



Brentry Primary School Handwriting Policy

“Handwriting is an imprint of the self on the page.”

Dr Rosemary Sassoon

Rationale:

At Brentry Primary School, we pursue our vision of ‘Learn Together: SHARE Success’ through the high quality of teaching and learning of handwriting skills. We believe that an established, fluent style adopted by our pupils will support learning in all curriculum areas and will equip them to write with speed and confidence for a variety of purposes communicating written meaning effectively.

Aims:

- To enable children to write in a clear, fluent and personal handwriting style.
- To ensure a consistent, systematic approach to the teaching of handwriting across the school.
- To establish progressive expectations for staff involved in teaching this subject.
- To ensure parents/carers are aware of the school’s approach to this subject and are able to support where possible.
- To foster a pride in and awareness of the importance of good presentation.

Guidelines:

Handwriting is a taught skill that develops at different rates for different children. Children will receive a minimum of ½ hour weekly tuition and practice in letter formation, supported by the Penpals handwriting scheme. All of the teachers in the school put a priority on teaching handwriting and have high expectations for handwriting across the curriculum.

Our school uses Penpals for Handwriting. In using Penpals, we ensure that our children follow the requirements and recommendations of the National Curriculum. We share the aspirations that children’s handwriting should be ‘sufficiently fluent and effortless for them to manage the general demands of the curriculum’ and that ‘problems with forming letters do not get in the way of their writing down what they want to say’.

Progression of skills

Penpals enables us to teach and secure the development of handwriting throughout the school:

- First, children experience the foundation of handwriting through multi-sensory activities (EYFS and KS1).
- Correct letter formation is taught, practised, applied and consolidated (KS1).
- Joining is introduced only after correct letter formation is used automatically (Y1/Y2/Y3).
- Joins are introduced systematically and cumulatively (Y2–Y6).
- As children practice joining, they pay attention to the size, proportion and spacing of their letters and words (Y3–Y6).
- Once the joins are secure, a slope is introduced in order to support increased speed and fluency (Y5).
- Children are introduced to different ways of joining in order that they can develop their own preferred personal style (Y6).

Monitoring Achievement

- The monitoring of children's handwriting skills is ongoing and continuous.
- A Pen Licence will be awarded from Yr 2 upwards. Each child being considered for a Pen Licence will show their work to the Headteacher, who will assess whether the child has achieved a Pen Licence, on a Thursday afternoon at 1pm,. A Pen Licence will be awarded when children consistently meet the following criteria:
 - Writing is neat.
 - Writing sits on the line.
 - Writing is easy to read.
 - Letters are accurately formed.
 - Letters are consistent in size.
 - Ascenders and descenders are appropriate in length.
 - There is an appropriate space between letters, words, and lines.
 - Capital letters are in the correct place.
 - i and j are dotted correctly.
 - Cross-strokes on f and t are correct.
- Holders of a Pen Licence will be displayed on a celebration board in the main entrance.
- Pen Licences may be removed if standards are not maintained.

L. Ochiltree Feb 2019