where children work in exercise books , eg. Skills work in a literacy lesson.

Work on prefixes, suffixes, comprehension work, how to write extended sentences. There should be clear evidence of the school's handwriting style, with finger spaces and correct joins where they have been taught. With this type of task, the high quality of the top level of presentation should not be expected or demanded, but the lowest level of presentation would be totally unacceptable.

When labelling graphs, maps and diagrams children should be taught to print letters rather than join as this is appropriate for the reader.

### Adult Handwriting

There are times when adults in school must produce their finest handwriting and times when good handwriting matters less.

Top level of handwriting: During handwriting lessons, or when producing handwritten labels to go with displays of children's work.

Middle level of handwriting: Handwritten comments in children's exercise books. These should be neatly written, using the school's handwriting style. If they are written untidily, they can be inaccessible to the children, making the written comment worthless. Badly written comments give children mixed and contradictory messages. Due to the time required to write perhaps thirty

handwritten comments, it is unrealistic for these to be written to the top level standards. The same principles as the middle level of presentation for children's writing should apply here.

Bottom level of handwriting: This is where the quality of adult handwriting does not matter at all. eg. A guided writing activity. If a class are offering adjectives and adverbs in rapid succession to enhance a sentence, it would be counter-productive for the adult to write slowly and meticulously in their most beautiful handwriting. Guided writing should be short, sharp and pacey. In this bottom level of handwriting, with crossings out, insertion of extra words and arrows to move sections of language within the sentence, so the thought process is also being modelled. The only criteria should be that the children are able to read what the adult has written and the letters are formed using correct movement.

## *Handwriting in the new National Curriculum*

	Year 1	Year 2	Year 3/4	Year 5/6 (Handwriting and Presentation)
<b>Statutory Requirements</b>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• sit correctly at a table, holding a pencil comfortably and correctly</li> <li>• begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• form capital letters</li> <li>• form digits 0-9</li> <li>• understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• form lower-case letters of the correct size relative to one another</li> <li>• start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>• write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>• use spacing between words that reflects the size of the letters.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>• increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> <li>- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>- choosing the writing implement that is best suited for a task.</li> </ul> </li> </ul>

<p><b>Non-Statutory Notes and Guidance</b></p>	<p>Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided. Left-handed pupils should receive specific teaching to meet their needs.</p>	<p>Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.</p>	<p>Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.</p>	<p>Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.</p>
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