



EVERY CHILD MATTERS ACADEMY TRUST
WELLGATE PRIMARY SCHOOL
Handwriting Policy

The terms Trust and School (and levels within e.g., governors and trustees) are interchangeable and apply to all schools within the Trust

1 Introduction

The purpose of this policy is to produce a consistent approach towards the handwriting and presentation of work at Wellgate Primary School.

Quality presentation encourages children to work towards a high standard and take pride in every piece of work they produce. A consistent approach by all staff should enable pupils to leave primary school with a legible, fluent and cursive handwriting style.

2 Aims

- To develop the correct pencil grip to ensure a comfortable hand.
- For all children to develop a handwriting style that is consistent in size, orientation and formation, leading into a joined style.
- For all children to develop a legible and comfortable handwriting style with increasing confidence, fluency and speed.
- To make provision for left-handed children to develop free flowing writing.
- To make appropriate provision for any children with gross or fine motor skill difficulties.
- To teach children to write from left to right and top to bottom of a page.
- To become competent when using a range of writing implements.
- To acknowledge effort, celebrate achievement and value the written work of all pupils.
- To ensure that there is consistency and high standards in the presentation of work.
- To set consistent standards and raise expectations of all children.
- To support high quality teaching and learning.

We recognise that handwriting is a whole-school issue and that it is inextricably linked to the teaching of phonics and spelling. Handwriting is a skill that must be explicitly taught and practised regularly.

3 The Martin Harvey Handwriting Method

At Wellgate Primary School, we follow the Martin Harvey method for teaching handwriting. This means that we do not follow a bought 'scheme'; rather we use a consistent approach of teaching handwriting throughout the school using Martin Harvey's guidelines and clear terminology.

The approach progresses through the school with an emphasis being placed on the use of consistent language.



4 What is taught in each Year Group.

FS1

Children undertake many pre-handwriting activities in F1, using a range of media – sand, paint, water and paste brushes, felt tips, chalks etc. They are encouraged to make big and small movements which lead to mark making both inside and outside the setting. They are encouraged to move on to forming letters in the correct way. The correct formation of letters and suggested activities are sent home for parents to undertake with their children.

FS2

Children undertake many pencil control exercises in which they learn to make the necessary movements before commencing handwriting practice. They also use other media and carry on building on activities for correct hand arm movements leading to handwriting. They then learn how to form each letter individually. They do not join the letters together whilst in the Foundation Stage. They focus on the correct letter formation.

Year 1

When the children move into Year One, the teacher will focus upon correct ascenders, descenders and spaces between words and letters.

Year 2

In Year 2, they will use the correct ascenders and descenders and add flicks to their letters. Once the children can form their letters correctly and are able to add correct flicks, they will begin to join their letters.

Key Stage Two

At the beginning of Key Stage Two (Year Three), the children will build on their knowledge of the correctly formed letters and will continue to develop their joined handwriting script. Once their handwriting has reached an expected level, to be checked by the Writing Leader (Mr Steeples) the child will be awarded their 'Pen License'.

5 Posture

Children should be encouraged to adopt the correct posture when writing. They should have their feet and all the feet of their chair placed on the floor. They should not be hunched over their desk while working. They should be allowed to turn the paper to the side slightly if this feels comfortable to them. Care should also be taken to ensure they have enough room to maneuver their writing arm. Attention needs to be given to the seating of left handed children.



6 Pencil Grip

The children also have to have the correct pencil grip. This is when the pencil is clasped between the thumb and the forefinger with the pencil laying along the line of their hand. This grip will be taught in the Foundation Stage.

7 Display and labels

All work, from which children may be required to copy, needs to be written in the Martin Harvey script by the teacher. There should be a range of different print around the classroom / school to ensure the children are proficient in reading a range of script.

8 Planning, Recording and Assessment

Each member of staff follows the agreed format for planning, recording and assessing. Teachers will monitor children's progress and development through each piece of writing or handwriting practice the child completes

9 Cross Curricular Themes

It is acknowledged that handwriting is used throughout the curriculum. It should be made clear that all presentation handwriting should be neat and careful at all times. Planning and drafting work should be clearly defined and suitable flexibility about the standard of handwriting should be applied. It is important that time is set aside for the teaching of handwriting and that children are specifically aware of the purpose of these lessons. Handwriting should be taught at least three times a week.

10 Special Educational Needs

Children with special needs are identified through regular teacher assessment. They are then supported through the procedures detailed in the school's SEN policy.

11 Equal opportunities

We regard the achievement of every group of pupils to be of equal importance. This is reflected in the curriculum we teach. We value and reward the achievements of all pupils equally. We have high expectations of behavior for every group in school. We aim to involve parents from every background and believe this is a significant benefit to the school.

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| Reviewed By | B.Steeples | Date | June 2024 |
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| Approved By | | Date | |