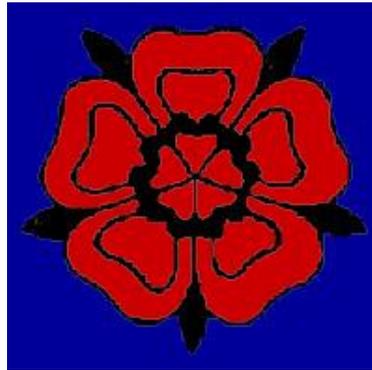


Rosa Street Primary School



Handwriting Policy

Date Policy Adopted – April 2017
Review Date – April 2019
Head Teacher – Mrs. H Ashton
Governor – Leigh Lockey

A member of Cleves Cross Learning Trust



Rationale

The UN Convention on the Rights of the Child encompasses our school ethos and our policies and actions relate to these Articles in all that we do. Article 28 'Children have a Right to an Education' and Article 29 'Education Should Develop Each Child's Personality and Talents to the Full' are particularly relevant in this policy.

Aim of the Policy

It is our aim that all pupils should develop a fluent and legible style of handwriting.

The importance of handwriting to the curriculum

Handwriting is a movement skill and one which is best taught directly by demonstration, explanation and practice. The principal aim is that handwriting becomes an automatic process, which frees pupils to focus on the content of the writing. The correct formation of all letters needs to become automatic and may require a lot of practice. In order for this to occur, handwriting is taught in ways that enhance fluency and legibility.

Entitlement and curriculum provision

The Nelson handwriting resources support this handwriting policy. Handwriting is taught regularly throughout the week. Explicit teaching and practice of handwriting skills generally occur outside the teaching of English. Shared and guided writing during English provides many other opportunities for the modelling and monitoring of handwriting. Children should be allowed a few minutes each day to practise, simply concentrating on developing accuracy, fluency and speed without the distraction of spelling and composing text. Handwriting practice should be 'little and often', a few minutes at a time to practise a particular set of letters.

Teaching and learning handwriting is a skill, which needs to be taught explicitly. Since handwriting is essentially a movement skill, correct modelling of the agreed style by the teacher is very important. Consistency in the attitudes displayed, the methods employed and the models provided is the key to effective learning.

The role of the teacher:

To follow the school policy to help each child develop legible and fluent handwriting:

To provide direct teaching and accurate modelling

To provide resources and an environment which promotes good handwriting

To observe pupils, monitor progress and determine targets for development

To model appropriate handwriting to the children when using white boards or marking books

To set up and timetable individual and small group handwriting sessions as agreed with the SENDCO at Pupil Progress meetings

Continuity and Progression The letter formation taught is a cursive style. This ensures an early transition to joined writing. Continuity of style is ensured through use of the Nelson handwriting scheme. Once children are able to form letters correctly, line guides should be provided when children are writing on plain paper to help develop uniformity of size and the correct position of the letters. Wide or narrow lines are used according to the child's needs and at the teacher's discretion. Teaching includes presentational features such as margins, dates, underlined headings and how to cross out with one straight line (the use of rubbers is discouraged).

Posture - Developing a good posture is as important as developing a good pencil grip. Correct posture is taught in line with the guidelines in the handwriting scheme. Children will be able to sustain writing for longer if they become used to sitting comfortably.

- Ensure that they have a good pencil grip
- Ensure feet are flat on the floor
- Children should be sitting up with their bottoms pushed into the back of their chairs
- The lighting should be good, so that the children can see what they have written
- Children should have a direct view of the teacher/board
- Children should use their non-writing hand to steady the paper and bear some body-weight
- The paper should be tilted slightly.

Foundation Stage

The emphasis at this stage is with movement. Letter formation (starting at the right entry point and then moving in the right direction) learned at this early stage becomes automatic and has a profound influence on later fluency and legibility. To aid movement, close attention is given to pencil grip, correct posture, the positioning of the paper and the organisation of the writing space. At this stage the correct formation of letters is stressed. Children who have been allowed to invent their own ways of forming letters will find it harder to change the longer they are allowed to persist and unless these habits are 'unlearned' it will be very difficult for them to learn a fluent, joined hand. To encourage correct letter formation a 'patter' is used to aid memory eg. 'a'- around the apple and down the leaf. Pupils are given the opportunity to experiment with a range of writing materials and implements; a multi-sensory approach is used to help pupils feel the movement in the hand. Gross motor skills are developed through sky writing letters, making patterns in the air and making different body shapes and actions. Fine motor skills are developed through bead threading, playdough modelling, finger painting etc. Pencil control

is developed through tracing, pattern copying etc. Letter formation is practised and the link to the phonic sound is made.

Key Stage 1

Building on the Foundation Stage, pupils at Key Stage 1 develop a legible style. This is achieved in Year 1 by developing a comfortable and efficient pencil grip and by practising handwriting in conjunction with spelling and independent writing. Children move on to thin pencils when appropriate. Correct letter orientation, formation and proportion is taught in line with the Nelson handwriting scheme.

Y1

Write most letters, correctly formed and orientated, using a comfortable and efficient pencil grip

Write with spaces between words accurately

Children should use 12mm lines for writing. Ascenders and descenders should be clear.

Handwriting practise should continue to be multisensory particularly for those pupils who have not yet developed fine motor control.

Y2

Write legibly, using upper and lower case letters appropriately within words, and observing correct spacing within and between words

Form and use the four basic handwriting joins

Children use 12mm lines for writing.

First, diagonal joins to letters without ascenders or descenders

Second, diagonal joins to ascenders

Next, diagonal joins to descenders

Finally, horizontal joins

Y3

Write with consistency in the size and proportion of letters and spacing within and between words, using the correct formation of handwriting joins

Children use 12mm lines in books.

The above points are consolidated and reinforced throughout KS2.

Y4

Write consistently with neat, legible and joined handwriting

Children use 12mm lines in books.

The above points are consolidated and reinforced throughout KS2.

Y5

Adapt handwriting for specific purposes, for example printing.

Children use 11mm lines in books.

The above points are consolidated and reinforced throughout KS2.

Y6

Use different styles of handwriting for different purposes with a range of media, developing a consistent and personal legible style
Children use 11mm lines.

Pen Licence

Once a child has developed a fluent and legible style of handwriting, this includes letters being correctly formed and of the same size, the child will be given a pen licence. This then allows the child to write in pen for certain pieces of work.

Presentation Agreement

Every child will use their best handwriting to produce a presentation agreement which will be glued in each book e.g. English, Maths, Foundation, Science. These agreements will represent the best handwriting a child is possible of writing and will be referred to at all times.

Inclusion

The vast majority of children are able to write legibly and fluently. However, some pupils need more support and provision will be planned for this in Pupil Progress meetings. Teachers of children whose handwriting is limited by problems with fine motor skills should liaise with the SENDCO to develop a programme designed for the individual child. This may involve extra handwriting sessions and access to extra resources. Other areas that could be considered are posture, lighting, angle of table etc.

Left handed pupils

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

- Make sure that left-handed children sit on the left of right-handed children, otherwise their writing arms will clash.
- Put a mark at the left side of the page to indicate where writing begins as some left-handed children mirror-write from the right.
- Left-handed children usually need to have the paper slightly to the left of centre of their body and should be encouraged to tilt their work clockwise so they can see what they have written.
- Ensure that a left-handed writing mat is provided.

Teachers are alert to the fact that it is very difficult for left-handed pupils to follow handwriting movements when a right-handed teacher models them. Teachers demonstrate letter formation to left-handers on an individual or group basis, even if the resulting writing is not neat.