



Handwriting at Gordonbrock School

Our Aim

A consistently high standard of handwriting is promoted across the whole school which all children and staff recognise, understand and follow. For children and teachers this aims to foster a sense of pride and respect in their work.

Handwriting Across the School

- Children use a continuous cursive handwriting style.
- Children are encouraged to maintain a correct posture and pencil grip.
- Handwriting is discretely taught daily in the Foundation Stage and the beginning of Y1, at least twice a week in Y2 and once a week in KS2.
- Opportunities for linking phonics and spelling are used.
- Handwriting books are used from Y1 onwards.
- Additional handwriting sessions are given to those children whose letter formation, joining or speed requires improvement.
- Children write in pencil until the end of KS1. In KS2, most children will be working towards writing in pen.

Specific Progression

Foundation Stage

- Children are taught correct letter and number formation in a pre- cursive style, moving from single letters to words and sentences.
- Children are free to select a writing implement of their choice in child initiated learning.
- Correct sitting and pencil grip is taught.
- They are encouraged to write in a straight line from left to right.
- Some children are taught how to write 'on the line' and begin to join letters.

Years 1 and 2

- Children are taught how to join letters, maintain regular size and shape of letters and regular spaces between words.
- They develop the fluency of their joined handwriting at word and sentence level.
- Children are all taught to write 'on the line'.

Years 3 and 4

- Years 3/4 is the transition time from pencil to pen. Children continue to use pencil in their work books but may be taught to use pens in handwriting lessons.
- They work on securing joins, improving fluency and continuing spelling links.
- Children are taught to adapt the layout of their written work to fit the intended purpose, i.e. letter presentation, play script, etc.

Years 5 and 6

- Children should be writing in pen at this stage.
- Teaching of handwriting continues to develop an efficient writing speed and aids spelling.
- Children learn to select the most appropriate presentation style for different writing genres.
- They begin to understand the balance between speed and legibility which is dependent on the purpose of the writing: the product or the final draft of a piece of writing.

Inclusion

These expectations apply to the vast majority of children in our school. Occasionally a decision will be made to personalise expectations for a child who has such specific needs that these expectations could be a barrier to their progress (e.g. a child with physical difficulties writing). Difficulties are addressed through appropriate interventions or specific equipment.

Celebration and Motivation

- All staff ensure that presentation and handwriting is promoted by:
- Celebrating work of a high standard, including homework, in whole class situations.
- Sharing good work in whole school assemblies.
- Displaying written work with annotated comments recognising achievement.
- Using joined, legible and consistently formed handwriting on boards, in books, on flip charts and displays.
- Providing modelled examples and reviewing expectations with children.

Monitoring

Presentation is monitored by the Senior Leadership Team on a regular basis through work scrutiny, lesson observations and pupil interviews. Feedback will be shared with the class teacher and at Leadership meetings. This will ensure that the policy leads to good practice.