

Primary Handwriting Policy

At the International School of Bucharest, we strive to achieve high standards of handwriting and presentation. We feel that it is important for children to develop a neat, fluent style of handwriting to enable them to take pride in their work.

Aims:

- Children will, over time, develop a style of handwriting which is neat, fluent and joined.
- To establish a consistent approach to handwriting across the school;
- To encourage all adults to set a high standard of handwriting when writing.
- To use every opportunity to teach children how to form letters correctly.

Teaching and Learning:

At ISB, we teach a cursive style of handwriting but we also encourage children to develop their own individual style over time. This style of writing is modelled by teachers and teaching assistants when modelling handwriting in shared writing, on displays and in children's books. Progression in handwriting meets the requirements of the new National Curriculum. This progression is set out in Appendix A and letter formation in Appendix B.

Early Years:

Children are encouraged to develop the gross and fine motor skills needed for writing in a wide range of free choice and focused activities. Children are encouraged to use their fingers, hands and arms to create shapes which lead to good pencil control. They are taught to use a correct pencil grip at this early stage and this is consistently modelled and reinforced. Chalks, chunky crayons and pencils etc are used to write on a range of surfaces including paper, the ground and chalk boards.

Correct letter formation is taught as letter sounds are introduced in phonic sessions. These letters will include a flick to aid transition to cursive script later. Opportunities to write independently and with teacher input follow on from these taught sessions. Every opportunity to teach and reinforce correct letter formation is taken in this vital early stage.

Examples of correct letter formation are displayed in the Reception class, both printed and handwritten. Towards the end of the Reception year, children are introduced to using lined paper so that they understand how letters lie in relation to lines.

Key Stage 1:

Children take part in focused handwriting sessions, in groups or as a class. These will take place at least twice a week for around 15 minutes. These sessions may include the use of ruled handwriting books which encourage consistent letter sizes and the correct placement of letters in relation to lines.

Letters are grouped and introduced through correct modelling. The correct letter formation and pencil grip is continually reinforced and letter reversals are always addressed. This correct letter formation continues to be modelled and reinforced through all lessons.

Good writing posture is encouraged by ensuring that children are seated at the correct sized tables. Children are seated with straight backs and with the legs of their chairs securely on the ground.

Most children are ready to begin cursive handwriting towards the end of Year 2. Letter joins are modelled and practised in related groups.

Lower Key Stage 2:

Children take part in a short focused handwriting session each week. Those children who are still needing to develop neat, fluent, cursive writing continue to use handwriting books. All children are expected to use cursive writing for most of their writing by the end of Year 3. During Year 4, when children have developed fluent, neat and consistent cursive writing, they are awarded a 'Pen Licence' and they are then invited to begin using a handwriting pen.

Upper Key Stage 2:

By this stage, most children have developed an individual cursive handwriting style and the focus is on increasing the speed and fluency of their handwriting. By Year 6, all children will be expected to use pens for the majority of their writing.

Planning and Assessment:

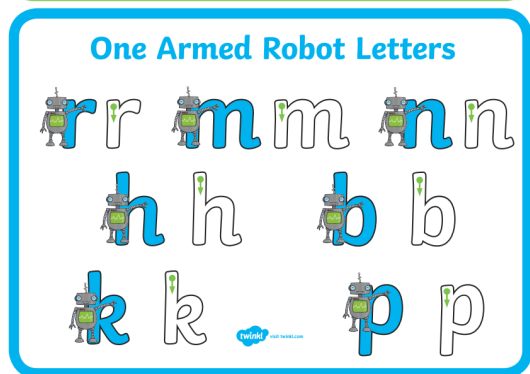
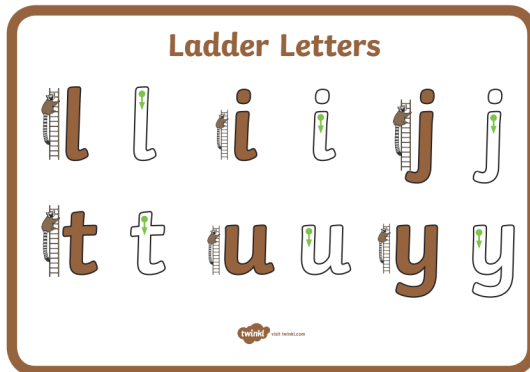
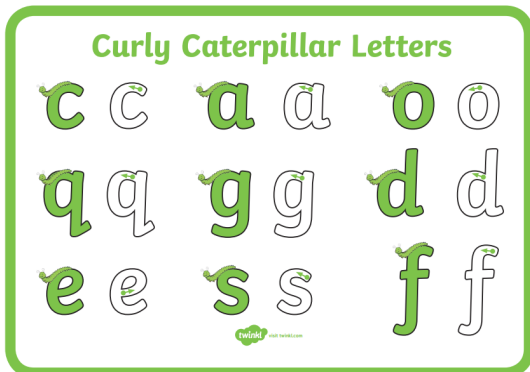
Handwriting sessions are planned in response to the children's progress. In EYFS children are assessed on an ongoing basis through observation. In Key Stage 1 and 2, handwriting is one of the domains which forms part of the judgement whether children are on track to reach ARE (age related expectations).

Appendix A: Handwriting Progression - National Curriculum Expectations:

Year 1	En1/3.2a	sit correctly at a table, holding a pencil comfortably and correctly
	En1/3.2b	begin to form lower-case letters in the correct direction, starting and finishing in the right place
	En1/3.2c	form capital letters
	En1/3.2d	form digits 0-9
	En1/3.2e	understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these
Year 2	En2/3.2a	form lower-case letters of the correct size relative to one another
	En2/3.2b	start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
		write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters

	En2/3.2c En2/3.2d	use spacing between words that reflects the size of the letters.
Year 3	En3/3.2a En3/3.2b	use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting
Year 4	En4/3.2a En4/3.2b	use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting
Year 5	En5/3.2a En5/3.2b	Pupils should be taught to write legibly , fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task
Year 6	En5/3.2a En5/3.2b	Pupils should be taught to write legibly , fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task

Appendix B: Handwriting style:



Approved by:	Primary SLT
Date:	June 2022
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