

Handwriting Policy

ISP School Battle



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Introduction

At ISP Battle School we believe that neat, well-formed handwriting and the good overall standard of the presentation of written work helps to raise standards as the pupils will take a pride in and take ownership of their work. With this in mind we have established some expectations for the children in the classroom.

Why is a handwriting policy important for schools?

Handwriting is a skill which, like reading and spelling, affects written communication across the curriculum. Given effective teaching, handwriting can be mastered by most pupils by the time they are seven or eight years old enabling them, with practice, to go on to develop a faster and more mature hand ready for secondary school and adult life. The surest way to ensure consistent teaching and the development of legible, fluent joined handwriting throughout the school is to have a written policy agreed and put into practice by all staff.

Handwriting is a movement skill, children need to practise handwriting movements correctly and often. The first handwriting lessons are vital and the most important issue is to ensure that the children we teach learn to form the letters of the alphabet with the correct sequence of strokes from the beginning. The correct formation of all letters needs to become quite automatic and may require a lot of practice.

Suzanne Tiburtius of the National Handwriting Association

Purple group (puffins stage 1)

Children will continue to develop fine and gross motor-skills with a range of multi-sensory activities. Handwriting should be discussed within and linked to phonics sessions, as necessary. When letter blends are taught, they will be done so in joined script. Teachers and support staff continue to guide children on how to write letters correctly, using a comfortable and efficient pencil grip. Children should now be leaving spaces between words accurately. By the end of children should be able to write legibly, using upper and lower-case letters appropriately and correct spacing between words. Children should be taught handwriting in short bursts each day linked to Letters and Sounds. When more confident and handwriting is legible the children will then move on to writing with a handwriting pen.

Orange Group (Ostridges stage 2)

During this stage the children continue to have direct teaching and regular practice of handwriting. We aim for them to develop a clear, fluent style and by the end of this stage be able to adapt their handwriting for different purposes, such as: a neat, legible hand for finished, presented work, a faster script for note making and the ability to print for labelling diagrams etc.



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Each week they have a handwriting lesson taught on a carousel. This is differentiated and targeted at their needs. We then use the language of handwriting such as decenders, ascenders and orientation so as ensure they become familiar with this language. They also receive a SPAG lesson, when again the use of a legible and neat style is encouraged and work is repeated and corrected as necessary (this is also targeted at the beginning of lessons in green pen work).

Blue Group (Buzzards stage 3)

Teaching of handwriting continues to be a focus at this stage as necessary. The students still receive a handwriting lesson once each week, as well as completing a SPAG lesson.

Provision for left-handed children: At least 10% of the population are left-handed, the majority of whom are boys. All teachers are aware of the specific needs of left-handed pupils and make appropriate provision:

- paper should be positioned to the left for right handed pupils and to the right for left handed pupils and slanted to suit the individual in either case;
- pencils should not be held too close to the point as this can interrupt pupils' line of vision;
- left-handed pupils should sit to the left of a right-handed child so that they are not competing for space;
- extra practice with left-to-right exercises may well be necessary before pupils write left-to right automatically;

Children As well as giving the children time to focus on their handwriting style, we feel that it is crucial that they are given transactional tasks and opportunities which allows the individual to write creatively and independently. Thus, we are in the process of developing several schemes. One of these is for each pupil to have a pen pal. Pen pals have been chosen carefully, with the ages and student experiences in mind. The pupils have been enthusiastic about writing to their new friends and enjoy receiving their letters. We have also been thinking about British Values and writing letters to other audiences. Recently we have written to our Member of Parliament, inviting them in so that the children can learn more about BREXIT as well as discussing some more local issues. Some children then wrote to members of The Royal Family to ask questions or just to congratulate Prince Harry on his recent engagement.

- should be encouraged to have the correct sitting posture for good handwriting e.g. the bottom of the back to go into the back of the chair.

Further opportunities to enhance handwriting

Diverse and Creative Curriculum: Our new style curriculum means that children have many more opportunities to display their work. They have recently been practising

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different methods of displaying their work and have taken pride in how their writing and art is perceived by an audience. They are also beginning to think about how writing, art and communication have changed and how they continue to change and develop.

Monitoring arrangements

This policy will be reviewed annually, but can be revised as needed. It will be ratified by the local governing body.