

Federation of Chislet Church of England and Hoath Primary Schools

Chislet C. E. Primary School



*A journey of learning for all,
within God's guiding hands*

Handwriting Policy



*Small school, Big community,
Unlimited Potential*

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Date approved by the full Governing body:

AIMS

We aim to develop pupils' abilities within an integrated programme of Speaking & Listening, Reading & Writing. Pupils will be given opportunities to interrelate the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught English skills wherever possible.

Within the federation of Chislet Church of England and Hoath Primary Schools we strive for children to have a love of English and become lifelong readers and writers.

By the age of eleven we aim for a child to be able to:

- Read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- Have an interest in a variety of genres and read for enjoyment.
- Have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms.
- Understand a range of text types and genres – be able to write in a variety of styles and forms appropriate to the situation.
- Be developing the powers of imagination, inventiveness and critical awareness.
- Have a suitable technical and grammatical vocabulary to articulate their responses.
- To be able to confidently express their opinions using Standard English.
- To be able to use digital literacy to demonstrate their English ability.

STATUTORY REQUIREMENTS

At present the statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (2014) and in the Early Years Foundation Stage Statutory Framework (updated 2024).

In the Foundation Stage (Nursery and Reception) children should be given opportunities to:

- speak and listen and represent ideas in their activities;
- use communication, language and English in every part of the curriculum;
- Become immersed in an environment rich in print and possibilities for communication.

At Key Stage One (Years 1 and 2), children should learn to speak confidently and listen to what others have to say. They should begin to read and write independently and with enthusiasm. They should use language to explore their own experiences and imaginary worlds.

At Key Stage Two (Years 3-6), children should learn to change the way they speak and write to suit different situations, purposes and audiences. They should read a range of texts and respond to different layers of meaning in them. They should explore the use of language in literary and non-literary texts and learn how the structure of language works.

THE GOVERNING BODY

The Governing Body are responsible for monitoring English across both schools therefore regular reports are made to the governors on the progress of English provision and the head teacher, senior leadership team and English Leaders are available as a point of contact to our English Governor.

This policy will be reviewed every two years or in the light of changes to legal requirements.

SUBJECT ORGANISATION

Pupil provision is related to age expectations set out in the English Curriculum 2014 and is used to form the basis of teaching in school.

The Early learning Goals are followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum.

A variety of teaching and learning styles are used to teach handwriting. Our principal aim is to develop children's knowledge, skills and understanding.

PROGRESSION OF HANDWRITING

Handwriting will be taught to children using a sequential approach. On entry to school children will be taught in line with the Early Years Foundation Stage to correctly hold a pencil and begin to form letters correctly. Through a variety of activities, children will develop concentration when writing in order to create an effective writing habit.

Pre-writing

Children will have access to a range of activities which encourage development of fine motor skills and will be taught pre-writing patterns. The skills will be taught through a range of fine motor skills such as writing in sand, bead threading, tweezing, sewing, gluing sequins and other exciting activities. Teachers will follow the order of pre-writing patterns (see appendix 1). They will be shown a variety of printed and cursive examples in writing and texts.

Writing

When children move on to forming the letters of the alphabet, teachers will use the agreed formation as set out in appendix 2. This formation is currently under review as a result of school monitoring.

Early Years

Early years will have access to writing activities on a daily basis. Amongst other things, Children will take part in WriteDance lessons. When physically ready, children will be introduced to the correct formation of letter families. This will be evident in their learning journeys and phonics books.

Key Stage One

As Children make the transition from Early Years to Key Stage One, they will continue to practise the letter formation outlined in appendix 2. The letters are grouped together so that children learn letters with a similar starting formation at the same time. (Appendix 3)

After children are able to form the letters correctly, they will be introduced to the joining of letters together with the agreed strokes outlined in the National Curriculum 2014. This will then lead into whole words and sentences being written.

Handwriting will be a focus of adults and their feedback in all lessons. This will be evident in phonics and English books.

Key Stage Two

It is expected that children will be given the opportunity to practise handwriting regularly in a portfolio of completed writing. Using a pen for the portfolio will be trialled from year 3 onwards.

At the time when children are assessed to have a legible cursive style in year 5 or beyond, they will be 'issued' with a 'Pen licence' by their teacher which will allow the children to write in the agreed blue handwriting pen provided by their school; children are not permitted to bring their own pens into school. This will be given out as part of celebration assembly to promote handwriting in the school. Until this time, children will write in pencil.

ASSESSMENT AND TARGET SETTING

Handwriting will be assessed through on-going teacher assessment.

Verbal feedback is given to help guide children's progress. Children are encouraged to make judgements about how they can improve their own work and that of their peers.

8. INCLUSION

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Learners identified as working at 'Greater Depth' will have suitable learning challenges and targets provided.

When progress falls significantly outside the expected range, the child may have special educational needs. Pupils highlighted through regular progress meetings with senior management as working towards the expected will receive additional support in class to enable them to make accelerated progress. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected standards. This ensures that our teaching is matched to the child's needs.

Assisting pupils with specific needs may involve:

- Handwriting implements such as slopes and triangular grips;
- visual and written materials in different formats;
- ICT, other technological aids;
- alternative communication, such as signs and symbols;
- adapted work;
- adult support/intervention.

INTERVENTION PROGRAMMES

Intervention will be planned and delivered to children identified as having an additional need (see SEND policy).

When children are struggling with their transcription skills, they may access a sensory diet to help with their developing gross and fine motor skills. As they continue to grow in confidence, a refined fine motor programme will remain for those who need further support with close control. Other resources will be given to these children to support their developing hand grip. Touch-typing will be taught as an intervention to any children who struggle to develop and refine their handwriting enough by the end of Year 4.

EQUAL OPPORTUNITIES

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

ROLE OF SUBJECT LEADER:

The Subject Leader should be responsible for aiding the improvement of the standards of teaching and learning in English through:

Monitoring and evaluating English:-

- pupil progress
- provision of English (including Intervention and Support programmes)
- the quality of the Learning Environment;

Involvement in policy development

Supporting colleagues in their CPD

Purchasing and organising shared resources

Keeping up to date with recent English developments

Handwriting in the current climate is in a state of flux and we as leaders, will be monitoring this policy closely to ensure it encourages our children to continue in their journey of loving writing. Leaders will revisit termly based on current CPD.