



Horizon School Handwriting Policy

Rationale

Handwriting is a tool of communication in the written form. The principal aim is that handwriting becomes an automatic process, which frees pupils to focus on the content of the writing. In order for this to occur, handwriting is taught in ways that enhance fluency, legibility, purposefulness and the opportunity for creative expression.

Aims

- To develop a consistent approach to the teaching of handwriting throughout the school.
- To raise the attainment of all pupils' handwriting.

Teaching and Learning

At Horizon School it is recognised that a variety of teaching and learning styles enrich and enhance children's knowledge, attitudes and understanding. Children recognise their own particular learning styles and are catered for accordingly. Before handwriting, children will use a variety of brain gym techniques in order to focus their attention on the given task. When planning handwriting tasks reference will be made to the National Literacy Strategy.

Early Years

- ❖ Children will begin cursive handwriting.
- ❖ Children are introduced to letter formation and are encouraged to make letters using a variety of media.
- ❖ The emphasis is with movement rather than neatness. Letter formation (starting at the right entry point and moving in the right direction).
- ❖ Teachers are aware of the specific needs of left handed pupils (e.g. additional tracking and tracing of letters at the pre writing stage), and those with special educational needs are catered for (see additional notes on left handers).
- ❖ Formal handwriting practice will be undertaken regularly and is delivered as part of the code breakers scheme (also see Writing Policy).
- ❖ For agreed letter formation see Appendix 1.
- ❖ Agreed letter formations will be displayed in the classroom.
- ❖ During the third term, reception children will begin to write on lined paper, if ready for this step.



Key Stage 1

- ❖ Building on from Early Years, children will develop a legible style.
- ❖ Close attention is paid to pencil grip, posture, positioning of the paper and the organisation of the writing space.
- ❖ Formal handwriting practice will be undertaken regularly and is delivered as part of the code breakers scheme (also see Writing Policy). Handwriting practice will be set as homework once a week.
- ❖ Children will be encouraged to make distinctions between ascenders and descenders and will use Roman Rule books for practice. Basic joins are introduced where appropriate.
- ❖ Agreed letter formations will be displayed in the classroom.
- ❖ For agreed letter formation see Appendix 1.
- ❖ Children will use roman rule lines for handwriting practice.

Key Stage 2

- ❖ By the end of KS2 children will be able to produce a fluent, consistently formed style of cursive handwriting with equal spacing between the words and letters.
- ❖ Children who are producing consistent, fluent, cursive handwriting have the right to earn a Horizon School Pen Licence.
- ❖ Handwriting homework will be set weekly for all children in accordance with the school's homework policy.
- ❖ Children will have a weekly lesson in handwriting.
- ❖ Children obtaining a pen license will only write using Berol Handwriting Pens (Blue).
- ❖ Agreed letter formations will be displayed in the classroom.
- ❖ The majority of children will do handwriting practice on normal lined paper, although some still needing to use roman rule lines will use this.
- ❖ Handwriting and good presentation will be an expectation of all lessons, not just handwriting lessons.

Years 3 & 4

- ❖ The children will consolidate use of basic joins, ensuring consistency in size, proportion and spacing of the letters.
- ❖ Joined handwriting should be used at all times unless other specific forms are required e.g. printing on drawings of diagrams.
- ❖ Pencil grips, thicker pencils and wider lines will be used by children who experience difficulty writing.

Years 5 & 6

- ❖ Those children who have not yet achieved a fluent and legible style will use this time to consolidate their learning.
- ❖ It is expected that all children in year 6 should obtain their pen licence.



Left Handers

- ❖ Special rules apply to left-handers. They must sit on the left hand side of desks. They must be able to rest their forearms on the edge of the desk. The book or paper must slope in line with the left forearm. As writing is completed down the page, the paper must be moved away from the body in the same line. The aim is to keep the left arm in much the same position at all times to avoid the elbow being cramped by the chest. Moving the paper away from the body prevents writing becoming cramped at the foot of the page. The right hand must be used to control the movement of the page. The left hand should end up below the line of writing to avoid smudging and to give a clear view of what is being written. **Children should be discouraged from hooking their left hand above the line of writing.**
- ❖ Teachers are alert to the fact that it is very difficult for left handed pupils to follow handwriting movements when a right handed teacher models them. Teachers demonstrate to left-handers on an individual or group basis, even if the resulting writing is not neat.

Assessment

All children's letter formation and handwriting will be regularly monitored and feedback given both orally and written.

Special Educational Needs

- ❖ Children working in the Enhancement Programme will receive support as stated in IEP's and in the Special Needs Policy.

Resources

- ❖ All teachers will have a model of the agreed handwriting format displayed in the classroom.
- ❖ Pencil grips, thicker pencils, Berol Handwriting Pens (blue).

Time Allocation

- ❖ Time will be allocated each week in accordance with the guidelines stated above.
- ❖ Homework will also be set weekly in accordance with the school's homework policy.

Equal Opportunities

- ❖ Quality of opportunity is a high priority and reference to the schools Equal Opportunity Policy will provide examples of how this is achieved.

This Policy was agreed by staff in March 2006.
It should be reviewed again in June 2008 by Head, Deputy and non-teaching coordinators. It should be reviewed in June 2009.