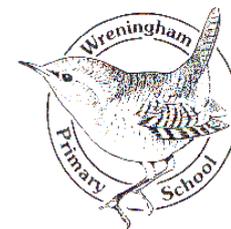
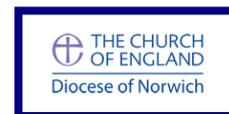


Together Everyone Achieves More

Wreningham School is committed to Safeguarding
And promoting the Welfare of children



Wreningham V.C. Primary school Handwriting Policy

All policies at Wreningham VC Primary School should be taken as part of the overall strategy of the school and implemented within the context of our vision, aims and values as a Church of England School

Vision Statement

‘Working together so that everyone in our school feels safe, confident and happy, curious to learn and able to achieve their very best within our Christian community.’

1 Corinthians 12:12, "There is one body but it has many parts. But all its many parts make up one body."

Aims

Our overall aim is for pupils to develop legible, fluent and efficient handwriting which can be adapted to the purpose of the task. At Wreningham VC Primary School, joined up handwriting is taught with a sequential and progressive approach. Children are introduced to this style from early years as it is considered to be the most natural development of children’s earliest attempts at writing. All teaching staff are expected to model the handwriting style.

Handwriting is a taught skill and it is important that teachers are seen to put a high value on teaching and sustaining neat handwriting. We believe that children’s self-esteem and pride in their work can be raised by high quality presentation.

Our intention is to teach children correct letter formation, joining and good handwriting habits so that they can write fluently and legibly and begin to develop a personal and distinctive style.

At Wreningham VC Primary School our **aims** are:

- To **teach** correct letter formation.
- To **teach** children to write with a flowing hand which is legible and to the best of their ability
- To **support** the development of correct spelling and to aid in the elimination of letter reversals by the learning of word patterns and the correct joining of letters.
- To **ensure** that children of differing abilities are provided with appropriate and achievable goals.
- To **assist** children in taking pride with the presentation of their work.

- To **instil** in children the importance of clear and neat presentation in order to communicate meaning effectively.
- To **enable** children to develop their own style of handwriting as they progress through their later primary years.

The letter formation that we use is the same as in Nelson Handwriting. The font is JointPC7 (<http://www.cursivewriting.org/jointpc7-joined-fonts.html>) purchased October 2017. The following formations should be adhered to.



The Four Joins

1. to letters without ascenders e.g. in, am, on
2. to letters with ascenders e.g. ab, ch, il
3. horizontal joins e.g. o a, wo, og, wi
4. horizontal joins to letters with ascenders e.g. wh, ob, al

abcdefghijklmnopqrstuvwxyz

In Wreningham Primary we will move to writing from pencil to pen in UKS2 (Year 5/6). This will be when pupils can 'maintain legibility in joined writing when writing at speed.'

Teaching Progression and Skill Development

Year Group	Recommendations
<p>Foundation Stage</p>	<p>Letter formation, mainly of lower case (may start looking at capitals towards end of year). Model good handwriting and use correct formation as an adult in the class. Handwriting opportunities should be integrated every day and through play and sensory opportunities. When the children are secure in their letter formation they are taught to join.</p>
<p>Year 1</p>	<p>Letter formations – revise lower case and move on to capitals. Handwriting opportunities should be integrated in play and sensory opportunities. Sound Discovery sessions completed in (buff) handwriting books. New sounds taught written in joined writing. Children encouraged to join more words if ready. Model handwriting joined at all times. Teach the 4 joins as outlined above. By the end of Y1 most children will be joining. Nelson Resources Book Y1/2</p>
<p>Year 2</p>	<p>Revise letter formations – capitals and lower case. Sound Discovery sessions completed in (buff) handwriting books. New sounds taught written in joined writing – expected to try joined handwriting. When able (by the end of the year), pupils expected to use joined writing in all curricular areas. Handwriting opportunities may still be integrated in play and sensory opportunities. Short daily sessions of handwriting practise completed Nelson Resources Book Y1/2</p>
<p>Year 3</p>	<p>Reinforce good practice of letter formations and joins. Expectation for joined writing to be transferred to all curricular areas. Sound Discovery sessions completed in (buff) handwriting books. Weekly spelling practised for Year 3/4 in handwriting book Early morning work to include handwriting practice. Nelson Resources Book Y3/4</p>
<p>Year 4</p>	<p>Reinforce good practice of letter formations and joins. Expectation for joined writing to be transferred to all curricular areas. Early morning work to include handwriting practice. Nelson Resources Book Y3/4</p>
<p>Year 5</p>	<p>Maintain consistent fluency and legibility in handwriting across a range of tasks. Weekly poems and spellings practiced in handwriting books.</p>
<p>Year 6</p>	<p>Continue to develop personal writing style. Writing for a variety of purposes. Handwriting lessons to correct common errors. Nelson Resources Book Y5/6</p>

Expectations

- It is essential for teachers to set a good example to children by modelling good handwriting when writing on the board, IWB or when providing written feedback.
- Children are expected to show care for their books, present their work with care, date work, underline where necessary and not make any marks on the covers.
- All pupils should have opportunities to watch adults writing and have opportunities to write for themselves.
- All pupils should be encouraged to attempt writing for various purposes using features of different forms such as lists, stories and instructions.
- When using the computers Nelson font is available e.g. NTprecursive, NTcursive etc

Teacher assessment framework at the end of key stage 1

Working towards the expected standard

- form lower-case letters in the correct direction, starting and finishing in the right place
- form lower-case letters of the correct size relative to one another in some of their writing
- use spacing between words.

Working at the expected standard

- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters.

Working at greater depth

- use the diagonal and horizontal strokes needed to join some letters.

Teacher assessment frameworks at the end of key stage 2

Working towards the expected standard

- write legibly

Working at the expected standard/ Working at greater depth

- maintain legibility in joined handwriting when writing at speed.

Monitoring and Evaluation

It is the role of the Headteacher/ English subject leader to monitor the teaching and learning of handwriting throughout the school and school year. This is done through regular work sampling, analysis of assessment pieces and lesson observations.

Feedback from monitoring is used to inform staff of necessary developments in order to raise standards.