

St Mary's Bryanston Square CE Primary School



Handwriting Policy

Excellence with compassion

"Love your neighbour as yourself" Mark 12.31

HANDWRITING

Purpose

This policy aims to ensure that the teaching of handwriting across the school is consistent and effective. Our school aims is to develop efficient writers who can produce legible functional handwriting in addition to using a variety of computer tools for literacy purposes.

We recognise that children's ability to write well for the rest of their lives, depends on firm foundations of taught skills in their primary years.

Aims

At St Mary's, we want:

1. All children to learn and practise appropriate and effective handwriting skills at each stage of development, continually working towards mature handwriting which is:
 - Legible
 - Presentable
 - Comfortable
 - Fluent
 - Flexible
 - Fast
 - Automatic
 - Sustainable
 2. To raise attainment by all by involving children in the development of their own handwriting and to understand the factors which help this process.
 3. All children to have opportunities to write in different styles and for different purposes across the curriculum.
 4. All staff to use and model the agreed handwriting conventions outlined in this document, thus providing consistency and continuity throughout the school community.
 5. To make provision for left-handed children and for children who experience difficulties.
 6. To encourage personal satisfaction and pride in well-presented writing.
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Writing happens in the following ways:

1. Regular Writing/Mark-making

- Mark-making is integrated into all areas (both inside and outside) of the Foundation Stage. It is stored in electronic profiles and Golden books (Nursery and Reception), and in the writing books in Reception.
- Writing occurs daily in KS1
- All phonics sessions (Reception – Y2), end with mark-making/writing.
- All classes participate in daily discreet taught handwriting sessions. Teachers follow the Handwriting File published by KBER.
- In KS2, writing occurs in daily English books.

2. Extended Mark-making/Writing

- Children write in an extended way from Reception onwards, at least once a week.
- Time is built in for children to reflect on successes, make improvements and publish/redraft their work for best.
- All extended writing is highlight marked for success and improvement, and differentiated through success criteria.

3. Topic Writing

- Topic Writing happens in each subject once per half term (Geography/History, Science, RE and one other subject/area of interest where relevant).
- The writing is stored in the related **topic book** (RE, Science or Topic).
- Opportunities for Topic Writing are highlighted on the Medium Term Planning (stored in Half-termly folders on the network), so that meaningful cross-curricular opportunities can be identified in advance.
- **Where possible, teachers use Topic Writing to apply skills that the children have learnt in English to another subject area.**
- All Topic Writing is highlight marked for success and improvement, like the Extended writing in English. All teachers follow the school marking policy.
- The child should be immersed in the writing, as its purpose is to develop writing for meaning and enjoyment. Therefore teachers should limit the 'meta-language' (LOs, SCs) as much as possible. Teachers should make it clear in their planning what the PURPOSE of the writing is and who the AUDIENCE IS (subject content/ understanding, rehearsing text or sentence types etc.) and use this to mark and assess the writing.
- **EYFS:** writing should take place throughout the curriculum in meaningful contexts, such as post offices, travel agents etc. to develop children's love of writing.
- **KS1:** children will be encouraged to go beyond simple naming and labelling across the curriculum. Topic Writing often provides the most appropriate opportunities for practising non-fiction genres and sentence types (e.g. explanations/ imperatives). Where possible, the Alan Peat structures should be used for structuring the writing.
- **Lower KS2:** children will be asked to write across the curriculum using genres they have previously studied in English.
- **Upper KS2:** children will be asked to write across the curriculum in a range of genres, sometimes with a short modelling session to refresh the children's grasp of the genre's features. Structures such as Alan Peat can be referred to.

4. Writing Targets

- Each child works with their class teacher to generate a manageable number of targets and these can be defined as the skills that the child can use but often fails to apply when working independently.
- The target is set so that it can be **applied in a cross curricular way** (relating to the skills that are used through all writing e.g. punctuation or grammar).
- When marking, the teacher takes this target into account by writing T if the target is met or ! if it isn't.
- When the child consistently meets the target (e.g. 5 times or more), this is acknowledged as a success through a certificate or DOJO points and the teacher replaces it with new one.

5. Presentation

It is essential that every child understands the importance of well-presented work

- Every class has displayed in the classroom **Presentation Guidelines** (which set the standards for each piece of work. There are presentation awards available for celebrating excellent or improved presentation. We also award pen license for those children who show consistent, legible and cursive writing.
- All adults model the agree handwriting style when marking books, or modelling on the board.
- Each class has the handwriting banner which shows the entry and exit strokes for each letter. This is a referral point made by the teacher when required.