



## HANDWRITING POLICY

### Our school motto

Never settle for less than your best.

### Our Vision

Following in the footsteps of Jesus, each member of our community will flourish as resilient, respectful and adaptable individuals prepared for life's journey. Along the way we will encourage and inspire each other to continue growing as beacons of light in our own lives and the wider world.

### Our Mission

St George's Central seeks to provide quality education rooted in the Christian faith, serving the spiritual, moral and educational needs of the community of which it is part.

### Introduction

This document is a statement of aims, principles and strategies for the teaching of handwriting at St. George's Central CE Primary School and Nursery. It is the decision of the governors and staff to use the *Improvement in Schools through Handwriting and Art (ISHA)* scheme to provide a clear and consistent approach to learning.

### Aims

At St George's Central CE Primary School and Nursery, handwriting is taught with a sequential and progressive approach. Children are introduced to the *ISHA* style in Early Years. Handwriting is a taught skill and staff value the importance of teaching and sustaining good handwriting. Teachers and Teaching Assistants are expected to model the handwriting style throughout school. We believe that self-esteem can be raised by good quality presentation. Our aim in this policy is to ensure we have a consistent approach to the teaching of handwriting. Children are taught the correct letter formation and how to join letters correctly and form good handwriting habits. This enables children to write fluently and legibly and by the end of KS2 begin to develop a distinctive style.

#### **Each aim is considered equally important:**

- to teach children to write with a flowing hand which is legible, swift and pleasant to look at;
- to enable children to develop their own style of handwriting as they progress through Key Stage 2;
- to support the development of correct spelling and to aid in the elimination of letter reversals by the learning of word patterns and the correct joining of letters;
- to ensure that children of differing abilities are provided with appropriate and achievable goals;
- to assist children in taking pride in the presentation of their work;
- to teach correct letter formation;
- to appreciate handwriting as an art form;
- to display excellent examples of handwriting in every classroom and around the school.

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## Teaching and Organisation

We use the *Improvement in Schools through Handwriting and Art (ISHA)* handwriting scheme throughout school, thus ensuring there is continuity and progression across classes. We seek to fulfil the requirements of the National Curriculum and the EYFS Curriculum. In their short term planning teachers outline specific objectives for groups of children and individuals in order to ensure progress.

Handwriting is taught regularly. In Early Years many activities are provided daily in continuous provision, outdoors and indoors, to develop the children's ability to hold and use a writing tool correctly and use it with some control. When children are beginning to form letter shapes, specific handwriting will be taught three times a week. In Key Stage 1 specific handwriting sessions take place every day and in Key Stage 2, they take place at least three times per week and children use the back of their English books to practise.

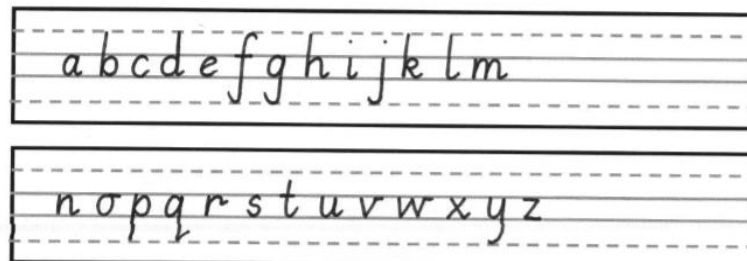


In Early Years and Key Stage 1, whiteboards with handwriting lines on are used to support children's learning. This includes phonic sessions. During lessons we ensure that children sit correctly, position their paper / book and hold their pen/pencil correctly using their other hand to hold their work firmly. Chair height is checked to ensure it is correct. It is important that particularly in the Early Years and at Key Stage 1 children are observed closely during lessons to ensure that letter formation is correct.

In addition to specific handwriting lessons children are expected to apply their learning in their exercise books and to show care for the presentation of their work. Regular opportunities for children to present and display their work are also planned for. Good examples of handwriting are displayed around school.

Reception begin to use writing portfolios in the Summer Term to record their best written work. Their portfolios then stay with them throughout Key Stage 1 and 2, where 10 pieces of best work from each year group are kept in them. Writing kept in portfolios must be on blank paper and may be accompanied by art work. Art work in the portfolios must be of a high standard and no borders are to be used.

It is important for teachers to set a good example to children by modelling good handwriting when writing on the board, interactive whiteboard or when marking children's books. Teachers strive to model the *ISHA* style and use the appropriate joins, demonstrating the fluency and legibility of the style. Appropriate joins are clearly outlined in the *ISHA* scheme of work, which all teaching staff have access to. Example of correct letter formations are on display in all classrooms with letter joins on display in KS2 classrooms. The image below shows the formation of each individual letter.



a b c d e f g h i j k l m  
n o p q r s t u v w x y z

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## Early Years Foundation Stage

During their Nursery and Reception years the children are given a wide range of opportunities to develop an understanding that writing conveys meaning, e.g., books, storytelling, signs and labels. Children also experience a variety of activities which help to develop their physical skills and enable them to use a tripod grip to hold their writing tool for drawing vertical lines and circles in preparation for writing.

Children experience a wide range of handwriting-related skills. For example, letter and number formation in sand trays, through tracing, use of ribbons, with chalk, felt tips, pencils, crayons, writing over and under teacher models in various forms, word building with magnetic letters and pattern making in various media.

For those children that are ready for handwriting practice, pencils can be used in conjunction with lined or unlined paper. If children are using lined paper, they must use the correct line guides and the size used will be appropriate to each individual child. Teachers will decide whether the children need thick or thin pencils.

Teachers model correct letter formation and children practise this alongside their Phonics programme. Correction of letter formation takes place on an individual basis. Children practise name writing in non-joined style.

### Year 1

Children work on handwriting skills daily and in a variety of activities. For example, writing in books, multi-sensory approaches and through phonic work. Exercise books and whiteboards with guide lines are used. Children use standard sized pencils. Specific handwriting lessons take place at least four times per week.

### Year 2

Children continue to work on handwriting skills daily and in a variety of activities. They are encouraged to use joined-up handwriting in their daily work. In addition, handwriting is often practised through the teaching and learning of phonics. Exercise books and whiteboards with guide lines are used. Children use standard sized pencils. In the Summer Term, children may be given a pen if it is felt they are ready to use one.

### Year 3

When it is felt they are ready, children will be allowed to work using black Berol Handwriting pens. Biro and gel pens are not permitted. By the end of Year 3, all children should be using a black Berol Handwriting pen, regardless of ability. There may be some exceptions for SEND children. English books using guide lines are used. Topic and Science books have blank paper. Children are expected to put darker guidelines behind the blank paper when writing.

### Across Key Stage 2

Children use Berol Handwriting pens which must be kept in good working order. Only black ink is acceptable. Black pens should be named so that each child has their own pen. English books with guide lines are used. Topic and Science books have blank paper. Children are expected to put darker guidelines behind the paper when writing. Pencils should continue to be used throughout the school for all maths work, diagrams, charts and maps. Children should be encouraged to always write with a sharp pencil and to use rubbers to correct mistakes, or cross through with a single line.

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### Presentation in Books

Children must ensure that all work is presented neatly. The full date and title of all work must appear at the top of the page and must be neatly underlined. Any mistakes must be neatly crossed out using a ruler. In numeracy the short date may be used. Any drawings in books must be done in pencil and drawn inside a box. Pencils should continue to be used throughout the school for all maths work, diagrams, charts and maps. Children should be encouraged to always write with a sharp pencil and to use rubbers to correct mistakes, or cross through with a single line. Borders are not used.

### Resources

Each class has its own set of resources to support handwriting. There are also central resources stored in the Key Stage 1 resource area and the stock cupboard.


### Monitoring and Evaluation

It is the role of the Handwriting subject leader to monitor the teaching and learning of handwriting throughout the school. This is done through regular work sampling and observations. Feedback from this monitoring is used to inform staff of necessary developments in order to raise standards. Monitoring is supported by the Head teacher and SLT.

### Conclusion

At St. George's Central CE Primary School and Nursery we believe that it is our professional duty to share this policy with all new members of staff, parents and carers on request. The policy will be reviewed in the light of experiences, new developments or requirements. The leader will discuss any aspect of this policy on request.

**Policy developed by: Miss Glassbrook**



Chair of Governors

Date: November 2019



Headteacher

Date: November 2019

**Policy approved: November 2019**

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