



# Magdalen Gates Primary School

## Handwriting Policy



### **Aims:**

- To develop the children's confidence in, and enjoyment of, the writing process in its widest sense;
- For children to understand that writing is a means of communication;
- To foster an appreciation of the need for neat, clear presentation in order to communicate effectively;
- To teach children the conventional ways of forming and joining both lower and upper case letters;
- To allow children to develop a fluent, comfortable handwriting style;
- For children to understand the variety of purposes of writing, so that they can adopt a suitable style to fit their purpose.

### **Objectives**

- To provide regular and systematic teaching of handwriting skills;
- To build on previously acquired skills to improve the children's standards of presentation throughout the school;
- To allow children to consolidate handwriting skills through directed and independent writing tasks.

### **Planning:**

The teaching of handwriting skills is organised into:

- 'formal' learning and reinforcement of handwriting skills in lessons allocated to this work;
- informal consolidation that takes place during independent tasks.

Formal work in key stage 1 classes will follow the Read Write Inc Handwriting scheme of work by Ruth Miskin, that identifies the areas of study for each year group. From Year 2, pupils will follow the OUP Nelson Handwriting scheme of work. Most children will be at the level specified for their year group. Some children may be working at the level of the year group below or above their own.

Much of the informal learning that takes place will be through encouragement to practise handwriting skills when working independently on an activity where the focus may be on another area of literacy.

### **Practice:**

Letter formation will be taught according to the Read Write Inc Handwriting scheme for key stage 1 pupils, and the OUP Nelson handwriting scheme for Years 2 – 6 pupils.

Pupils will have 10 minute daily handwriting practice sessions in all year groups.

Children are reminded about correct letter formation and joining at the point of writing during supported writing activities. When letters are formed incorrectly the child will be asked to practise correct formation.

For those pupils who are experiencing difficulties in letter formation, intervention sessions will be arranged with an Educational Assistant, usually in small groups. Appropriate teacher expectations are communicated to individual pupils.

All pupils will use an A4 handwriting book for all their written work.

Correct handwriting formation will be used in displays around the classroom, and for marking pupils' work.

### **Cross-Curricular Work**

At the beginning of any written task the children should be reminded of the importance of neat, clear handwriting and should be encouraged to evaluate the presentation of their work upon completion.

### **Resources:**

Whiteboards and marker pens for each child;

Variety of pencils;

Pencil grips;

Variety of tiles and cards, including sandpaper letters, showing cursive and joined letters;

OUP Nelson Teacher's handbooks for each class teacher.

All staff to have access to online Nelson and RWI handwriting lessons, via Oxford Owl website.

### **Equal Opportunities and Special Educational Needs:**

Equal opportunities for teaching and learning are ensured regardless of gender, race, class or intellectual ability, with equal access to resources, teaching and support (See Equal Opportunities Policy).

Those children who are experiencing difficulty in developing skills of fine motor control should be discussed with their parents. Particular targets for achievement may be included in a child's Individual Action Plan. Within the classroom the children are provided with appropriate learning objectives and programmes of work. (Please refer to the 'Teaching and Learning' and the 'Special Needs' Policies as appropriate).

### **Assessment:**

In Reception fine motor control skills are assessed within the Early Learning Goals assessments in the first year that the child is in school. In Year 2 and each year in Key Stage 2, handwriting is assessed as part of the SATs writing tasks and Teacher Assessments. Teachers use their on-going formative assessments to plan work appropriate for the ability of the children.

### **Reporting to Parents:**

The children's progress in Handwriting may be reported to parents in the Spring term report and at parents' meetings held in the Autumn and Spring terms.

Parents of children who have special needs in developing skills of pencil control have the opportunity to discuss these issues at SEND reviews.

The Early Years Co-ordinator will liaise with staff at Magdalen Gates Pre-school to ensure continuity and progression in the teaching of handwriting.

### **Responsibilities of the Subject Leader:**

- To provide support for teachers when required;
- To monitor plans and classroom practice to ensure implementation of the policy;
- To monitor a sample of handwriting books from across the school in the Autumn and Summer terms each year;
- To provide INSET as appropriate;
- To maintain and monitor the use of resources;
- To ensure that a copy of the policy and scheme of work is filed in the Curriculum Policy Handbook;

- To review the policy and scheme of work when necessary.

**Adopted: June 2018**

**Review date: Autumn 2020**