



METROPOLITAN BOROUGH OF CALDERDALE

Woodhouse Primary School

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CURRICULUM AND ASSESSMENT DOCUMENTATION

HANDWRITING AND SPELLING POLICY

	Date	Chair of Governors	Headteacher
Reviewed	March 2005		
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**WOODHOUSE PRIMARY SCHOOL
CURRICULUM AND ASSESSMENT DOCUMENTATION
HANDWRITING AND SPELLING POLICY – November 2023**

Aims

- To help pupils to communicate effectively through the written form.
- To link the development of handwriting skills and spelling skills.
- To help all pupils to begin producing cursive handwriting by the end of Year 2.
- To enable children to become confident spellers and fluent writers through the teaching of phonics and spelling strategies, rules and conventions.

Teaching and learning methods – Handwriting

- Print will be taught in Year R and Year 1 to provide a secure formation from which to begin joining letters in Year 2. The font used for displays will be Sassoon Infant to match the letter formation of Little Wandle.
- Exit strokes (descenders) will be taught from the beginning of Year 2, initially as single letters. In Spring term, Year 2 will begin to teach children explicitly how to join groups of letters based on join types. These fall into four main groups: diagonal join to an ascender, diagonal join to a non-ascender, horizontal joins to an ascender and horizontal joins to a non-ascender. These will be introduced and then practiced daily throughout the year. Year 3 will revisit all the letter joins as determined on the handwriting overviews to ensure that all children are confident with cursive script by the end of Year 3.
- The correct pencil grip will be taught from the start of a child's journey through school and good posture and position will be insisted upon from EYFS through to Year 6.
- Good models of handwriting will be displayed around the school and also highlighted as part of the 'Writing Titans' initiative.

In KS1, daily handwriting lessons will focus on teaching letter formation appropriate for each year group informed by the handwriting overviews. These will include activities such as forming the letter using a finger movement in the air, demonstrations on the whiteboard and most regularly practice on paper. Individual and group teaching methods will be used when necessary and the work will be differentiated to help correct inaccuracies. Children will be taught to transfer the skills they have learned in handwriting sessions to all areas of the curriculum.

In KS2, children's learning will take the form of mainly whole class activities on a regular basis and will focus on practising correct formation, joining and developing speed and stamina in writing. Children will be encouraged to transfer the skills they have learned in handwriting sessions to all areas of the curriculum.

General Principles
HANDWRITING
EYFS

We teach children to:

- hold a pencil correctly
- sit correctly when writing
- form all lower case and upper-case letters correctly (print)
- form all numerals
- position paper correctly
- use appropriate pressure with their writing implement

A range of mark-making tools will be available for independent learning in the continuous provision of the EYFS unit and children will also use pencils to mark-make and write with. On top of this, information will be available to support families at home to encourage them to practise letter formation with their child.

Key Stage 1
Year 1 – Letter formation

Handwriting will be modelled and incorporated into daily English and explicit handwriting sessions to support spelling and writing.

By the end of Year 1, children will be expected to:

- sit correctly at a table, holding a pencil comfortably and correctly
- write their first and second name in print
- form all letters correctly
- correctly form all numerals and letters without reversals
- understand which letters belong to which handwriting ‘families’ (ie letters that are formed in similar ways) and to practise these

The letters will be formed in line with the Little Wandle scheme which uses Sassoon Infant Ltd as their basic font. Initially, these letters or digraphs will be written in isolation on separate handwriting lines to encourage children produce correctly-sized letters, however, as the year moves forwards this scaffold will be removed so that children are writing both letters and words on the single grey line in their books.

Year 2 - Letter joins introduced

By the end of Year 2, children will be expected to:

- use spacing between words that reflects the size of the letters
- correctly join many lower-case letters with clearly distinguished ascenders and descenders
- show awareness of letter size in relation to lower-case/upper-case

Whole class handwriting sessions will take place daily, making explicit the letter formation with lead-out strokes before moving on to explicit teaching of letter joins. This sequence will be determined by the handwriting overview.

In Year 1 and 2, to proof check and edit their writing, children will use green pens rather than rubbers, Tippex or eraser pens.

Key Stage 2:

Year 3 – Letter joins revised

We aim to teach children:

- to practise basic joins, emphasising consistency in size, proportion and spacing, whilst increasing speed, fluency and legibility
- to use joined handwriting for all writing

Whole class handwriting practice sessions will take place daily, making explicit again the joins that have already been taught in Year 2. This sequence will be determined by the handwriting overview.

Children will use pencils in Y3 and the use of pens will be introduced in Y4 with the 'Pen Licence' initiative. Blue ink will be used. To edit their writing, children will use green pens rather than rubbers, Tippex or eraser pens.

Year 4 – Letter joins perfected

Children in Year 4 will be able to earn their 'Pen Licence' when their handwriting is deemed of a neat enough standard. Children will continue to practise this skill daily, writing full sentences that will be displayed on the board in view of all children and available in paper form on tables as required for individual children.

Progression of handwriting style

EYFS and Year 1 (in line with Little Wandle):



Year 2 (early in Y2 letters will have lead-out strokes but not be joined; throughout the year some letters may be joined whilst others will persist as unjoined):

a b c d e f g h i j k l m n o p q r s t u v w x y z

Year 3 - Year 6:

The quick brown fox jumps over the lazy dog.

SPELLING

Spelling rules will be investigated and taught on a weekly basis throughout school. The rules studied will be determined by the spelling overview which includes all spelling rules, exception words and statutory words found in the National Curriculum. Within this sequence of learning is regular revision of spelling rules from previous years to ensure children have successfully assimilated the appropriate rules and patterns. We aim in this way to reduce cognitive load in future years and thereby enhance the quality of writing as cognitive space will be 'freed up' to be used for creativity rather than secretarial skills.

Key Stage 1:

Children will be taught:

- In Y1, how to spell:
 - the common spelling patterns for the long vowel phonemes (ai, ee, igh, oa, oo, ar, oi, ow, air, or, er, ear, ur).
 - using the skill of encoding, thereby putting to use their phonic knowledge in written activities.
 - the tricky words from Phases 3, 4 and 5 of the 'Little Wandle Letters and Sounds Revised' scheme.

- In Y2, how to spell:
 - some of the tricky words from Phase 5 of 'Little Wandle Letters and Sounds Revised'.
 - the Y2 common exception words taken from the National Curriculum.
 - words which contain a variety of suffixes as outlined in the National Curriculum.

In Year 1, daily phonics sessions will take place in addition to English lessons and phonemes will be taught in accordance with the phases from 'Little Wandle Letters & Sounds Revised.' In Year 2, children will re-visit the phonics taught in Year 1 as well as being introduced to other spelling patterns and suffix rules as outlined in the National Curriculum.

Each week, children will be given a list of words linked to the weekly phonic/spelling work. Children will be asked to learn the list of words in readiness for a spelling test the following week. Spelling lists will be differentiated to meet the needs of individual children where necessary.

Key Stage 2:

Spelling will be investigated by all pupils weekly, taught explicitly during English lessons and then practised during the week in lesson. Each week after the spelling rules have been investigated in class, children will be given a list of words to learn in readiness for

a spelling test the following week. Spelling lists will be differentiated to meet the needs of individual children where necessary.

Equal opportunities

The teaching of spelling and handwriting will be differentiated to take into account the specific needs of all children. Particular care will be given to help left-handed pupils use the correct letter formation and writing posture in order to help their writing flow and to those with fine-motor difficulties who will be supported using a variety of strategies and implements to scaffold the highest quality handwriting possible. These may include anything from angled boards to specialist pens, from pencil grips, to use of highlighted lines; staff have a huge range of scaffolding techniques at their finger-tips to enable all children to develop their handwriting skills. Staff will take into account children's individual targets.

Professional development

It is the professional responsibility of all staff to learn the handwriting style for the year groups they are based in and the structures and strategies used for the year group before and after to support progression and close gaps for children. Support for this will be given by the English Lead and more experienced members of each team though intricate details of these standards and strategies can be found in the 'Handwriting At Woodhouse' document.

Further information regarding the sequence of learning for handwriting can be found in the Handwriting Overviews found within the English Generic folder alongside a weekly overview of letters and digraphs taught and learnt. The English Generic folder also contains further details regarding the teaching of handwriting at Woodhouse, how often this should occur, examples of the expected standard and year group specific details; many of these will be contained in the 'Handwriting At Woodhouse' document.

To ensure new staff are properly trained, ECTs will take part in additional training sessions as part of their induction program to ensure that they are aware of and are using the appropriate handwriting style in both marking and class work. These sessions will be run by the English lead or in close conjunction with the English lead.

Ultimately, the English lead is responsible for monitoring that correct letter formation and handwriting skills are being practised and used in books and in feedback, however, through book observations and the normal schedule of monitoring the Senior Leadership team may also have input into this.

Assessment

Teachers will assess spelling through weekly spelling tests and as part of an ongoing formative process across all subjects. Children's attention may be drawn to the National Curriculum 2014 'Common Exception' words, the Tricky words from 'Little Wandle Letters and Sounds Revised' and other key words that are spelt incorrectly by the use of the margin annotation **sp**. In other cases, a class teacher may deem it appropriate to help children with the spelling of the word using a cloze procedure or by underlining the target word where children need this scaffold.

In discrete handwriting sessions, assessment will take place as staff observe the letter formation skills of individuals. Staff will make note of inconsistencies in presentation whilst marking written work. These may be acted upon individually or form part of the

teaching in the next whole class handwriting practice session or same day intervention session. Handwriting will be assessed using WHPS tick-sheets as part of general writing assessment.

Success indicators

- Children are able to form letters and joins correctly as appropriate to each Key Stage;
- Children are able to meet each year group target as identified on in-house writing assessments;
- The standards of presentation enable children to communicate effectively through their written work;
- The marking policy enables children to make progress with their presentation skills;
- The joined handwriting style is sufficiently mastered;
- The equal opportunities aspect of the policy is being followed.

Review

The policy will be reviewed within the school's cycle of subject policy review or before if appropriate. Outside agencies may be called upon to give advice.