



Westmoor Primary School

Handwriting Policy

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Statement of intent

Westmoor Primary School believes that handwriting, similar to reading and spelling, can affect pupils' progress and achievement across the entire curriculum. When taught effectively, handwriting is mastered by the majority of pupils during the primary phase, allowing them to develop a more effective style of handwriting by the time they begin secondary school.

One of the most successful methods for ensuring consistent teaching and learning across the school is by having a clear policy in place. This policy has been developed in consultation with all the teaching staff and the (SENCO), in order to ensure clear and consistent methods for teaching handwriting across the school.

1. National curriculum standards

- 1.1. In September 2014, the DfE published the 'English programmes of study: key stages 1 and 2' document which included a set of handwriting standards that pupils are expected to reach by the end of each year group.
- 1.2. All members of school staff have regard to the national curriculum standards for handwriting when delivering lessons.
- 1.3. In Early Years, pupils are taught to:
 - Nursery- Use a comfortable grip with good control when holding pens and pencils
 - Write some letters accurately
 - Reception- form all lower case and capital letters accurately
 - Write recognisable letters, most of which are accurately formed
- 1.4. During Year 1, pupils are taught to:
 - Sit correctly at a table, holding a pencil comfortably and correctly.
 - Begin to form lower-case letters in the correct direction, starting and finishing in the right place.
 - Form capital letters.
 - Form digits 0-9.
 - Understand which letters belong to which handwriting families, (i.e. letters that are formed in similar ways) and to practice these.
- 1.5. During Year 2, pupils are taught to:
 - Form lower-case letters of the correct size relative to one another.
 - 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 un-joined.
 - Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.
 - Use spacing between words that reflects the size of the letters.
- 1.6. During Years 3 and 4, pupils are taught to:
 - Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.
 - Increase the legibility, consistency and quality of their handwriting, e.g.by ensuring that the down-strokes of letters are parallel and equidistant; and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch).

1.7. During Years 5 and 6, pupils are taught to:

- Write legibly, fluently and with increasing speed by:
 - Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.
 - Choosing the writing implement that is best suited for a task.

2. Practising handwriting

2.1. Pupils are encouraged to practise their handwriting skills on a daily basis, with separate time allocated in the timetable to allow pupils to practise and develop their movement memory.

2.2. It is vital that pupils develop the correct handwriting techniques. With this in mind, teachers and teaching assistants ensure that any errors are immediately corrected, and pupils can practise their corrections.

2.3. At the beginning of every academic year, a letter is sent to parents/carers explaining the school's methods for teaching handwriting. This letter will also explain how parents/carers can encourage pupils to practise at home.

2.4. Parents/carers will be provided with a set of exercises which pupils can practise at home; these exercises will be designed by the pupil's teacher, and will be specific to their year group.

2.5. When setting homework, teachers will consider the individual progress of a pupil.

2.6. Pupils with special educational needs and disabilities (SEND) or those who are academically more able will have their work set separately from the rest of the class.

3. Teaching and learning

3.1. Pupils are taught to recognise and appreciate patterns and lines.

3.2. Pupils are supported in finding a comfortable and effective grip for holding their writing implement.

3.3. Pupils are encouraged to hold their writing implements correctly, away from the point to ensure the line of vision is not interrupted.

3.4. The importance of neat and clear presentation is clearly communicated to pupils, successful teaching leads to pupils taking pride in the appearance of their work.

3.5. Pupils are encouraged to have the correct seating position when learning; the bottom of the back needs to be in contact with the back of their chair.

3.6. Pupils in key stage 2 are encouraged to write quickly using a joined style, whilst maintaining clear and accurate presentation.

- 3.7. Pupils are taught to write on a range of textures such as whiteboards, blackboards, and different types of paper.
- 3.8. Teachers model examples of correct handwriting in the classroom
- 3.9. New members of staff who will be involved in teaching handwriting will receive a copy of this policy.

4. Pupils who are left-handed

- 4.1. Paper is always positioned to the far right for left-handed pupils and slanted to suit their individual needs.
- 4.2. Left-handed pupils are always seated to the left of a right-handed pupil in order to avoid competition for space.
- 4.3. Left-handed pupils are given additional supervision and practise time to ensure they are making the same progress as other pupils.

5. Assessment

- 5.1. Teachers attend regular phase meetings to discuss the progress of pupils. During these meetings they consider the following questions:

- Is the writing eligible?
- Are the letters in the correct shape?
- Are the letters correctly proportioned?
- Is the space between words, lines and letters appropriate?
- Is the size of the writing correct?
- Is the writing correctly aligned?
- How many pupils are achieving the standards set out in the national curriculum?

- 5.2. Teachers regularly monitor the progress of pupils during lessons. When observing pupils, teachers consider the following questions:

- Is the pupil's posture correct?
- Is the pupil holding the pencil properly?
- Is the pupil using the correct movement when forming and joining letters?
- Are the letters reversed or inverted?
- Does the pupil have a fluent writing style?
- Is the writing eligible?
- Is the pupil making the expected progress set out in the national curriculum?

6. Policy review

- 6.1. This policy is reviewed every two years by the head teacher.