

FINBOROUGH SCHOOL
EYFS HANDWRITING POLICY

Introduction

Good handwriting is important because it promotes a positive attitude towards written work and its presentation. The principle aim is for handwriting to become an automatic process which frees pupils to focus on the content of the writing. In order for this to occur, handwriting is taught in ways that enhance fluency, legibility, and the opportunity for creative expression.

Aims

All children will:

- Develop the necessary skills to write in a legible, fluent and fast style
- Learnt he correct formation of each letter in capital and lower case
- Spell CVC words e.g. shop, leg, rich
- Attempt to spell unfamiliar words using a phonic strategy
- Write letters using the correct sequence of movements
- Begin to use some story language, such as 'One upon a time...'
- Dictate a simple sentence
- Retell a narrative or a recount
- Begin to write simple narratives and recounts
- Invest writing with meaning
- Write simple labels, captions and sentences
- Dictate and invent own compositions
- Think about what to write ahead of writing

Objectives

During the foundation stage children are taught:

- To use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words.
- Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.
- Extend their vocabulary, exploring the meaning of sounds and new words.
- Write their own names and use other things such as labels and captions and begin to form simple sentences, sometimes using punctuation.
- Attempt writing for different purposes, using features of different forms such as lists, stories and instructions.
- Retell narratives in the correct sequence, drawing on the language patterns of stories.
- Correct formation of lower case and capital letters.
- To ensure consistency in size and proportion of letters and the spacing between letters and words.

Teaching and Learning

In order that children can acquire a legible, fluent style they need to develop skills that include:

- Good gross and fine motor skills
- A recognition of pattern
- A language to talk about shapes and movement
- A correct pencil grip
- The main handwriting movements involved in the 2 basic letter shapes – l c r

When children enter the nursery, activities which support the development of pencil grip are provided in all areas. When children are ready to learn letter sounds and how letters are formed, the sandpaper letters will be used to promote consistency in teaching. Children are given plenty of opportunities to practice forming letters using resources such as paint, sand and chalk as well as the more conventional methods of writing.

When children are ready or when they enter Reception class, children will begin to learn the cursive form of writing letters, how to keep their letters on line and at a consistent size.

Pointers to promote good handwriting

Children should:

- Develop a correct pencil grip which is firm but relaxed. The writing implement should be held between thumb and index finger. A triangular shaped pencil or pencil grip will help children who exhibit difficulties in holding the pencil correctly.
- Be encouraged to apply to correct pressure
- Adopt a correct seating posture, with feet flat on the floor and body upright but slightly tilted forwards on a chair that is suited to the height of the table.
- Work in the correct light in order to see the writing without eye-strain.
- Adjust the position of their paper to suit their hand preference, until the most comfortable writing position is found.
- Allow children to write in sand and on the interactive white board.
- Sky writing.

Reason for Review/Amendments	Annual review August 2018
Details of changes	<ul style="list-style-type: none"> • Policy reviewed to ensure current legislation and practices are included. • Policy updated with changes to staffing responsibilities.
Date of next review	Annual review August 2019 (EYFS Governance)

Name	Position	Responsible for	Signature	Date
J Sinclair	Principal	Governance / Oversight		
L Sinclair	HR Director	Recruitment / Staff policies		
S Clark	Headmaster	Document Control and Implementation (academic staff)		
R Bridgeman	Deputy Head of Early Years	Practise and policies in EYFS		
K Walmsley	Headmaster's PA / Admissions	Document Administration (non – academic)		