



# Handwriting, Grammar, Punctuation and Spelling Policy 2024

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Document Owner	Sarah Dixon, Headteacher
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Details	
Name	Barwic Parade Community Primary School
Type of school	Mainstream Primary School, including Breakfast Club, Governor Led Nursery and After School Club
Address (including <a href="#">What3Words</a> location)	Petre Avenue Selby YO8 8DJ ///void.zones.engineers
Operating hours	7.45am to 5.30pm
Office telephone number	01757 705591
Office email address	admin@barwicparade.co.uk
Approximate number of staff	32
Approximate number of pupils & age range	235 2yrs to 11yrs



# Handwriting, Grammar, Punctuation and Spelling Policy

We expect children to take high levels of pride in their work and, as a result, present their work in a way that reflects this.

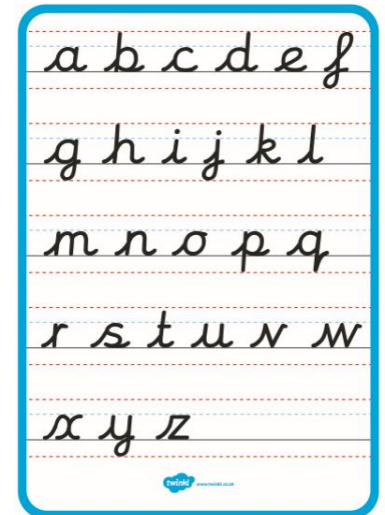
## Handwriting

Staff are aware of the importance of preparing children for the practical and physical skills needed to support joined handwriting.:

- In EYFS (and where appropriate further up the school) large scale vertical and floor level mark making opportunities are provided to strengthen upper arm and shoulder muscles, as well as “heavy work” provision e.g. tyres to move, roll; use of the outdoor trim trail for shoulder strength building; large blocks and heavy suitcases to manipulate outdoors.
- In EYFS and KS1 continuous provision ensures that all children have opportunities to build their hand strength and pivot their wrists through practicing their fine motor skills (e.g. cutting, sticking, folding, tearing, tracing patterns, handling small objects, filling and emptying with water, threading, building, malleable resources like playdough and sand)
- In Reception, children are encouraged to sit cross-legged on the carpet with both hands off the floor to support core strength. When at tables for writing, they are encouraged to have both feet firmly on the floor and the supporting hand on their board/book.
- All children are encouraged to use finger and thumb pencil grip and use pens prior to pencil as they develop strength to put pressure on for pencil/paper use. (After Y3 any unusual grips are left unless causing problems with writing) Letter formation is systematic, starting with shapes and symbols, then working on formation from top to bottom, sitting on the line and evenly sized.
- Special pens/pencils may be purchase for left-handed writers if an awkward ‘hook’ style of writing is developing
- At tables, left-handed children sit on a corner to allow free movement
- Children’s bodies are roughly one hand width away from the table while writing
- Books may be angled

Teachers model correct letter formation for print during EYFS and Year 1. Children are encouraged to practise the correct formation in phonics and areas of provision. Children are introduced to cursive letter formations using leading lines during Year 2 handwriting sessions; they are expected to write with cursive script by the end of Year 3 and this should become more confident and fluent in later years with minimal prompting required. An exemplar of letter formations for cursive writing is included here:

High standards are insisted upon even during informal writing i.e. phonics work on whiteboards to enforce automaticity with letter formation and size. Explicit handwriting lessons are taught weekly in KS1 and in response for individual needs in KS2. Staff acknowledge that while implementing handwriting the production of work may slow whilst fluidity is developing.



Letters that are incorrectly formed/ not joined can be identified through marking and asked to practise in line with marking policy. Letters written in highlighter pen with a starting dot may be used for children to trace over when correcting the formation.

All staff model the school handwriting policy when working with children or marking work. Lettering displayed to support learning in the classroom should follow the school letter formation policy but not exclusively; as a school we believe children need to be exposed to a variety of fonts.

## **Presentation**

Editing work and jotting ideas are encouraged in books; pursuit of high quality presentation should be encouraged but not override a child's learning process. The majority of work should reflect the pride our children have in their work:

- Worksheets are trimmed to fit in books and to remove commercial acknowledgments;
- Date and LO set out neatly at the top of the page;
- Peer marking follows the same high standards;
- Children cross work out with one line when redrafting;
- Front cover of books have with name, class, subject and teacher neatly displayed

## **Vocabulary**

We acknowledge the gaps in knowledge of age -related vocabulary at Barwic Parade and its impact on success in learning. We begin lessons across the curriculum with a discussion of vocabulary previously learnt and those words relevant to the upcoming lesson, through recaps, quizzes or starters. We display topic and Science vocabulary in displays and check for understanding as we introduce new/unfamiliar words. Vocabulary sessions are also taught discretely to introduce pupils to tier 2 words as per the Jane Considine list, linked to our Sentence Stacking approach to fiction writing. In guided reading from year 2, children's sessions involve a focus on vocabulary, with new and unfamiliar words being identified, clarified and applied to their work. Children throughout the school are actively encouraged to notice a word they don't understand and independently seek a definition from computer, dictionary or adult.

## **Grammar and punctuation**

Understanding grammar is seen as a crucial tool to allow children to talk about the construction of their work and identify features of modelled writing to influence their work. Punctuation and grammar is taught explicitly within the dedicated weekly 'Spelling, punctuation and grammar' session. Rules and new content are reinforced through all writing sessions in or outside of English lessons. As a school we have a set long term plan for grammar and punctuation, with opportunities for different areas to be revisited as per the needs of the class. Work for SPAG lessons will take place in the back of English books.

## **Spelling**

Spelling progress and success is seen as an important part of learning by our children and is high profile within our school expectations:

- Explicit 'spelling rule' lessons are taught a minimum of once per week from Y2 – Y6 within dedicated sessions
- Daily phonics sessions are taught in Reception and year 1 with interventions where appropriate. These will take place the same day where possible to ensure children keep up not catch up
- Reinforcement of the rule/ common exception of words are revisited at various points in year 2 and KS2 to embed
- We use Spelling Shed to support our programme of spelling
- In addition to spelling rules, children are also taught how to spell common exception words and science/ topic words appropriate for their age
- When marking work, teachers identify misspelled words for the child to copy in line with marking policy. If there are numerous spellings to identify, staff will choose an appropriate number for that child. Spelling practice is encouraged to be as useful and engaging as possible i.e. multi-sensory, outdoors, practical, competitive etc.
- Rules and new content are reinforced through all writing sessions in or outside of English lessons.
- Spelling homework is set each week by the class teacher to reinforce what is being taught in school. Weekly spellings are also set on Spelling Shed for children to access online.