

Waterthorpe Nursery Infant School



Handwriting Policy

March 2017

Approved by: Curriculum Committee
Date: 24/4/17

Next Review Date: Summer 2020

Signed:

HANDWRITING POLICY

Handwriting is the means through which children and then adults express most of their creativity and thinking. In the early years children need writing for recording and communication.

Aims

At Waterthorpe Nursery Infant School pupils will be given opportunities to enable them to communicate in print.

We seek to:

- Enable children to write confidently, legibly and with reasonable speed
- Teach children correct letter formation and ‘joins’ so that they will be able to write cursively at the appropriate time
- Provide a writing environment that will encourage children to take pride in their work and develop the aesthetic qualities of presentation.
- Provide high expectations for handwriting across the curriculum

Teaching and Learning

- At Waterthorpe Nursery Infant School we have a scheme of work in place which ensures coverage and progression for handwriting from Nursery to Year 2. It is a flexible scheme from which material may be selected to enable all pupils to progress and gain achievement.

To achieve this we use Sheffield Structured Materials supported by other materials/activities as appropriate. The Sheffield Structured Materials have been modified to meet our needs. These modifications include:

- All handwritten work by adults will approximate what we expect the children to do.
- In teaching letter formation we will use the term ‘smile’ to start each letter
- A mantra for each letter has been developed to show the starting point and direction (*see appendix 1*)
- Handwriting resource from F2 to Y2 to ensure continuity and progression
- Children in Reception will begin the cursive alphabet when appropriate
- Joins will be taught as the child’s phonic progression allow
- A multi-sensory approach to handwriting will be achieved through the use of Jolly Phonics, Activate and continuous provision in the creative curriculum

Children moving onto Year Three at Emmanuel Junior School will continue to follow Sheffield Structured materials.

Inclusion

Some children may have disabilities that make handwriting challenging. We will always ensure that these children have the resources necessary to enable written communication. The use of cursive print on our computers will enable them to communicate, using our handwriting script, by electronic means.

Resources

- Sheffield Structured Materials
- Mantra prompt sheet
- Cursive font available on all computers
- Jolly phonics scheme
- Activate

Assessment and Record Keeping

- Assessment is ongoing and by adult observation to inform future planning
- Parents will receive an annual report informing them of their child's progress
- Handwriting will be assessed as part of writing each term

Staff Development

In order to maintain and build upon staff development, some of the following strategies will be used during a school year.

- Staff meetings
- INSET courses where appropriate
- Continuous support on an individual basis from the English leader
- Moderation of handwriting and progress tracking at year group meetings

The Role of the English Co-ordinators

The English leader will keep staff informed and up to date with the new documents, monitor policy and scheme of work, support staff planning in English activities, manage the English resources and organise INSET.

Review and Evaluation

This document will be reviewed 2020

Equality Impact Assessment Template

Name of policy or project being assessed?	Date
Handwriting	24/4/17

Priority Level	
High	
Medium	
Low	X

Lead Officer: Helen Stokes
Members of the assessment team: Helen Stokes & Michelle Clayton-Appleby
Others involved in the assessment (peer review/external challenge): Curriculum Committee members

<p>What are the aims of the policy or project?</p> <p>At Waterthorpe Nursery Infant School pupils will be given opportunities to enable them to communicate in print. We seek to:</p> <ul style="list-style-type: none"> • Enable children to write confidently, legibly and with reasonable speed • Teach children correct letter formation and 'joins' so that they will be able to write cursively at the appropriate time • Provide a writing environment that will encourage children to take pride in their work and develop the aesthetic qualities of presentation. • Provide high expectations for handwriting across the curriculum
<p>Who is the intended customer/service user of this project or policy? Children and staff</p>
<p>What are the desired outcomes from this project or policy? To provide a clear approach to the teaching and learning of handwriting</p>
<p>List any other key policies, procedures, projects or strategies that this policy/project has implications on: English, Curriculum, Equal opportunities</p>

What are the racial, disability and gender equality implications of the policy or project? To ensure that all groups are given equal opportunities to access this area of the curriculum	
Does the policy or project have any significant positive impact for: <ul style="list-style-type: none"> ▪ Different racial groups ▪ Disabled persons ▪ Men and women ▪ Boys and girls 	Yes ~ disabled children
Does the policy or project have any significant adverse impact for: <ul style="list-style-type: none"> ▪ Different racial groups ▪ Disabled persons ▪ Men and women ▪ Boys and girls 	NO
Do you have any evidence?	
Is there any way that you could reduce or eliminate the adverse impact or increase positive impact?	The use of enhanced or alternative resources or adult support will increase the positive impact of this policy.

Action to take		
If you have indicated there is a negative impact, can it be justified?	YES	NO
If you have indicated there is a negative impact and it cannot be justified, is it discrimination?	YES	NO
If you have answered YES, please list all the changes that you have made to eliminate this discrimination:		
Please state how will you monitor the policy or project?: Policy review (by staff/governors by dates on policy		

Signed (Person completing the form): <i>Helen Stokes</i>	Date: 24/7/17
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