

Together, as God's family we are learning through love, forgiveness, respect and courage to use our unique gifts

INTENT

At St William of York, we want our children to write legibly, fluently and at a consistent pace. We want our children to see and experience the benefit of writing legibly and fluently in their day to day lives through purposeful opportunities to practice their handwriting everyday. From mark making, letter formation and basic joins we want writing to be an integral part of all classroom lessons where written work is carried out.

We intend for our children to:

- Write legibly, fluently and with increasing speed.
- Form lower-case letters of the correct size relative to one another.
- Choose which shape of a letter to use when given choices and decide whether or not to join specific letters.
- Increase the speed of handwriting, to ensure problems with forming letters do not get in the way of writing what they want to say.
- Use a variety of handwriting standards for varying tasks, e.g. un-joined style for labelling a diagram or writing an email address, capital letters for filling in forms.

IMPLEMENTATION

Methods for Promoting Quality Handwriting

- Labels around the classroom and on displays.
- Examples of children's writing prominently displayed.
- Posters promoting writing.
- Modelling of correct letter formation.
- Development of fine motor skills to build muscle strength.
- Handwriting font used on typed resources.

Through the daily teaching of handwriting children will be encouraged to develop a legible, fluent and aesthetically appealing style.

EYFS

In the Foundation Stage the emphasis is on mark making, progressing on to correct letter formation. Children are given opportunities to independently practise their handwriting. Children are given opportunities to develop the fine motor skills they need for accurate handwriting through continuous provision in the EYFS setting.

Pupils are taught to

- Use good gross and fine motor control.
- Use the main handwriting movements involved in the three basic letter shapes as exemplified by: l, c, r.

KEY STAGE 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.

LOWER KEY STAGE 2

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 [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].

UPPER KEY STAGE 2

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.

The letter formation represented in PenPals handwriting scheme is used throughout the school.

Teachers ensure that children are concentrating on 'the 3 'P's' during handwriting sessions. These are

- Paper: the paper children write on should be angled slightly away from the writing hand.
- Posture: sitting up straight, both feet on the floor, adequate desk space.
- Pencil grip: tripod grip is the most efficient way of holding a pencil (held lightly between thumb and forefinger, about 3cm from the point, with the middle finger providing additional support).

This policy should be read in conjunction with all our English policies procedures and practice.

ADAPTIONS

For those children who struggle to form letters legibly, there are additional scaffolds in place to support their progress. This could be a pencil grip, a different type of pen, modified writing templates (such as Bubble Writing templates), adjusted paper/lines in exercise books, the use of highlighted lines or the use of adult support and adult led intervention.