



**MARSHBROOK FIRST SCHOOL & MARSHMALLOWS
HANDWRITING POLICY
October 2014**

Introduction

This policy document is a statement of the aims, principles and strategies for the teaching of handwriting at Marshbrook First School.

This policy was reviewed and revised through a process of consultation and discussion with teaching staff.

This policy will be reviewed as and when new initiatives and staff enter school to ensure relevance, effectiveness and practicality. A schedule for the review of this and all other policy documents is set out in the school development plan.

Aims

Our aims in teaching handwriting are:

For all children to develop a legible style of handwriting, with increasing fluency, confidence and speed.

For the children to be aware that different forms of handwriting are to be used for different purposes.

To make provision for left handed children to develop free flowing writing.

In order to achieve this children will be taught:

- To develop fine motor control.
- The importance of correct posture and paper position whether right or left handed.
- To use a pencil and to hold it effectively.
- To write from left to right and top to bottom on a page.
- To start and finish letters correctly.
- To form letters of regular size and shape.
- The language of writing and to use the correct terminology (ag. ascenders).
- To put regular spaces between words.
- How to form upper and lower case letters.
- How to join letters.
- How to write legibly.
- To use different styles of writing for different purposes.
- The importance of neat and clear presentation in order to communicate meaning effectively.

Methodology and organisation

At Marshbrook First School we aim to develop handwriting through systematic and regular practice in the teaching of handwriting.

The use of the Kber Handwriting Scheme, which uses a cursive style, ensures a consistency of style and approach which leads to an effective progression of experience and teaching.

We aim to teach handwriting formally on a regular basis and incidentally at other times.

The monitoring of the teaching of handwriting is carried out by the Head Teacher, Literacy co-ordinator and Senior Teachers in line with the school development plan.

Early Years & Nursery

- Write Dance
- Gross/fine movements to make marks on paper, zigzag, circles, lines, curves, dots.
- Pattern sheets/tracing activities.
- Dough gym
- Lower case letter formation initially linked to Jolly Phonics – refined by grouping letter formations into families.
- Correct pencil grip.
- Left right – top to bottom.
- Leave regular spacing.

Year 1

- As above
- Ensure letters are regular in size
- Formation of capital letters.
- Ensuring letters sit properly on the line.

Year 2

- As above.
- Small letters are consistent in size.
- Ascenders are all taller than the smaller letters (t – only $\frac{3}{4}$ in height).
- Descenders all go below the line to consistent distance.
- Introduction of pen licence and associated targeted handwriting checklist.

Year 3 & 4

- As above
- Revision of diagonal joins to small and tall letters

Monitoring and assessment

Assessment of handwriting is an on going process and will take place formally and informally, during the regular, focused handwriting sessions and across other curricular areas.

Samples of children's work are collected and assessed.

This will provide evidence of children's progress and attainment, will serve to inform the children's future learning targets and provide information when reporting to parents.

All assessments are passed on to the receiving teacher.

Home/school links

Parents/guardians are informed of the school's approach to handwriting and they are given guidance on correct letter formation prior to their children starting at the school. From time to time handwriting practice may be given as homework.

Available Resources

Espresso
Write Dance
Jolly Phonics
Kber Scheme and Handbook

Signed: (Chair of Governors)

Signed : (Head Teacher)

Date: