



## **Handwriting Policy**

**Ponteland Community Middle School  
part of Ponteland Academy Trust – 2018**

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At Ponteland Community Middle School we believe that:

- Pupils will be taught to take pride in their written work and produce high quality presentation. However, handwriting and presentation used in notes and first drafts will be quite different from that produced for publication and display purposes. The content of children's writing will take priority at the planning, drafting and revising and proof reading stages but should at no time be unreadable.
- Pupils will be taught correct letter formation, size and orientation in both lower and upper case, and then how to join letters to produce joined up writing that is quick, fluent and legible.
- Pupils will be taught correct posture, paper position and grip to help them with their handwriting.

Strategy for Implementation:

Handwriting will be taught regularly through weekly lessons in all year groups as appropriate. Teaching will occur within the context of the English lesson when shared writing will provide an opportunity to model and monitor handwriting.

The Role of Teachers:

- To have an expectation that pupils will use joined, cursive handwriting.
- To follow the policy to encourage each child to develop legible and fluent handwriting.
- To observe and monitor progress and feed back to SENCOs where there are concerns.
- All members of staff are expected to promote the agreed handwriting style by their own example.

#### Resources:

- A recommended scheme is the New Nelson Handwriting Programme by Peter Smith and A. Inglis.
- In school, children will use handwriting pens not biro or fountain pens.

#### Expectations:

- Posture – Pupil sitting comfortably with their feet flat on the ground and body upright but tilted slightly forward on a chair suited to table height
- Paper – Paper slanted to the left (right-handed) or right (left-handed)
- Grip - Firm but relaxed grip, with writing implement held between the thumb and the first finger resting against middle finger.

#### Inclusion:

The vast majority of pupils will be able to write legibly and fluently. However, some pupils need more support and a specific individual or group programme will be drawn up in consultation with the SENCO.

All teachers are aware of the specific needs of left-handed pupils and make appropriate provision:

- Left-handed pupils should be given more attention to ensure that they do not pick up bad habits of position, posture and pen hold
- Make sure they are on the left of right-handed pupils so that they are not competing for space

#### The Role of Parents and Carers:

Parents play an important role in ensuring pupils have the correct writing equipment and that homework is completed using a continuous joint handwriting script.

#### Assessment and Recording:

Teachers of English use formative assessment judgements on an on-going basis where there are concerns; pupil will be referred to the school's SENCO. Individual targets may be set for certain pupils on Intervention Sheets.