

St Mary's C of E Schoo

Handwriting Policy

November 2015





1. Rationale

The purpose of this writing policy is to ensure that there is a consistent progressive approach to the teaching and learning of handwriting at St. Mary's C of E Primary School from Foundation stage to year 6 that will lead to successful outcomes in levels of attainment and progress for all children in writing transcription.

Our aims at St. Mary's C of E school are to:

- Provide a secure environment, physically and emotionally, in which all children are offered equal opportunities and are taught to value their own skills and abilities and those of others.
- Teach courtesy, good manners and consideration of others.
- Enable children to communicate effectively with one another and to frame their feelings, emotions and experiences in appropriate language, in order to support moral and spiritual development and engender respect for the personal and religious values of others.
- Encourage pupils to use initiative and to persevere in the face of changing personal circumstances and varied learning outcome
- Provide a broad and balanced curriculum within a variety of learning environments that develop individual potential.
- Build positive relationships with our immediate school community, national and international community and for the school to be a hub of learning in the community

2. Aims of policy

The aims of this policy are to provide a framework for the teaching of handwriting. The policy will show a clear progression in skills within a fundamentally similar approach to teaching.

This policy links with the schools aims of

- Provide a broad and balanced curriculum within a variety of learning environments that develop individual potential

At St Mary's C of E (VA) Primary School we believe that in the primary years children should

- acquire skills and attitudes that will ensure that they become fluent writers in preparation for the next stage of their learning

3. Procedures and practise

General Guidance

The school will develop handwriting skills from EYFS to Year 6, these skills will be developed through a range of activities from practical fine motor skills to copying of passages of text.

Foundation stage

- Children will create simple patterns using their fingers, pencils or paintbrushes in shaving foam, sand or other materials that will provide sensory stimulation as well as opportunities to develop their fine motor control.
- Children will also begin to develop printed letters using forms of writing media such as chalks, felts and pencils. These opportunities will be worked into their continuous provision of learning on a regular basis.
- There are also opportunities for children to use malleable materials such as playdough, plasticine and clay.

Key stage 1

- Building upon the work in Foundation Stage by providing children with opportunity to use materials that provide sensory feedback as well as being opportunities to develop fine motor skills.
- Children will continue to have opportunities to use different media to practise letter formation of printed letters.
- Towards the end of the Phase (Year 2) children will practice cursive letter formation.

Key stage 2

- Children will practise forming letters cursively and joining them fluently to form words.
- Children will progress to transcribing passages of text.
- When a child's handwriting in Class 6 has been deemed suitable they will then be able to use a pen to do their handwriting.

Responsibilities

Class teachers

Class teachers are responsible for teaching handwriting and providing the teaching assistant with the skills to deliver handwriting effectively.

Subject leader

The Subject Leader will develop the skills of other teachers in the delivery of handwriting. It is the role of the subject leader to monitor progress in handwriting.

Head teacher

The head teacher will monitor teaching and analyse success of handwriting policy through standard work moderations.

Governors

The governor with responsibility for English will evaluate provision and meet with the subject leader to discuss priorities for writing.

4. Planning

N/A

5. Resources

There will be fine motor skills equipment provided for EYFS and KS1. A scheme of work and handwriting booklets are available for all staff to use to help them with the development of handwriting in the school.

6. Assessment

Handwriting will be assessed as part of the ‘transcription’ strand when teachers are assessing writing across the curriculum.

7. Monitoring and evaluation of handwriting

Handwriting will be monitored as part of English work moderation, this will be looked at across the curriculum not just within English books.

8. Meeting individual needs

Planning will be adapted to meet the individual needs of children with SEN. They will be given opportunities to share their knowledge in different ways by being given suitable resources to help them respond to tasks that are suitable for them. Staff are fully aware of the vulnerable pupils in their class and personalise the curriculum to meet the learning needs.

9. Equal Opportunities

The school’s PSED objectives include narrowing the gap in attainment and progress of children with SMEH SEN, Pupil Premium and also EAL learners.

The school will ensure that all children that need additional help with fine motor control have access to additional support and also that alternative methods of recording are made available as appropriate.

10. Health and Safety including risk assessments and e safety.

Refer to e safety policies

11. Parental involvement writing for handwriting

Parents will be invited to a storytelling and talk for writing evening to learn about the process and handwriting expectations. They will also be given links to useful web resources, these will be accessible on the school website.

12. Governor involvement

The English governor will make visits to some classes to watch the practise of teachers.

13. Definitions – any technical terms referred to can be found in the glossary of the new English Curriculum 2014.