



*Queen's Park C of E / URC  
Primary School*

*Handwriting Policy*

*Written - May 2020*

*Reviewed - May 2022*

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## 1. Vision and Aims / Intent

This Policy should be read alongside our English Curriculum Policy.

At Queen's Park, we recognise that achievement writing plays a huge part in the future life chances of our pupils. Good handwriting remains fundamental to our pupils' success in writing and every area of the school curriculum. Pupils who develop fast, fluent, neat and legible handwriting take pride in their work, feel a sense of achievement and are empowered to write creatively. We believe that all of our pupils are entitled to develop this essential skill.

Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement should be the correct size for the child and not be too large for a young pupil's hand. Pupils should learn correct letter formation in the early years and be given opportunities to practise and consolidate their skills. As soon as pupils can form letters correctly, with the correct orientations, they should be taught to write with a joined style. To support the teaching and learning of handwriting at our school, we allocate 15 minutes of handwriting practice a day. Our school font is used on every document and is modelled by all staff so children are always exposed to our handwriting expectations.

### Statutory Requirements

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum (2014) and Literacy (Specific) Areas of the Statutory Framework for Early Years and Foundation Stage (2012).

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## 2. Implementation

### How do we teach handwriting at Queen's Park?

#### **EYFS**

Pupils are given opportunities to develop their gross and fine motor skills through a variety of engaging large and small movement activities. As part of their ongoing physical development, pupils engage in daily handwriting activities including 'Dough Disco', 'Funky Fingers, using tools and equipment, taking part in artistic activities, making and modelling, hand and finger play. Pupils have plenty of opportunities to create patterns, exploring straight lines, loops, circles and angled patterns.

Pupils are taught how to hold a pencil using a correct pencil hold and to sit with good posture. Development of posture and pencil hold allows pupils to sustain handwriting for longer periods as they mature.

When ready, pupils begin to develop their knowledge of letter formation, meeting letters from each particular family, where letters are formed in similar ways:

1. Long ladder family (l, i, t, u, j, y)
2. One armed robot letters (r, b, n, h, m, k, p)
3. Capital letters for one armed robot letters (R, B, N, H, M, K, P)
4. Capital letters for long ladder letters (L, I, T, U, J, Y)
5. Curly caterpillar letters (c, a, d, o, s, g, q, e, f)
6. Zig-zag monster letters (z, v, w, x)
7. Capital letters for curly caterpillar letters (C, A, D, O, S, G, Q, E, F)
8. Capital letters for zig-zag monster letters (Z, V, W, X)
9. Exploring ch, th and sh

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## Key Stage 1

In Key Stage 1, pupils have regular opportunities to revisit and consolidate letter formation. They use a handwriting book and over time use lines to form letters consistently and evenly, focusing on the comparative heights of each letter. Pupils apply their handwriting skills across the curriculum and take pride in the quality of their work. Pupils continue to be taught handwriting skills explicitly and strong connections are made between handwriting and spelling (through Read Write Inc). The children will learn the letter joins of the phoneme/grapheme they are learning in Read Write Inc.

The skills taught and learned in Key Stage 1 follow this structure:

1. Revisit and practise each letter family from EYFS
2. Revisit and practise vowel formation
3. Revisit and practise the formation of capital letters
4. Introduce and practise diagonal joins (e.g. at, th, in, cr, id, ng)
5. Introduce and practise horizontal joins (e.g. op, oy, one, oa, ol, wh, of, if)
6. Introduce and practise break letters ((j, g, x, y, z, b, f, p, q, r, s)
7. Introduce a wider range of joins (ar, as, ws, si, su, rs, ft, fl, qu, ff, ss)
8. Capital letter practise

## Key Stage 2

Pupils continue to benefit from skilful, explicit teaching of handwriting. Teacher use their assessments to intervene in a timely way when pupils demonstrate misconceptions and misunderstandings in handwriting. When children are taught a spelling rule, the corresponding handwriting join is also taught.

Pupils have the opportunity to:

1. Revise letter formation and joins from Key Stage 1

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2. Introduce and practise a wider range of joins (e.g. ba, pa, ph)
3. Develop relative sizes of letters
4. Work on consistency in layout, spacing, speed and fluency
5. Develop their own style of handwriting

### Assessment of Handwriting

Assessment of handwriting is ongoing. This gives us the opportunity to spot errors and inconsistencies that are likely to impede a fast, fluent hand in the future. Errors in letter formation must be tackled early in order to prevent pupils learning and incorrect form.

## 3. Impact - How have we made a difference?

Our well-constructed and well-taught curriculum, which has a focus on high expectations for handwriting, has led to great results. Our results are a reflection of how our children are achieving in the curriculum. At Queen's Park, we ensure that there is a focus on handwriting in all assessment statements. National assessments are useful indicators of the outcomes our children achieve and writing results are strong year on year.

We ensure all groups of children are given the opportunity to handwrite: whether we enhance their cultural capital in writing or recognise any potential barriers they may have. To be lifelong writers and learners, we strive to ensure that our children are equipped with the skills (through a growth mindset approach) to write fluently and enjoy writing.

We measure impact through the following:

- Pupil Voice
- Progress evident in children's books and record of experiences
- Ensuring handwriting is consistent across the curriculum and across the school
- Writing results and data

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#### 4. Resources

Children are given experience of a variety of writing tools for example: whiteboard markers, pencils, felt-tip pens and handwriting pens. We aim for all of our children to be using blue handwriting pens in their written work by the time they enter Year 6. We believe that writing in pen is less restrictive than pencil and aids a child's fluency. Unlike a 'blunt' pencil, ink pen also improves overall 'precision' and quality of presentation. If a child's handwriting meets the required standard before they reach year 6, their teacher, in consultation with the English Subject Leader, may award them with a Pen Licence (Key Stage 2). The criteria for achieving these can be found in Appendix 1 of this document. Until a Pen Licence has been awarded (or Year 6), pupils will write in pencil across all subjects. Children are always encouraged to write with a sharp pencil and to cross mistakes out with a line drawn with a ruler. Rubbers may only be used for presentation pieces and for diagrams, charts and drawings. Pencils should continue to be used throughout the school for notes, drafting, all maths work, diagrams, charts and maps. For pen licensees, children will be provided with blue pens and these may be used for writing across the curriculum. For consistency, biro, gel pens or pupils' own pens are not used at any time. Special Fountain Pen Licences will be given out in Year 5 and 6 to children who meet the extra criteria detailed at the bottom of the Pen Licence. Children with this award may bring a fountain pen in from home and use this for writing across the curriculum. Blue ink must always be used. Correction fluid

#### 5. Roles and responsibilities (including Monitoring & Evaluation)

The English Subject Leader will provide professional leadership and management for the whole English Curriculum, with an emphasis on Handwriting. The Subject Leader will complete the following roles and M&E:

- Manage/audit Handwriting resources
- Analyse pupil questionnaires and reading attainment data

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- Conduct lesson visits and book looks
- On-going dialogue with parents and governors
- Scrutiny of teachers' planning at different levels
- Monitoring of English books to ensure that handwriting is consistent across school
- Monitoring of assessment to ensure accurate assessment of handwriting

The Subject Leader will monitor teaching and learning within the subject and will initiate reviews of the work and meet with children to give them a voice. This evaluation will form the basis for an action plan, which will then inform the School Development Plan. Staff meetings will be held to review how we can further embed an excellent culture of reading for pleasure at Queen's Park. 'In-house' training opportunities provided by the subject leader to support staff, volunteers and parents. The governor for English is responsible for meeting once a year with the English Subject Leader, for discussing subject strengths and areas for development, and for reporting these to the governing body.

#### 6. Equal opportunities:

All of our pupils are provided with equal access to our English curriculum. We provide suitable learning opportunities regardless of gender, ethnicity or home background. Through skilful teaching of handwriting, we expect the vast majority of our pupils to achieve age related expectations in handwriting. However, we recognise that occasionally, some pupils may find handwriting challenging for a variety of reasons. When this is the case, our approaches to the teaching and learning of handwriting will be adapted and differentiated to ensure that all pupils make progress. This may be through additional intervention handwriting sessions, use of whiteboards or revisiting age-related learning from a prior stage. The 'tripod' pencil hold is the recommended pencil hold and the pencil hold we endeavour to teach our pupils. However, there are other pencil holds, particularly for left-handers. Comfort of the hold and efficiency under speed is our priority. Pupils will be given pencil grips when appropriate. See below in appendices for how we ensure the SEND four areas of need are met.

#### 7. Organisation:

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Key Stage 1	
Read Write Inc. (includes explicit teaching of Handwriting during the Spelling section of the session)	5 sessions per week, 45 minutes per session  (Handwriting / Spelling section approximately 15 minutes)
English	5 sessions per week, 45 minutes per session  Opportunities to practise handwriting style.

n.b. Handwriting practice is always encouraged in all curriculum areas so there are ample opportunities for children to practise and perfect.

Key Stage 2	
English	5 sessions per week, 1 hour per session. Opportunities to practise handwriting style.
Spelling & Handwriting	4 sessions per week, 15 minutes per session

n.b. Handwriting practice is always encouraged in all curriculum areas so there are ample opportunities for children to practise and perfect.

#### 4. Homework/parent partnership:

Parents are aware of our handwriting expectations as they are shared at 'Meet the Teacher' at the start of each year. Parents have opportunities to see their child's work throughout the school year and handwriting expectations are in each book (see appendices). Everything we send to parents uses the school font to encourage parents to support their child in handwriting when completing homework tasks.

#### 5. Review:

The English Subject Leader will be responsible for the implementation of this policy and for its review in 2022. The English school governor will work alongside the subject leader and will report on this to the curriculum committee annually. This will include feedback

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*and summarising the monitoring of Handwriting, evaluation the subject action plan and formulating of the next action plan.*

#### *6. Other documents and appendices:*

##### *Pen. Licence Criteria*

- ◆ All letters are formed correctly, sit on the line with clear descenders and ascenders which are mainly consistent*
- ◆ Form digits 0 - 9 correctly*
- ◆ All capital letters and lower case letters are clear and used correctly*
- ◆ Any mistakes are crossed out neatly with one neat line and a ruler*
- ◆ Writing is beginning to be joined*
- ◆ Presentation is always done with care*
- ◆ All work is dated, titled and underlined with a ruler*

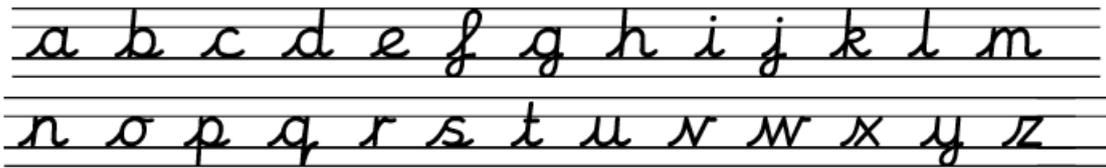
*Handwriting expectations*

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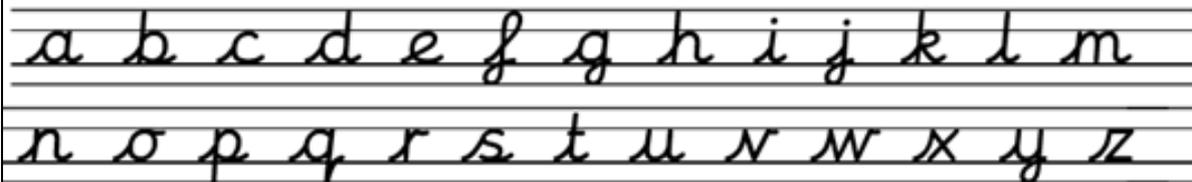
### KS1 Handwriting Expectations

At Queen's Park Primary School, this is how we write our letters:



### KS2 Handwriting Expectations

At Queen's Park Primary School, this is how we write our letters:



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**Four Areas of Need: Potential Barriers in English (Writing)**

Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Physical and Sensory
<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Understanding spoken modelling/spoken instructions - too much teacher talk</li> <li>Chunking tasks - following instructions at speed to complete chunking tasks</li> <li>Writing imaginatively - thinking in character/imagining what a place would be like</li> <li>Inferring information from texts and pictures to inform writing (e.g. use this picture to tell me what might be happening)</li> <li>Word finding (particularly with subject specific or new vocab)</li> <li>Delay in responding to visual cues (impacting on speed of lesson when chunking)</li> <li>Expressing thoughts and ideas through writing.</li> <li>Learning and applying new vocabulary into lessons</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Poor concentration impacting ability to write for sustained amount of time/concentration in inputs with lots of teacher talk</li> <li>Impulsive behaviour impacting on learning when teaching. Can also result in "randomness" of writing.</li> <li>Easily bored so possibly reluctant to engage in writing for sustained periods of time</li> <li>Difficulty with basics in Literacy/gaps in learning impacting ability to access curriculum</li> <li>Difficulty with phonics/decoding - writing may be difficult to read/difficult to read ideas for writing on board/ reluctance to write/unable to read own writing back and edit work</li> <li>Letter reversal - increased frustration when writing, difficulty with joining letters, difficulty with reading own writing back, difficulty with spelling</li> <li>Low self-esteem - reluctance to write/engage in lesson</li> <li>Difficulty with copying - limited use of collected vocab on board, inaccuracies in writing date/aim</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Difficulty maintaining attention during modelling and extended writing</li> <li>Impulsivity impacting sentence structure (missing words/random sentences)</li> <li>Difficulty to engage in character</li> <li>May become over emotional to the content of a text (particular one which provokes an emotional response)</li> <li>Likely to disrupt learning of other when not engaged.</li> <li>Refusal to complete task</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Hearing difficulties resulting to lost learning</li> <li>Speech difficulties impacting writing/spelling/sentence structure (see communication and language)</li> <li>Eyesight difficulties - impact on writing in different colours, handwriting, following text, unable to write on margin consistently.</li> <li>Fine motor difficulties impacting letter formation - writing illegible/ painful to write/frustration</li> <li>Mobility difficulties impacting posture when writing - impact on handwriting.</li> <li>Sensory impairments impacting on behaviour in lesson, engagement in lesson, engagement in video clips etc. pain when holding pencil</li> <li>Overload in sensory input resulting in disengagement/behaviour escalation/survival mode</li> </ul>

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