**HANDWRITING POLICY FOR ST. JOHN’S PS.**

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**Reviewed Sept 2023**

**For review in 2026**

Rationale

Staff have identified the need to continually improve pupils’ presentation skills and have agreed that a whole school approach is necessary to ensure high standards and consistency of approach.

Aims

* To achieve a neat legible style with correctly formed letters.
* To develop flow and speed

Objectives

1. To cultivate habits of neatness which will influence presentation of all work across the curriculum.
2. To develop fine motor control and to reinforce left to right movements.
3. To establish correct habits from the outset.
4. To provide pupils with adequate practice in patterns and basic shapes in the early years.
5. To provide all pupils with opportunities for separate writing practice activities.
6. To encourage suitable grip throughout the school.
7. To convey to the pupils the value of well-presented work.
8. To encourage pride and confidence in presentation.
9. Teachers will use the correct and agreed letter formation when writing on whiteboards.

Posture and Pen/Pencil Position

Correct posture supports the development of high standards of presentation.

Teachers should encourage pupils to:

* Lean forward on the desk.
* Head should be a reasonable distance from the page.
* Hold pen/pencil correctly between thumb and forefinger.
* Use other hand to hold the page in the correct position.
* Make necessary allowances for those pupils who are left-hand dominant.

KNOWLEDGE, SKILLS AND UNDERSTANDING

Foundation Stage

* Children will experience activities to develop their fine and gross motor skills and recognition of pattern.
* They will experience pattern and letter tracing with sand and paint etc.
* They will learn the correct pencil grip.
* They will be able to form letters correctly by the end of the key stage.

Key stage 1

* Children will continue to develop fine and gross motor skills with a range of multi-sensory activities.
* Handwriting will link to phonics sessions.
* By the end of KS1 pupils will be able to write legibly using upper and lower case letters, with correct spacing between words.

Key Stage 2

* Children will continue to have separate writing practice sessions.
* Pupils will be encouraged to use a faster script for note-taking and a neat, legible hand for presentation and a clear print style for labelling for example.
* During the second term in Y7 pupils will be encouraged to use pen for their presentation.
* Blue or black ink and fibre tips will be encouraged, rather than ballpoint which can press heavily on the page.

Please see the attached sheet for frequency and duration of practice sessions for classes.

Assessment

* Presentation will be commented on if it is exceptionally good/ poor at times depending on the success criteria of the work task.
* Pupils will be asked to self-assess their presentation to encourage pride and improvement where necessary.
* Subject co-ordinators will comment on the overall standards of presentation in pupil books as part of the planned monitoring exercises.
* The Co-ordinator for Displays will comment on presentation as part of the monitoring exercise also.

Role of Parents/Carers

* Parents are made aware of the correct letter formation.
* Comments on presentation can be made in homework books which parents read.
* Comments on presentation can be made in the end of year report which is read by parents.
* A guide sheet is provided to each family along with the homework policy.
* Parent Information sessions can provide opportunities to remind parents of the agreed letter formation for the school.

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| **Class** | **Duration** | **Frequency** | **Comments** |
| Y1 |  | 3-4 times per week | Special practice book per pupil |
| Y2 |  | 3-4 times per week | Special practice book per pupil |
| Y3 |  | 3-4 times per week | Special practice book per pupil |
| Y4 | 10 mins | Tuesday and Friday | Taskboard activity |
| Y5 | 15 mins | Friday | Special practice book per pupil |
| Y6 | 15-20 mins | Friday | Special practice book per pupil |
| Y7 | 10 mins | 3 times per week at the start of the school day. | Special practice book per pupil |