



Nash Mills C of E Primary School

Handwriting Policy

Written February 2012

Ratified:

Reviewed: July 2014

Reviewed:

Reviewed:

Aims

- To understand that guidance on handwriting is subjective to each and every individual.
- To have a secure form of letter formation
- To use a well-formed, cursive style of handwriting.
- To raise attainment for all pupils in handwriting through a consistent approach to the teaching of handwriting throughout the school.
- To ensure consistency in the way in which we form individual letters by following Read Write Inc from Reception until pupils are secure in it.
- To ensure consistency in the way in which we join letters i.e. it must be remembered that **x** and capital letters **never** join. See Appendix 3 for capital letter formation.
To view joining letter sets for each year group, please see Appendix 2.
- To ensure that teachers and support staff use all opportunities to model the agreed cursive style of handwriting when writing on the board or marking work.
- To encourage teachers, support staff and pupils to use all opportunities for writing as handwriting practice, regardless of subject.

Foundation Stage

- For agreed letter formation see appendix 1. This is also sent home to parents in Reception and copies are freely available in Foundation and Key Stage 1.
- In FS the teaching of handwriting is undertaken regularly.
- The teaching of handwriting can be formal or through the areas of provision e.g. paint, sand, play dough, outside using water and painting on the wall / ground.
- In the Foundation Stage, letters are to be taught as part of the phonics scheme Read Write Inc

Key Stage 1

- In KS1 the children undertake formal handwriting practice at least once weekly.
- The children practise their handwriting using pencil.
- Year 1 children continue to practise correct letter formation according to Read Write Inc
- Cursive handwriting starts in Year 2, or earlier as appropriate for individual children, and follows the school's prescribed style (see appendix 2)
- Where possible, Year 1 and 2 children are to practise handwriting in conjunction with phonics and/or spelling e.g. in Year 2 when revising the long /a / sound, children practise joining ai and ay.
- When required, advice will be requested from Occupational Therapists or other relevant agencies to help with specific individual problems.
- Written homework in KS1 is expected to demonstrate the standards expected in class.

Key Stage 2

- In KS2 the children undertake formal handwriting practice at least once per week, with an emphasis on short, sharp and focussed sessions being taught.
- The children practise their handwriting using a blue pen if the class teacher feels that they are ready, otherwise they will continue to use a pencil.
- In Year 3 children continue to practise correct letter formation according to the school's prescribed style (see appendix 2). The emphasis is on building upon the joins established in Year 2 and pen licences will be issued once children have demonstrated a consistently neat, cursive style, in pencil.
- In Year 4 children continue to practise correct letter formation according to the school's prescribed style (see appendix 2) as necessary. The emphasis is on ensuring consistency in size and proportion and using joined writing for all writing, including homework, except where other special forms are required.
- In Years 5 and 6, we assume handwriting skills should be established and that children should have developed their own cursive style. However, in reality this is not always the case. In this instance, children in Years 5 and 6 will have opportunities to revisit the basics and work on the

presentation of their handwriting. Children should also be given opportunities to practise handwriting in conjunction with spellings.

- When required, advice will be requested from Occupational Therapists or other relevant agencies to help with specific individual problems.
- Written homework in KS2 is expected to demonstrate the standards expected in class.

Common Approaches

Our aim is that all children to be using a pen by the end of Year 3.

Children in upper KS2 will practise their letter formation when copying their spelling lists.

Pens

In KS2, blue handwriting pens will be available to purchase from school or may be provided from home.

Paper

From Reception – Y5, children practise their handwriting on lined handwriting paper or in handwriting books. See Appendix 4 as an example of the handwriting paper. Year 6 will use normal exercise books to facilitate transition to KS3.

Posture

Children should be encouraged to sit up straight with their feet on the floor. The non-writing hand must be used to steady the book or paper.

Pen Grip

The pen or pencil should be gripped comfortably between forefinger and thumb with the second finger below to steady it.

Guidance for Left-handers

Special rules apply for left-handers. They should sit on the left-hand side of double desks or tables. They must be able to rest their left forearms on the edge of the desk. The book or paper must slope in line with the left forearm. As writing is completed down the page, the paper must be moved away from the body in the same line. The aim is to keep the left arm in much the same position at all times to avoid the elbow being cramped by the chest. Moving the paper away from the body prevents writing becoming cramped at the foot of the page. The right hand must be used to control the movement of the page. The left hand should end up below the line of writing to avoid smudging and to give a clear view of what is being written. Children should be discouraged from hooking their left hand above the line of writing, to avoid smudging.

Guidance for Right-handers

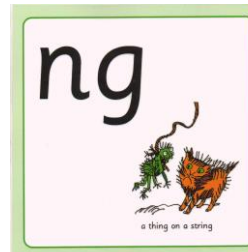
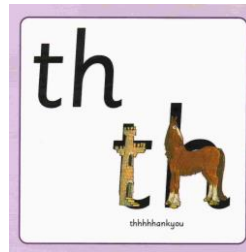
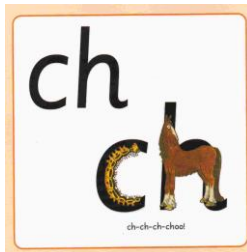
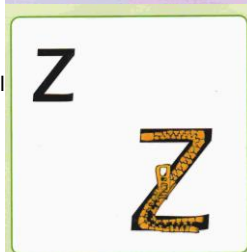
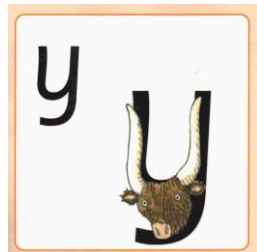
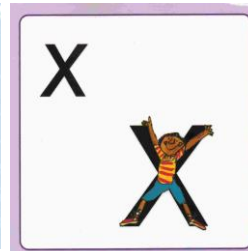
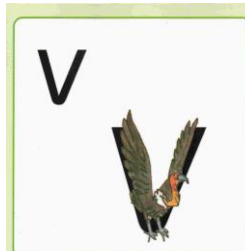
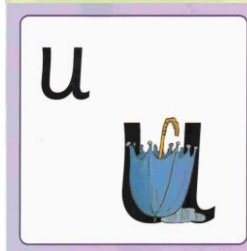
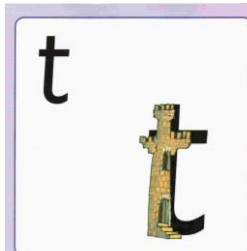
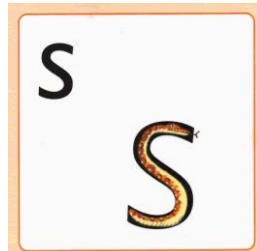
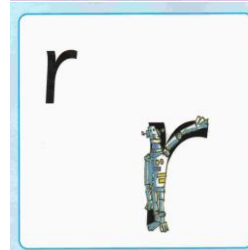
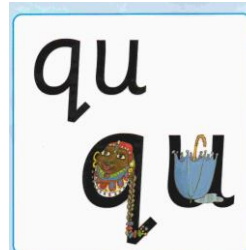
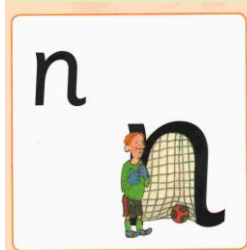
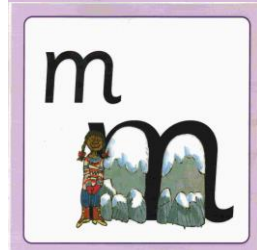
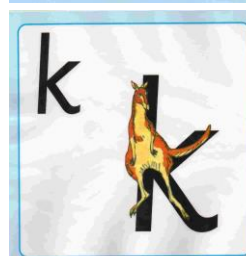
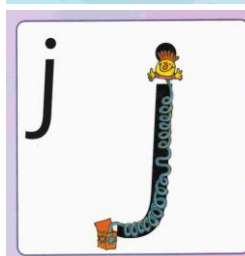
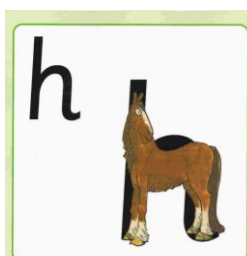
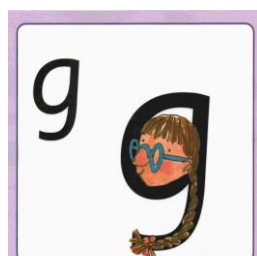
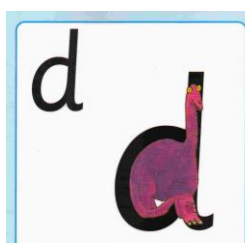
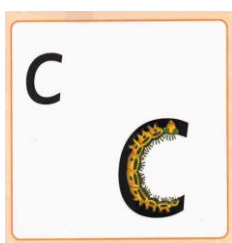
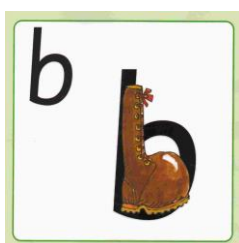
Right-handers do not face the same problems as left-handers, but many children will find it helpful to slope the paper slightly and to move it away from the body as the page is completed.

A checklist for teachers may be found in Appendix 5.

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

Read Write Inc.

Here is a list of the letter sounds and their rhymes to help the children with writing letters at school.



- a Round the apple down the leaf (apple)
- b Down the laces to the heel, round the toe (boot)
- c Curl around the caterpillar (caterpillar)
- d Round his bottom up his tall neck and down to his feet (dinosaur)
- e Lift off the top and scoop out the egg (egg)
- f Down the stem, and draw the leaves (flower)
- g Round her face down her hair and give her a curl (girl)
- h Down the head to the hooves and over his back (horse)
- i Down the body, dot for the head (insect)
- j Down his body curl and dot (jack-in-the box)
- k Down the kangaroo's body, tail and leg (kangaroo)
- l Down the long leg (leg)
- m Maisie, mountain mountain
- n Down Nobby and over his net (football net)
- o All around the orange (orange)
- p Down the plait and over the pirate's face (pirate)
- q Round her head, up past her earrings and down her hair (queen)
- r Down his back, then curl over his arm (robot)
- s Slither down the snake (snake)
- t Down the tower across the tower (castle tower)
- u Down and under, up to the top and draw the puddle (umbrella)
- v Down a wing, up a wing (vulture)
- w Down up down up (worm)
- x Down the arm and leg and repeat the other side (exercise)
- y Down a horn up a horn and under his head (yak)
- z Zig-zag-zig (zip)

Appendix 2 – School's prescribed joined scheme

abcdefghijklmnopqrstuvwxyz

Appendix 3 – Capital letter formation

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

Appendix 4 - Handwriting paper sample

Reception to year 2 use blue handwriting books. Years 3 and up use red handwriting books.

[illegible]

Appendix 5 – Teacher’s handwriting checklist

If a child's handwriting is to develop into a pleasing and consistent style, it is helpful to examine each piece of writing in the light of the following criteria:

1. Shape
Are all letters properly formed and clear?
2. Joining
Are as many letters as possible joined consistently?
3. Slope
Is the slope of letters consistent? Letters should either be all perpendicular or all sloping (predominantly a forwards slope will be used, however backwards slopes can be developed).
4. Evenness
Are letters of a consistent and reasonable size? Capitals can be too big, tall letters too tall, small letters too small.
5. Floating and Sinking
Do letters sit on the line? Words sometimes float above or sink below the writing line. This happens because the writing hand is not moving steadily across the page.
6. Particular Letters
Which letters are really well formed? Which ones need careful practise?