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handwriting policy

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Hayfield School

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# 1 Curriculum Intent Hayfield

## Philosophy

1.1

At Hayfield School, we work towards ***‘Learning to Live and Love Life Together’.***  Our highest expectations inspire children to embrace learning and life as an adventure. As well as our Children reaching their highest academic potential, at Hayfield we practice a child-centred holistic approach and by Y6 our agreed cumulative goals for our children is that children at Hayfield can reach or be on a positive path to acquiring the following life skills:

* Are Confident and Independent
* Have strong Self Help Skills
* Take Responsibility for their own learning and recognise links with the outside world
* Respect themselves and others; and take Responsibility for their own behaviour and demonstrate Tolerance
* Develop Thinking skills in order to make Positive Choices

*(Whole staff Inset Day 2015 – Hayfield School Values)*

1.2

As well as the statutory Objectives laid out in the National Curriculum for Handwriting (transcription), this subject is used as a means of children achieving the following objectives:

* Inspire them to be responsible citizens
* Reflect and evaluate their learning in order to move forward
* Able to seek solutions out of problems.
* Able to share the responsibility to earn and show respect.
* Recognise rewards are on the journey, not just the destination.
* Believe in themselves

## Values

1.3

The Handwriting curriculum at Hayfield School is underpinned by the philosophy expounded through our values and the Goals of Education stated in **Article 29** of the UN Convention of the Rights of the child. Therefore, as well as aspiring to the statutory attainment outcomes expected in the Computing National Curriculum 2014 (Table 1) we strive to develop the children’s skills relating to their creativity, emotional resilience and emotional literacy; these value include, but are not exclusive:

* Empathy
* Equality
* Happiness
* Resilience
* Gratitude
* Honesty

# 2 Curriculum Intent: National Curriculum

## The National Curriculum

2.1

Handwriting is embedded within the EYFS framework, Key Stage 1 and Key Stage 2 writing curriculum, which is composed of two elements:

* transcription (spelling and handwriting)
* composition (articulating ideas and structuring them in speech and writing)

It is essential that teaching develops pupils’ competence in these 2 dimensions.

Writing down ideas fluently depends on effective transcription. Writing also depends on fluent, legible and, eventually, speedy handwriting.

## Aims

2.1

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment.

The EYFS framework (2021) for Handwriting aims to ensure that all pupils:

* Write recognisable letters, most of which are correctly formed;
* Write simple phrases and sentences that can be read by others.

The National Curriculum for Handwriting aims to ensure that all pupils:

* Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.

At Hayfield, we aim for our children to work towards the ability to write using their own style of fast, fluent, legible and sustainable handwriting, starting with a strong initial focus on developing gross and fine motor skills.

Our school uses *PenPals for Handwriting* to ensure that:

* The importance of handwriting is recognised and given appropriate time.
* The progression of handwriting is consistent across the school.
* Handwriting is acknowledged to be a whole body activity and emphasis is placed on correct posture and pencil grip for handwriting.
* Expectations of left-handed children are equal to those of right-handed children, and appropriate advice and resources are available to ensure that they learn to write with a comfortable, straight wrist.
* Handwriting is linked into grammar, punctuation and spelling in order to practice and contextualise all of the transcriptional and stylistic skills for writing.
* Children learn to self-assess their own writing and develop understanding and responsibility for improving it.

# 3. Curriculum Implementation of Handwriting

## When is Handwriting taught at Hayfield?

## 3.1

*PenPals for handwriting* is taught as a discrete lesson once a week in all semi-formal and formal curriculum classrooms. *PenPals* is embedded into the continuous provision activities for pupils accessing an informal curriculum at least once a week.

3.2

Handwriting is practised daily throughout the wider school curriculum. It is embedded in a variety of cross-curricular activities within the Dimensions curriculum and is specifically practised within the Literacy Counts writing curriculum. Children also practise number formation throughout mathematics lessons.

## How is Handwriting taught at Hayfield?

3.3 ***Informal curriculum***

Classes accessing an informal curriculum at Hayfield focus primarily on the Foundations 1 *PenPals for Handwriting* scheme, before moving onto the Foundation 2 programme. *PenPals* multi-sensory activities are used throughout the week during continuous provision to develop good fine motor skills and to provide opportunities to mark make. Specific handwriting ISP activities may be introduced for individual pupils as and when required.

Each day the pupils practise ordering the letters of their name progressing towards writing the correct letter formation.

3.4 ***Semi-formal curriculum***

Classess accessing the semi-formal curriculum at Hayfield focus primarily on the Foundations 2 *PenPals for Handwriting* scheme, before moving onto the National Curriculum programme. *PenPals* is taught in a discrete handwriting lesson once a week and is supported by daily fine-motor activities during ISP activities, such as ‘dough disco’. Specific handwriting ISP activities may be introduced for individual pupils as and when required.

3.5 ***Formal Curriculum***

Classes accessing the formal curriculum at Hayfield focus primarily on the National Curriculum programmes of *PenPals for Handwriting.* Discrete handwriting lessons are taught once a week, with pupils working with their own ability groups for lessons. Handwriting is then embedded throughout the wider curriculum using handwriting prompt stickers, finger space guides and other techniques such as highlighted lines to support and practise these skills during other lessons. Line-spacing within writing books will mirror the line-spacing used in handwriting books. Specific handwriting ISP activities may be introduced for individual pupils as and when required.

## What do Pupils Learn about in Handwriting lessons?

3.6 ***PenPals for Handwriting Curriculum***

Handwriting is taught through the *PenPals* *for handwriting* scheme. PenPals is a complete handwriting scheme for 3-11 year olds that provides a clear progression through five developmental stages; beginning to join along, securing the joins and practising speed, fluency and developing a personal style. PenPals is focused on whole-class teaching using digital resources to enable modelling and interactive learning, along with Practice books and workbooks to support independent work.

*PenPals for Handwriting* enables us to teach and secure the development of handwriting throughout the school:

* First, children experience the foundation of handwriting through multi-sensory activities (F1 and F2 programme – Hayfield Stages 1-6).
* Correct letter formation is taught, practised, applied and consolidated (F2 and Year 1 programme – Hayfield stages 5-7).
* Joining is introduced only after correct letter formation is used automatically (When following the Year 2+ programme – Hayfield stages 8+).
* Joins are introduced systematically and cumulatively (Year 2+ programme – Hayfield stages 8+).
* As children practice joining, they pay attention to the size, proportion and spacing of their letters and words (Y3–Y6 – Hayfield Stages 9-12).
* Once the joins are secure, a slope is introduced in order to support increased speed and fluency (Y5 – Hayfield Stage 11).
* Children are introduced to different ways of joining in order that they can develop their own preferred personal style (Y6 – Hayfield Stage 12).

In using *PenPals*, we ensure that our children follow the requirements and recommendations of the EYFS framework and the National Curriculum. We share the aspirations that children’s handwriting should be ‘sufficiently fluent and effortless for them to manage the general demands of the curriculum’ and that ‘problems with forming letters do not get in the way of their writing down what they want to say’.

3.7 ***Handwriting Tools***

Throughout their time in school, children use a range of tools for different purposes and styles of handwriting including:

* A wide range of tools and media for mark-making in the EYFS.
* A wide range of fine motor activities.
* Whiteboard pens throughout the school.
* Fingers when writing on the interactive whiteboard.
* Art supplies including coloured pens and pencils for posters, displays and artwork.
* Sharp pencils for writing.
* A handwriting pen for when they sustain a good level of presentation.

Handwriting is always introduced and practised in the *PenPals* Practice Books and on lined paper so that children quickly learn about letter orientation including ascenders and descenders. As children’s fine motor skills improve and their letter formation or joining becomes increasingly accurate, the width between the lines they write on gradually decreases.

All of our children have equal access to handwriting lessons and to the resources available. We recognise that some children take longer to develop the necessary skills and we cater for those children by providing additional opportunities for skills development and additional supporting resources (such as pencil grips and sloped writing boards) when required. Occupational Therapy may advise on methods to support individual pupils with significant needs.

# 4 Curriculum Impact of Handwriting

## Summative Assessment

4.

At Hayfield School, we use our own internal systems for monitoring and measuring pupil progress – Hayfield Stages. Handwriting is assessed as part of the wider writing curriculum. Hayfield Stages for Writing can be found in Appendix 2. (**Appendix 2: Hayfield** **Summative Stages Writing**). These reflect statements from the Early Learning Goals and dovetail into the National Curriculum. This system enables teachers to easily record, monitor and update their assessments in real-time. It makes data analysis at pupil, class and subject level possible, helps identify gaps in learning and any areas for development***. (Guidance: Assessment Reporting and Recording Policy March 2021)***

4.1

Using a simple grading system of E (Emerging), D (Developing), S (Secure) teachers are able to make a judgement on each pupil’s progress, taking into account the overall evidence gathered through observation, conversation, assessment and using their own professional judgement. When a child is identified as working at Secure, it would indicate that they are working at that level.

4.2

Each child’s data is collected twice a year for SLT, subject leaders and teachers to gain valuable knowledge on how the child, class and school are working in each subject.

4.3

Work in Handwriting is monitored as part of the whole school plan for monitoring teaching and learning.

## Formative Assessment

4.4

Children (who are able to mark make) will complete the Hayfield Handwriting Assessment at the start of each academic year. Using the Hayfield PenPals progression document, teachers will then use their professional judgement to group children at the appropriate starting point for PenPals. Pupils are continually monitored throughout the year to ensure they are progressing and lessons are appropriate for their ability.

4.5

On-going formative assessment of a child’s progress in handwriting is made through reflecting on teacher’s planned learning objectives for individual lessons. Progress is recorded through annotation of work, or planning, photographs, observations and for younger classes the use of Tapestry.

# Appendix 1: Handwriting Long Term Plan

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **F1**  **(Stage 1-4)** | **F2**  **(Stage 5-6)** | **Y1**  **(Stage 7)** | **Y2**  **(Stage 8)** | **Y3**  **(Stage 9)** | **Y4**  **(Stage 10)** |
| **PenPals focus:** | Physical preparation for handwriting: gross and fine motor skills leading to mark- making, patterns and letter formation | Physical preparation for handwriting: gross and fine motor skills leading to mark- making, patterns and letter formation | Securing correct letter formation | Beginning to join along with a focus on relative size and spacing | Securing the joins along with a focus on break letters, legibility, consistency and quality | Securing the joins along with a focus on break letters, legibility, consistency and quality |
| **Areas Covered:** | * Developing gross motor skills. * Developing fine motor skills. * Developing drawing patterns. | Term 1:   * Drawing shapes and patterns   Term 2:   * Long legged giraffe letters: l, i, u, t, j, y, * One arm robot letters: r, b, n, h, m, k, p   Term 3:   * Curly caterpillar letters: c, a, d, o, s, g, q, e, f * Zig zag monster letters: z, v, w, x | Term 1:   * Capital letters   Term 2:   * Number formation * Digraph letter formation unjoined   Term 3:   * Number formation to 20 * Digraph letter formation unjoined | Term 1:   * Cursive – diagonal and horizontal join to ascenders/no ascenders * Number formation to 100   Term 2:   * Cursive - Diagonal/Horizontal join to anticlockwise letters. * Mixed joins. * Size and spacing   Term 3:   * Practising cursive taught so far. * Capital letters (Cursive) | Term 1:   * Cursive – joining through a whole word * Joining from s and r * Break letters   Term 2:   * Joining to and from f * Joining double letters   Term 3:   * Revision of cursive | Term 1:   * Diagonal join to and from p and b * Revision of letter sizing and capital letters   Term 2:   * Parallel ascenders * Break letters * Spacing * Speed   Term 3:   * Speed and fluency |

# Appendix 2 Hayfield Summative Stages for Handwriting (within ‘writing’ assessment)

