

Horspath Primary School

Handwriting Policy Statement

Access & Inclusion

At Horspath C of E Primary School we adhere to the SEN & Disability Act 2001 to ensure: -

- we do not treat disabled pupils, parents/carers less favourably
- we take reasonable steps to avoid putting disabled pupils, parents/carers at a disadvantage

We have an Access Plan which details: -

- Improvements to access to the curriculum
- Physical improvements to increase access to education and associated services
- Improvements in the provision of information in a range of formats

Definition

Handwriting is a skill that aids communication. It involves the ability to use a range of writing implements effectively. Handwriting is important because it may add to, or detract from the content and purpose of written communication.

Aims

To provide appropriate teaching and a variety of purposeful situations and opportunities, so that children are able to: -

- Achieve a clear legible style with correctly formed letters
- Develop flow and speed
- Understand the relationship between swift handwriting and spelling
- To help pupils with spelling difficulties

In order to achieve the above aims, it is important to ensure that: -

- Children receive consistent messages about writing conventions and themselves as writers
- Children see adults writing in a joined style
- Handwriting is taught regularly and systematically
- Children are encouraged to have confidence in their writing abilities
- Teachers are aware of the needs of left-handed writers and make appropriate provision for them.
- The techniques of joining letters are taught as soon as children are combining letters to make words.

Resources

In order to develop confidence and control, children at all stages of development will have opportunities to use a range of materials. This will include pencils, Berol pens, felt and fibre tipped pens in varying sizes, chalk, crayon, paint, plain and lined paper.

Assessment

Each child's handwriting is assessed in conjunction with their independent writing assessment. Criteria relating to each child's progress in handwriting are maintained through his/her school career.

Children will be given opportunities to evaluate their own handwriting and to consider their own next steps in developing swift and fluent handwriting.

Parents

Parents are informed about the school's approach to handwriting and what they can do to support their children.

Equal Opportunities

It is recognised that all children come to school with a range of experiences and proficiencies and that in order for children to learn to write legibly, these should not be disregarded, but should be recognised and developed. (Refer to school's Equal Opportunities Policy Statement).

Method

The scheme upon which we base our handwriting teaching is the **AMS cursive**. At all levels there will be regular times for handwriting practise. The content and length of lessons will reflect the child's developmental stage.

Foundation and KS1 – Getting Started

Level 1 – **Letters are usually clearly shaped and correctly orientated.**

1. Children will engage in activities, which encourage general manipulative skills e.g. play with sand, plasticine and a variety of tactile materials.
2. Correct holding of the pencils
3. Tracing activities; patterns
4. Left to right sequencing activities
5. Correct letter formation
6. Teaching the cursive letter formation

KS1 – Moving On

Level 2 – **Letters are accurately formed and consistent in size.**

1. Reinforce the correct holding of the pencil
2. Forming letters with entry and exits stroke
3. Forming letters of correct proportion with clear ascenders and defenders
4. Introducing the idea of sitting letters, numbers and patterns sit on the line
5. Throughout these early stages, using AMS one-a-day letter formation to practise pattern letter shape and formation, and identify similarities

KS1/2 Newly Independent

Level 3 – Handwriting is joined and legible.

1. Use of AMS joint exercises for cursive handwriting
2. Teaching the alphabet used in joined script
3. Beginning to use a joined hand in pencil
4. Learning a programmed sequence of joins as prescribed in the AMS course.
5. Beginning to use a pen

KS2 – Becoming Fluent

Level 4 – Handwriting is fluent, joined and legible

1. Becoming a competent pen user
2. Practising sizing and spacing
3. Developing a fluent cursive style
4. Increasing speed but maintaining standards

Signed

Date.....

Date of next review