



The Emmaus Federation Handwriting Policy

Aims

- To have a consistent looped approach across the whole school to ensure high levels of presentation.
- To adopt a common approach towards handwriting by all adults when writing in children's books, on the whiteboard or on displays / resources.
- Children to achieve a neat, legible style with correctly formed letters in looped handwriting.
- Children to develop fluency and speed whilst writing, so that eventually the children are able to write the letters with confidence and correct orientation.
- Children are encouraged to take pride in the presentation of their work and understand the importance of clear and neat handwriting to communicate meaning clearly.

Teaching and Learning

- As recommended by the Department for Education, at first, children are not taught to join letters or to start every letter 'on the line' with a 'lead-in'.
- Teachers and teaching assistants model the agreed looped style when modelling writing both in class, on displays and in feedback in books.
- The children should experience coherence and continuity in learning and teaching across the school.
- Our agreed looped style is as below:

How to Write Letters

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

The letters will be taught in the following order/groups:

1. i l t u w e c o a d n m h

2. j y g q b p k v s r f z x

Knowledge, Skills and Understanding

i) Early Years Foundation Stage (EYFS): Communication, Language and Literacy

- Children take part in a range of activities to develop their fine and gross motor skills and recognition of patterns, for example, mark making in paint or sand.
- Children should begin to learn how to correctly hold a pencil then how to use it to form recognisable letters, most of which are correctly formed.
- Writing tools such as chunky triangular pencils, large chalks and chunky pens etc are used by pupils to rehearse skills on paper, chalk boards, pavement etc.
- Children will focus on learning to write their name.
- Displays in Reception will include models of looped script but all resources for phonics that the children read will be in print.

ii) Key Stage 1 & Key Stage 2

- Within KS1, every class will have two 15 minute handwriting sessions per week.
- Within KS2, every class will have a specific handwriting session for 15 minutes per week.
- From Year 1, children will be expected to form recognisable letters in the agreed looped style.
- In handwriting sessions, spellings, relevant key vocabulary or sentences/paragraphs related to core texts will be modelled by an adult then practised by children.
- Lined paper is used for handwriting specific exercises. Lines should be well spaced to start with – e.g. 10mm apart – gradually reducing to single lines about 5mm apart. In KS1, children will use four-lined handwriting paper.
- Children are given a handwriting book with 4 lines from Year 1.

Posture

- Chairs and desks within classrooms are matched to children's age and height.
- Children's backs should be straight and feet resting on the floor. A right-handed child should have their book slanted to the left. For a left-handed child the book should be slanted to the right.
- Always make sure that the hand which is not holding the pencil or pen holds the paper.
- Implements
- Children use a standard HB pencil, well sharpened.
- When a member of staff deems a child ready within KS2, they get a pen licence. They will be provided with a special handwriting pen.
- A pencil is always used within maths regardless of whether children have a pen licence.

Planning

During handwriting sessions, children will apply taught formations to letters, words or parts of text relevant to their current learning. For example, they may practise the letters from their current phonics focus, the letter strings used in their weekly spellings, key vocabulary related to core texts or use parts of text from guided reading or literacy texts.

There is not the expectation that formal written plans are available on the staff drive. Books will be used as evidence for the progression of handwriting.

Equal opportunities and Special needs

All children must have the opportunity and the encouragement to reach their full potential regardless of race, creed or sex. Children with Special Educational needs, where necessary, will be provided with specialist equipment such as pencil grips or wider ruled lined paper. Children will also have the opportunity to use iPads to rehearse specific skills on a more regular basis. Intervention is available for children who experience significant difficulties to practice pre writing skills and fine motor coordination.

Assessment, Monitoring and Moderation

Children in the EYFS are assessed on an ongoing basis through observation, handwriting informs part of this. Within Key Stage One and Key Stage Two, handwriting is assessed as part of children's writing assessments on a termly basis.

Homework

Pencils should be used in homework and children are encouraged to use the looped script in all written home learning.

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