

Fort Royal



Community Primary School

Play • Learn • Laugh • Succeed

HANDWRITING POLICY

Review Date 8/ 04/2025			
Responsibility of Zara Juffkins Literacy TLR	Statutory Policy? No	Governors Approval Yes	Date 23/05/2022

HISTORY OF POLICY REVIEW/CHANGES

Date	Page	Details of Change	Amended by	To be Ratified

1. Aim

It is our aim to encourage the progression and development of each child's handwriting throughout the schools into a fluent, legible and individual style that can be adapted for a range of purposes and will support their spelling and composition.

2. Our Approach

Opportunities for mark making are planned in both the inside and outside environment. Children are offered a range of materials and experiences for mark making. When teachers are modelling activities, they demonstrate and encourage correct pencil grip. Children are taught how to form individual letters accurately alongside phonics teaching using a variety of strategies. Patterns to support letter shapes are used for children that need them.

Children across school working on the EDS curriculum or phase 1 phonics are involved in a variety of activities to develop their physical development. Both gross and fine motor skills develop in a 'top down' approach. Just as a baby first learns to lift its head, then gains core control, beginning to sit, crawl and then stand, so it is the same for fine motor skills. These emerge from the shoulder joint, then to elbow and lastly to wrist and finger joints.

Pupils on phase 2 and above are taught letter formation alongside their phonics and the objectives of the Key Stage One and Two Programmes of Study (see Appendix 1). Pencil grips and ergonomic pens are provided for children where required.

Whilst legible handwriting is encouraged we do understand that some of our pupils have significant difficulties in fine motor and pencil control. These children are supported by other means of writing as well. These include, but are not limited to; Clickr 7, Grid 3 and alphasmarts.

Signs across school are written using Sassoon Primary Infant font to ensure that pupils develop the correct formation of all letters.

3. Observable Indicators

Pupils working on phase 1 phonics have a 20-minute gross or fine motor skills session daily. This is in addition to their phonics input. This will include, but is not limited to;

- Fine Motor Skills activities: This aims to provide children with lower motor skills chances to learn and develop in this area, leading to better balance, coordination and mark making.

Examples of activities could include:

- Peg boards
- Jigsaws

- Threading
 - Scissor skills
 - Mark making in sensory materials
 - Lego / Duplo
 - Shoelaces / zips/ buttons/ belts
- Gross motor skills activities: This aims to provide children with stability across their core and support muscles of the body to perform everyday functions. This will in turn support actions such as sitting upright at the table.

Examples of activities could include:

- Trikes
 - Balance bike sessions
 - Hopscotch
 - Sit on push along scooters
 - Climbing
 - Trampolines
 - Swing
 - Smart Moves sessions
 - Obstacle courses
 - Popping bubbles
 - Catching / throwing balloons (keep the balloon in the air)
- Write Dance: A program that follows themes around two children and their adventures. Each story has a song and dance to go with it, which the children may explore in P.E. sessions or in the classroom. There is also a 'scrimbling' (or, mark making!) activity where the children have the opportunity to practise new movements on a range of tactile surfaces, such as shaving foam or bubbles. This promotes gross and fine motor skills, as well as explicit and cross body movements.
- Pupils working on phase 2 phonics and above have regular handwriting sessions alongside their phonics sessions, as well as access to the above activities where necessary and appropriate.
- Handwriting sessions: These are done with the adults in the classroom to support and develop children's letter formation and handwriting skills in a "print" style. These tie into phonics sessions and letter formation is taught alongside the corresponding letter sounds.
 - Independent writing sessions: These sessions are independent practise and focus on comprehension style activities.

4. Assessment

Handwriting is assessed as part of the literacy curriculum and evidenced in literacy, independent writing, handwriting and phonics books. Teachers also observe posture, pen grip, paper position, pressure and fluency and speed.

When marking, teachers offer opportunities to practise specific letters that children are struggling with.

This policy has been agreed by the staff and Governors in Autumn 2021 and will be reviewed in line with the school's cycle of policy reviews, by and in the first instance no longer than July 2025.

Date: Signed

(Chair of Governors)

Appendix 1:

National Curriculum Handwriting Programme of Study

Year 1

Pupils should be 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 practise these.

Year 2

Pupils should be 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 e.g. x?
- Write capital letters of the correct size and orientation in relationship to one another, and to lower case letters
- Write digits of the correct size and orientation in relationship to one another
- Use spacing between words that reflects the size of the letters.