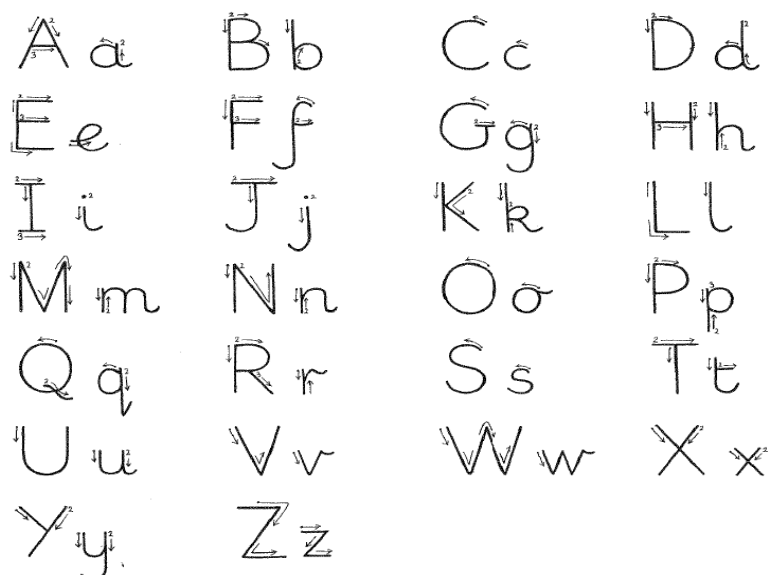




Handwriting is a taught skill and we, at Hollywell, put a high value on teaching and sustaining good handwriting. We believe that children's self-esteem and pride in their work can be raised by good quality presentation.

We use the Charles Cripps handwriting style throughout school:



During lessons, we ensure that children sit, position their paper/book and hold their pen/pencil correctly using their other hand to hold their work firmly. Teachers always model the forming of letters and children are observed closely during the lesson to ensure that posture, pencil grip and letter formation is correct.

In addition to specific handwriting lessons, children are expected to apply their learning in their exercise books and to show care for the presentation of their work.

Handwriting Progression

The National Curriculum says pupils should 'start using some of the diagonal and horizontal strokes needed to join letters' from Year 2. It also encourages schools to teach children to 'write with a joined style' as soon as they can form letters securely with the correct orientation.'

Reception

During the Reception years the children are given a wide range of opportunities to develop an understanding that writing conveys meaning, e.g. books, storytelling, signs, labels etc.

Children experience a wide range of handwriting-related skills, e.g. mark making, letter and number formation in sand trays, glitter trays, through tracing, with chalk, felt tips, pencils, crayons, writing over and under teacher models in various forms, word building with magnetic letters and pattern making in various media. A weekly finger gym activity is implemented to help develop strong, flexible fingers, hands and arms. It promotes better hand-eye coordination, differentiated movement and manual dexterity. Shoulder and core strength are worked on by activities such as dough manipulation and a range of outdoor physical activities.

For those children that are ready for handwriting practice, large pencils and easy-graph pencils with grooves can be used in conjunction with lined/unlined paper. Pencil grips for correction of pencil hold are

also used where appropriate. Teachers model correct letter formation and children practice handwriting four times a week. Correction of letter formation takes place on an individual basis. Children practice name writing in non-joined style.

The hidden skills for writing include: having strong core strength, having good skills in concentration and focus, being able to sit at a table for a period of time and being able to listen to the teacher/TA and copy the model. These routines are practised in EYFS and KS1.

Key Stage 1

Pupils are taught to:

- Sit correctly at a table, holding a pencil comfortably and correctly
- Begin to form lower-case letters in the correct direction, starting and finishing in the right place
- Form capital letters; form digits 0-9
- Understand which letters belong to which handwriting families (i.e. letters that are formed in similar ways) and to practice these

In Year 1, children work on handwriting skills regularly, in a variety of activities, e.g. writing in books, multi-sensory approaches, through phonic work and duplicated practice worksheets. Wide-lined (1.5cm) exercise books, handwriting exercise books and standard-size pencils are used.

In Year 2, handwriting practice takes place several times a week and the correction of mistakes is dealt with on an individual basis. It is often practiced through the teaching and learning of phonics. Children are encouraged to take pride in the presentation of their work. At the end of the year, some children are encouraged to use joined-up writing in their daily work.

Key Stage 2

Pupils are taught to:

- Use diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- Increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch)
- Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters; choosing the writing implement that is best suited for a task

At this stage, when teachers consider it appropriate, children are allowed to work in appropriate erasable handwriting pens. Pencils continue to be used throughout the school for notes, drafting, all Maths work, diagrams, charts and maps. Children are always encouraged to write with a sharp pencil and to use rubbers to correct mistakes or cross out with a single line.

Provision for Left-Handed Children and Inclusion

At least 10% of the population are left-handed. All teachers are aware of the left-handed pupils in their class and make appropriate provision. The vast majority of pupils are able to write legibly and fluently. However, pupils needing more support are identified and provision is made to enable such children to make progress.