

RIVERSDALE PRIMARY SCHOOL

Handwriting Policy

Date:

Review Date:

Signed: _____ (Governor)

Signed: _____ (Headteacher)



AIM

To support with the raising of the attainment for all pupils, a consistent approach to the teaching of handwriting has been developed throughout the school. We will introduce and maintain a consistent and continued handwriting style, through the use of Christopher Jarman’s 12 rules for Handwriting (Appendix 1), from Foundation to Year 6.

RATIONALE

A consistently high standard of presentation and handwriting is promoted across the whole school which all children and staff recognise, understand and follow. For children and teachers this aims to foster a sense of pride and respect in their work. Self-esteem is raised when children are able to communicate meaning accurately.

GUIDANCE ON RESOURCES

From September 2021, the school will no longer produce lesson resources using the Jarman script. This decision was taken in relation to the Little Wandle Letters and Sounds Revised phonics scheme, which advises against this, as cursive writing can hinder children’s reading development. However, it is important to separate the development of lesson resources (which will be printed in Comic Sans – a dyslexia friendly font) from the teaching of handwriting, which is outlined below.

GUIDANCE FOR FOUNDATION AND KEY STAGE 1

Children are taught to use an efficient pencil grip starting in foundation stage and that every letter should begin and end on the line. They are explicitly taught correct letter formation through a range of strategies including but limited to:

- use of gross motor skills to draw, write or paint letters in a large format,
- increasingly reducing letter size through fine motor development,
- segmenting of letters in to lines and shapes,
- modelling,
- tracing etc.

In addition:

- Formal handwriting practice is undertaken regularly in EYFS and KS1;
- Children are taught that lower case letters should be the correct size relative to one another (see Appendix 2 - Progression in Handwriting Document for more detail);
- KS1 children are taught the correct “flicks” that lead into and out of a letter, in preparation for joining at a later stage, in accordance with the Jarman handwriting script;
- Pencil grips, thicker pencils, coloured paper and wider lines are used by the children who experience problems writing cursively.

The only exception to the use of Jarman is the letter “k”. This is not taught in accordance with Jarman script as the looped nature of this letter makes it less accessible for some children.

YEAR 3-6

- Children will have discrete handwriting sessions each week;

- From Year 3, the children will begin to apply diagonal or horizontal strokes to begin joining letters. It is expected that this will be secure by the end of year 4 for the majority of pupils (see Appendix 2 - Progression in Handwriting Document for more detail), with some exceptions;
- Pencil grips, thicker pencils and wider lines are used by the children who experience problems writing cursively;
- The Teaching Assistant will take a small group of children for handwriting practice as appropriate;
- Black pens are used for the majority of pupils from Year 4 onwards. Pen licences are awarded but can be taken away if writing presentation is unacceptable or handwriting is not legible.

INCLUSION

Pupils with additional requirements will be supported in their handwriting work. Their progress will be monitored by the Class Teacher, the Teaching Assistant and the Inclusion team. Occasionally, a decision will be made to personalise expectations for a child who has such specific needs, that these expectations could be a barrier to their progress (e.g. a child with physical difficulties). Difficulties are addressed through appropriate interventions or specific equipment.

CONSISTENCY AT HOME

Parents are encouraged to support their children to produce quality writing following the policy guidelines where extracurricular activities are set in line with the school's Homework Policy. Children are expected to take the same care with this, as they do in their class books.

MONITORING

Presentation is monitored by the Senior Leadership Team on a regular basis through work scrutiny, lesson observations and pupil interviews. Feedback will be shared with the class teacher and at Leadership meetings. This ensures that the policy leads to good practice.

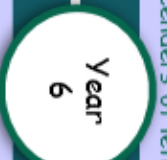
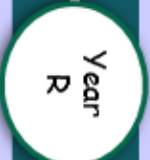
This policy will be reviewed at least every two years.

Appendix 1: Christopher Jarman's 12 rules for handwriting

1. Good writing is based on a pattern of ovals and parallel lines.	o i o i o i o i o i o
2. All small letters start at the top.	a b m c s
3. All the down strokes are parallel.	m h n a d f t
4. All similar letters are the same height.	r o n c e u l h b
5. All down strokes are equidistant.	m i n i m u m
6. The space between words is the width of the small letter o.	w i l l o y o u o b e o m i n e
7. Ascenders and descenders are no more than twice the height of small letters, preferably less.	h g l p d
8. Capital letters are no higher than the ascenders, preferably less.	C h B r D l P h
9. Lines of writing are far enough apart for ascenders and descenders not to touch.	y o u g o j o y g e t p i t
10. Letters which finish at the top join horizontally.	o r v w l f
11. Letters which finish at the bottom join diagonally.	a i m a i m
12. Letters which finish on a stroke moving left, are best left unjoined.	b g j p s y

Progression in Handwriting

- Year 1
 - Form most lower case letters correctly
 - Form lower case letters in the correct direction, starting and finishing in the right place.
 - Form capital letters.
 - Form digits 0-9.
 - Understand which letters belong to which handwriting 'families'



- EYFS**
- Talk about the different marks made
 - Give meaning to marks they have drawn/painted
 - Form the letters of their own name legibly

- Year 4
 - Use the diagonal and horizontal strokes needed to join letters in some of their writing
 - Increase the legibility, consistency and quality of their handwriting e.g. by beginning to ensure that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.

- Year 3
 - Increasingly use the diagonal and horizontal strokes that are needed to join letters and begin to understand which letters, when adjacent to one another, are best left unjoined
 - Increase the legibility, consistency and quality of their handwriting e.g. by beginning to ensure that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch

- Year 2
 - Form lower case letters of the correct size relative to one another in most of their writing
 - Begin to use the diagonal and horizontal strokes needed to join letters in some of their writing
 - Write capital letters and digits of the correct size, orientation and relationship to each other
 - Use spacing between words that reflects the size of the letters

- Year 5
 - Write increasingly legibly, fluently and with increasing speed through improving choices of which the shape of a letter to use when given choices and deciding whether or not to join specific letters
 - Writing increasingly legibly

- Year 6
 - Write legibly, fluently and with increasing speed, deciding how to join specific letters and when they are best left unjoined
 - Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for the task

