

Handwriting at Lord Deramore's

Purpose of promoting legible, accurately formed handwriting

Teaching handwriting effectively impacts the wider curriculum and the development of the whole child offering, among others, the following benefits:

- When children can write autonomously they can concentrate on **what** to write rather than **how** to write so their ideas and writing content will improve.
- Handwriting can have a significant impact on children's self-esteem and help them to develop a strong sense of pride which cannot be measured by attainment level or standardised testing.

Where children have good handwriting, and are proud of how their work looks, they become far more meticulous about spelling, punctuation, grammar and their use of language.

Agreed approach to the discrete teaching of handwriting

We do not follow a bought 'scheme'; rather we use a consistent approach to teaching handwriting throughout the school based on the Martin Harvey method of teaching handwriting. The approach progresses through the school with an emphasis being placed on consistency.

Fostering the right learning environment:

In handwriting lessons, we aim to develop confidence and a positive attitude to handwriting by stating at the beginning of handwriting lessons that the children should be aiming to impress and be proud of their writing. We aim to develop good habits by ensuring that children in Year 2 and above:

- Use two hands to write (one to hold the page and one to hold the pencil/pen).
- Have six feet on the floor (four chair legs and their own two feet).
- Act on BBC - Bottom, Back in Chair.
- Act on TNT - Tummy Near Table.
- Have their paper straight or at a slight angle.
- Are seated carefully so that left-handed and right-handed writers are not bumping elbows.

Handwriting in Early Years

Children in EY need to be given ample time to develop their gross and fine motor skills to ensure they have the necessary strength and control to be able to hold a writing tool and form letters. All children will have access to the following:

- Daily Dough Disco sessions
- Squiggle While You Wiggle
- Simplified versions of Little Wandle formation phrases, taught at the same time as learning the GPCs in phonics.

Handwriting in Year 1

Children in Y1 continue to need to be given ample time to develop their gross and fine motor skills. All children will have access to the following:

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- Squiggle Me Into A Writer
- Use magnetic letters to show placement on sky/grass/earth line guide
- Letter formation will be linked to the grapheme-phoneme correspondences taught during phonics lessons.

During Year 1, washing line joins only will be taught once letter formation is secure. Pupils will be taught to differentiate size of capitals and lower case letters.

Practice in Phases 2 and 3

Expectations	
Year 2 (Phase 2)	Form lower case letters of correct size relative to one another. Start to use some joining, introduced in the order set out in this policy. Understand which letters, when adjacent, are best left unjoined. Write capital letters of correct orientation and size relative to lower case letters. Write digits of the correct size and orientation.
Year 3 (Phase 2) and Year 4 (Phase 3)	Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent, are best left unjoined. Increase the legibility, consistency and quality of handwriting by ensuring: <ul style="list-style-type: none"> • that down strokes of letters are parallel and equidistant • that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.
Year 5 (Phase 3) and Year 6 (Phase 3)	Write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> • choosing which shape of letter to use when given choices • deciding whether or not to join specific letters • choosing the writing implement that is best suited for the task.

Through Phases 2 and 3, there will be a minimum of three discrete 15 minute handwriting sessions per week for the first half term of any academic year, linked to the spelling pattern being learnt. Sessions may be less frequent in Year 6 if handwriting is consistent. During this half term, teachers will assess how secure children are in understanding the expectations of handwriting and whether they are consistently applying this within their work. The frequency of discrete sessions may then decrease but with continued attention to handwriting whenever children write. The minimum number of

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discrete sessions will be two per week.

Across Phases 2 and 3, all discrete handwriting lessons should follow the same approach. Each session should begin with a warm up activity which should be no more than 2 minutes. Following this, the relevant session should be chosen based on prior learning. The teacher should explicitly model how to form the letter or join. Letter formation and joins should always be modelled using pencil/pen and paper to allow for precision teaching, so staff should use the visualiser appropriately to make this clear for the whole class. Following teacher modelling, children should independently attempt the letter or join. Teachers should use professional judgement over how many letters they should form as the emphasis should always return to quality over quantity. During children's independent attempt, staff should aim to visit all children to support where needed or provide further reinforcement. Time for misconceptions to be addressed should be made using strategies where children practise on their palm or in the air to secure formation.

Where pupils have specific, on-going handwriting needs, the class teacher will liaise with the SENDCO.

Assessing and celebrating work

In a handwriting lesson, children should be given opportunities to reflect on their own work. Handwriting should be regularly praised by staff alongside misconceptions being addressed. Pupils can assess their own work using various strategies including:

- Putting a dot under the letter they feel most resembles the modelled example and being able to articulate why they think this.
- Identifying the best example and then striving to do one more which is even better.