

# Pinchmill Primary School

## Handwriting Policy

### Intent

We believe every child at Pinchmill Primary School has the right to achieve his/her potential in their use of written English. Even in this technological, computer-literate age, good handwriting remains fundamental to our children's educational achievement. We believe that every child is entitled to receive a handwriting programme that empowers him/her to write with confidence and creativity and that this is an entitlement that needs to be taught consistently and regularly throughout the child's formative years.

- To deliver a handwriting curriculum in line with the National Literacy Curriculum through adherence to the Primary Framework and Foundation Stage Curriculum.
- To help pupils to handwrite comfortably, confidently and to recognise the value of accurate letter formation and neat, legible presentation.
- To provide a uniform, structured and progressive cursive handwriting programme throughout the school, which teaches cursive letter formation and subsequently the efficient joining of each letter.
- To help pupils to understand how handwriting is a tool for other forms of learning and for social interaction in current everyday life.
- To incorporate the teaching of spelling within the handwriting programme.
- To ensure that all final year students have developed a fast, fluent, legible cursive handwriting style.
- To teach children the different foci when drafting and making final handwritten presentations and also when labelling diagrams, maps etc.
- To help pupils to enjoy and appreciate all forms of handwritten English.

### Implementation

Every child will experience weekly or more frequent interactive pre-cursive handwriting teaching that is supplemented by regular enrichment activities. In the Foundation Stage the timings will reflect the stage of development of the children. Teaching staff will deliver the handwriting components of the presentation strand of the Primary Literacy Framework, comprising year appropriate and unit objectives, or The Early Years Curriculum, to plan activities that:

- provide a good pace of work with a high proportion of whole class and also differentiated group teaching.
- provide an appropriate balance and variety of activities each term within the school's adopted handwriting scheme of work.
- are progressive in skills split into 5 developmental phases with the challenge of the task matched to the ability of individuals: gross & fine motor skills & cursive letter formation, beginning to join, securing the joins, practising speed and fluency, presentation skills.
- allow for ability groups or year groupings as deemed most suited to an activity.
- provide sufficient support for pupils with special needs e.g. left handed pupils, pupils with less well developed hand-eye co-ordination or fine

motor skills and give sufficient stimuli and appropriate tasks for pupils with advanced handwriting skills.

- provide opportunities for pupils to apply their learning in activities in other curriculum areas, particularly during small group intense and focused SoundsWrite sessions.

## **2. Resources**

Wiggle While You Squiggle

Handwriting practice exercise books

Pupil lined whiteboards & pens for short practices.

Various IWB and iPad resources appropriate to the stage of development and progress.

A variety of ergonomic pencils, pens and grips

## **Impact**

Assessments are made each handwriting lesson to inform the teacher of what the children need next. This takes the form of observation, questioning, assessment of directed practices and also of everyday writing and feedback from support staff. Handwriting targets are identified and shared with groups and individuals in lessons throughout each term. Every half term a piece of each child's unaided writing is leveled, and from this handwriting targets can be identified. This informs the teacher of areas of strength and weakness and is used in future planning.

**Signed:**

**Date: September 2024**