



### **School Vision**

At Robert Peel Primary School our vision is to develop confident and independent learners who are able to communicate effectively with others. Our aim is for the children to be happy in all aspects of school life and for them to aspire to be the best they can be.

We will achieve this by creating a culture of independent learning and discovery that is stimulating and enjoyable for both children and staff. The children's views will be sought and valued and high expectations will ensure that all children achieve.

### **Aims & Objectives**

- To raise standards in writing across the school.
- To have a consistent approach across both Key Stage One and Two when teaching handwriting and presentation of work throughout the school.
- To adopt a common approach towards handwriting by all adults when writing in children's books, on the whiteboard or on displays / resources.
- For pupils to achieve a neat, legible style with correctly formed letters in cursive handwriting.
- For pupils to develop flow and speed whilst writing, so that eventually the children are able to write the letters with confidence and correct orientation.

### **Entitlement & Curriculum Provision**

Handwriting is to be taught regularly through short, focused sessions and may be linked with spelling, grammar or phonics objectives. Teaching generally occurs outside Literacy lessons, although shared and guided writing also provides additional opportunities for the modelling and monitoring of handwriting.

### **Teaching & Learning**

Handwriting is a skill which needs to be taught explicitly. Since handwriting is essentially a movement skill, correct modelling of the agreed style by the teacher is very important; it is not sufficient to require pupils to copy models from a published scheme or worksheet.

### **The Role of the Teacher**

- To follow the school policy to help each child develop legible and fluent handwriting.
- To provide direct teaching and accurate modelling.
- Teachers should model the appropriate cursive handwriting style whenever they are writing in children's books.
- To provide resources and an environment which promotes good handwriting.

### **Progression**

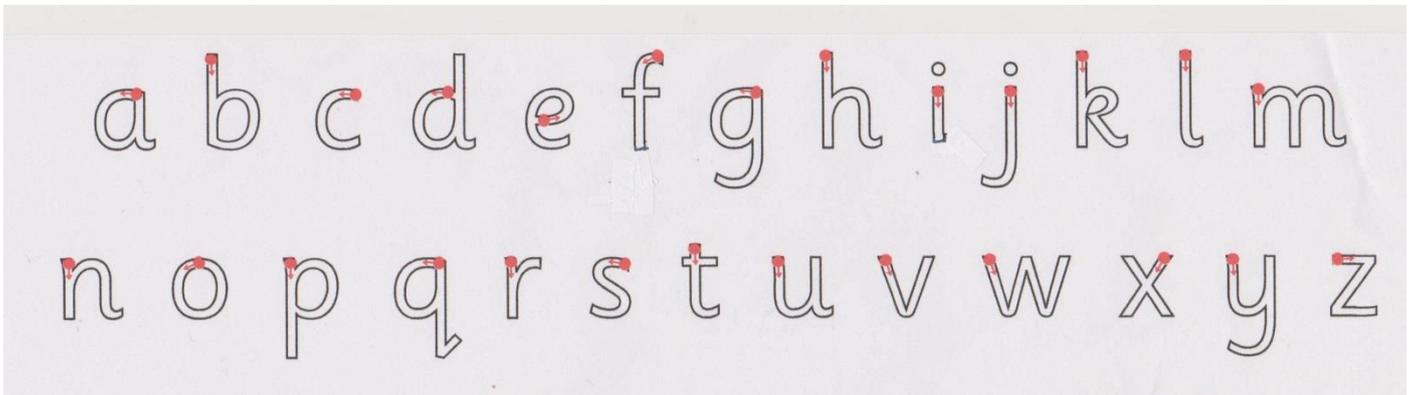
#### **Foundation Stage**

The emphasis at this stage is with movement and fine motor skill development. Letter formation



(Starting at the right entry point and then moving in the right direction) learned at this early stage becomes automatic and has a profound influence on later fluency and legibility. To aid movement, close attention is given to pencil grip, correct posture, the positioning of the paper and the organisation of the writing space. Teachers are vigilant to ensure that bad habits do not become ingrained and that the specific needs of left-handed pupils (for example, additional tracking and tracing of letters at the pre-writing stage) and those with special educational needs are met. In the pre-communicative stage pupils play with writing and these experiments are recognised and praised as an important stage in the child's understanding that marks on paper convey meaning. Pupils are given the opportunity to experiment with a range of writing materials and implements; a multi-sensory approach is used to help pupils feel the movement in the hand. Teachers are encouraged to have daily sessions to encourage both gross and fine motor skill development. Children will continue to print letters as they progress into year 1.

**Lower Case Letters**



**Upper Case Letters**



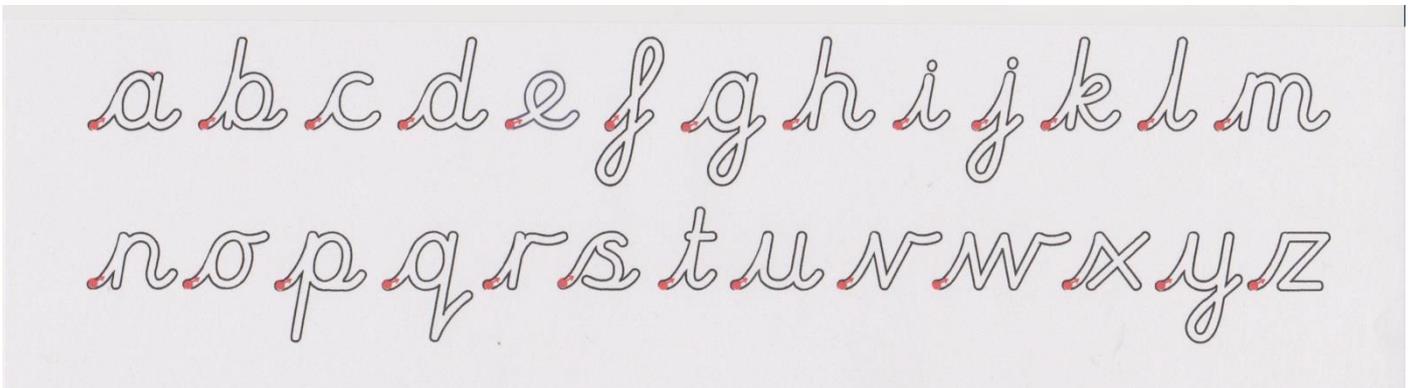


### **Key Stage 1**

Building on the foundation stage, pupils at Key Stage 1 develop a legible style and begin to use fully cursive handwriting in Year 2 by starting to join their letters. This is dependent on ability not the age of each child. This is achieved in Year 1 by developing a comfortable and efficient pencil grip and by practising handwriting in conjunction with spelling and independent writing. Correct letter orientation, formation and proportion are taught in line with the school's agreed handwriting style. This continues in Year 2 when children begin to use a fully cursive handwriting style.

Handwriting practice is to be carried out in the back of literacy books and lined handwriting books.

### **Cursive Letters**



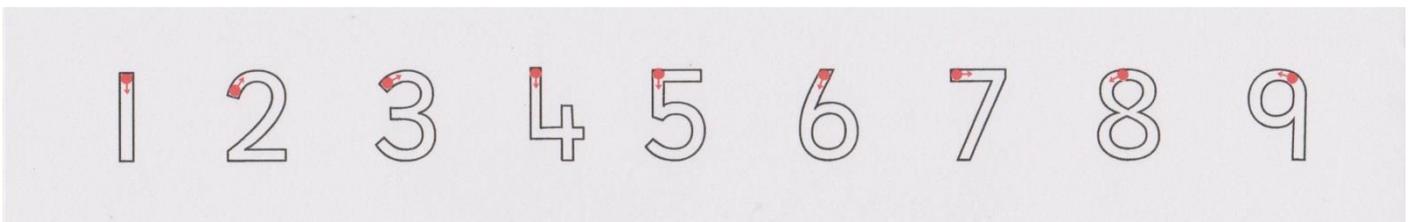
### **Key Stage 2**

The target for children in Key Stage 2 is to produce a fluent, consistently formed style of fully cursive handwriting with equal spacing between words.

- Children will have regular handwriting sessions using appropriate prepared resources, in the agreed handwriting style. Handwriting practice is to be carried out in literacy books or in lined handwriting books.
- Children will write with pencils until the class teacher assesses that they are joining competently and consistently. When children reach Year 3 they will be able to receive a pen licence. They will then be given a handwriting pen to use.
- Children will use a pen to complete the majority of class work, where appropriate, using a fully cursive style.
- Pencils will be used in Numeracy or for drawing and the completion of diagrams.

### **Number Formation**

Children will also be taught how to form their numbers correctly from Foundation Stage onwards.





### **Monitoring & Review**

The English Leader will monitor the quality of handwriting in order to determine whether this policy is being fully implemented by all staff. The Governing Body will be informed of its implementation through curriculum reports and Headteacher reports.

This policy will be reviewed annually.