

Ashmole Primary School



Handwriting Policy

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Updated on:	Changes made / notes:
7 th October 2016	Removed INCO, replaced with SEND Leader to reflect staffing changes

Ashmole English Policy 2015

At Ashmole we are committed to raising standards and developing our pupils to reach their full potential. We have agreed a standardised set of guidelines for handwriting to help children to develop a fluent and cursive style of presentation that is consistent throughout the school and allows for progression.

Aims

Our Handwriting Policy will aim to help staff to:

- Have a clear framework of progression for teaching cursive handwriting
- Have a clear understanding of the importance of regular and explicit teaching of handwriting
- Have high expectations of standards in handwriting from both adults and children across the school

By analysing what is produced on a regular basis we will be able to set informed targets and therefore raise standards.

Handwriting Procedures

All staff must work within these guidelines:

Early Years Foundation Stage

1. Children are exposed to print in a range of forms, both printed and handwritten
2. The learning environment displays a range of print, both printed and handwritten
3. All handwritten print in the classroom environment (visible to children) will be in the pre-cursive style (moving to cursive when appropriate in the Reception Year)
4. During Phonics and Handwriting activities, children will learn to read and form letters in the pre-cursive style
5. Children will be taught to write their names and other simple key words using the pre-cursive style
6. Children will have access to a range of mark-making materials (as appropriate) during both adult-led and child-initiated learning

Key Stage 1

1. Children are exposed to print in a range of forms, both printed and handwritten
2. The learning environment displays a range of print, both printed and handwritten
3. All handwritten print in the classroom environment (visible to children) will be in the cursive style
4. All marking will be written in a cursive style
5. All teacher's modelled/shared writing in lessons (e.g. on whiteboards) will be in the cursive style
6. During Phonics and Handwriting activities, children will learn to read and form letters in the cursive style, including common joins (see Appendix)
7. In Year 1, Handwriting will be taught explicitly daily for 10-15 minutes, with a teacher input followed by independent practise on sheets/in books (as appropriate)
8. In Year 2, Handwriting will be taught explicitly daily for 10-15 minutes in the Autumn term and, depending on achievement, this can be reduced to 3 sessions per week in consultation with the SLT. Sessions will start with a teacher input followed by independent practise on sheets/in books (as appropriate).
9. The joins children are learning/materials they are using should be differentiated to meet the needs of all
10. Children will be encouraged to complete all of their work using the cursive style, in all subjects of the curriculum. Children who are finding this a challenge will be given extra opportunities to practise or alternative provision will be made for them in consultation with the SEND Leader.

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Key Stage 2

1. Children are exposed to print in a range of forms, both printed and handwritten
2. The learning environment displays a range of print, both printed and handwritten
3. All handwritten print in the classroom environment (visible to children) will be in the cursive style
4. All marking will be written in a cursive style
5. All teacher's modelled/shared writing in lessons (e.g. on whiteboards) will be in the cursive style
6. Handwriting will be taught explicitly according to need. Children who write legibly in the cursive style will no longer need explicit teaching, merely constant reinforcement of presentation expectations in lessons.
7. Children who are not yet writing legibly in an accurate cursive style will complete handwriting in small intervention groups led by a TA. These will take place in afternoons so as not to disrupt the teaching of core subjects. These should be for at least 20 minutes, 3 times a week. Sessions will start with a join being modelled by the adult followed by independent practise on sheets/in books (as appropriate).
8. The joins children are learning/materials they are using should be differentiated to meet the needs of all
9. Children will be encouraged to complete all of their work using the cursive style, in all subjects of the curriculum. Children who are finding this a challenge will be given extra opportunities to practise or alternative provision will be made for them in consultation with the SEND Leader.

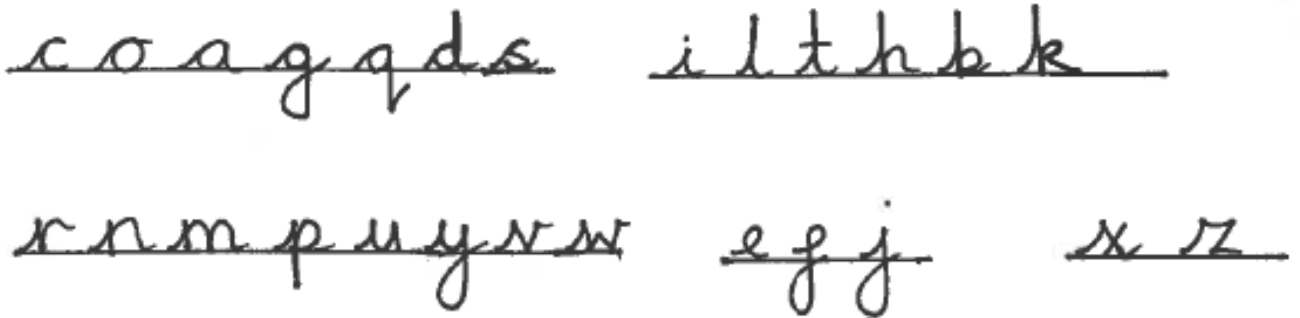
Pen Licences

1. Children who can write consistently and accurately in the cursive style at all times, including in extended pieces of writing, can earn a Pen Licence.
2. When a child earns a Pen Licence, they no longer require explicit teaching of handwriting.
3. If a child has a Pen Licence, they should complete certain pieces of work in pen. For example, best pieces of writing, write-ups of experiments in Science, or work for displays. For drafting in English and work in Maths, a pencil may be more appropriate.
4. Teachers will be asked to nominate children for Pen Licences every term and they will be presented in the final celebration assembly of each term.
5. Once presented in Assembly, these should be displayed prominently in classrooms. It will also be communicated to families in the newsletter from the Head of School.

Appendix

Before learning any joins, children should be taught to print letters in the pre-cursive style. Children must be confident in where to start and how to form all of their letters in this way before moving onto joining them. All letters start from the line and begin with an entry flick. All letters end with an exit flick which helps children to move towards joining accurately and fluently.

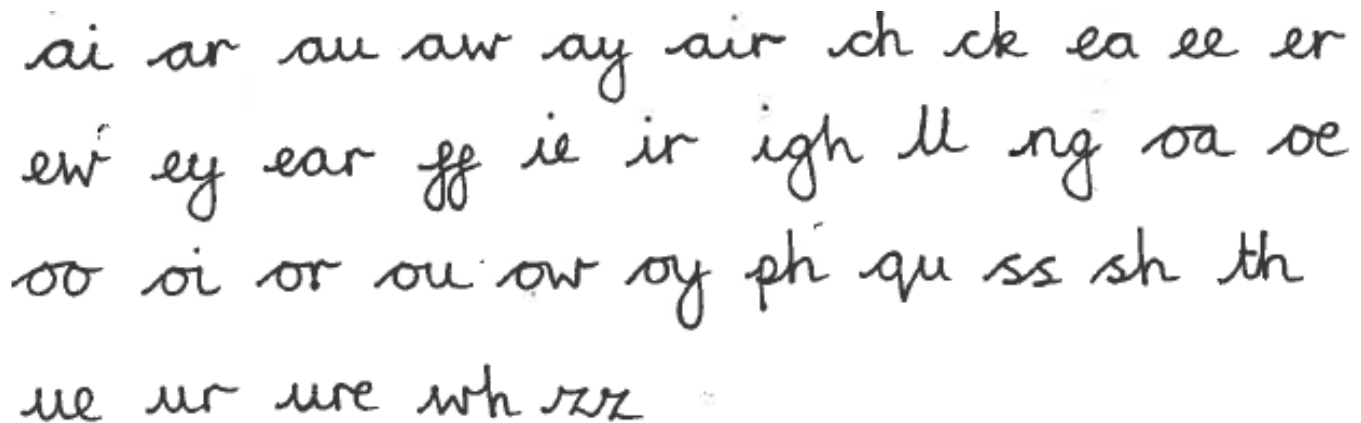
Children should be taught to form letters in their 'families' (letters that are formed in a similar way) in the following order:



After children have mastered printing these letters, they can practise producing continuous joined lines, e.g.



After children have mastered this skill, they should be taught how to form the common joins in English (these are the digraphs and trigraphs children learn in their Phonics lessons). These should be taught in the following order:



Children who write fluently and confidently in the cursive style should then be given the opportunity to be taught and practise the following:

- Words with common prefixes and suffixes
- Words with common spelling patterns or high frequency words
- Contractions and other words with apostrophes
- Printed upper case letters

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- Words that begin with a capital letter (correctly showing a break between the capital letter and the first cursive lower case letter)
- Their full names
- Passages of writing
- Copying non-cursive text into cursive
- Writing up work into best, where this has not been done in lessons to promote high standards
- Use a handwriting pen