



Handwriting Policy

Rationale

Handwriting is a skill which, like reading and spelling, affects written communication across the curriculum. Given effective teaching, handwriting can be mastered by most pupils by the time they are seven or eight years old enabling them, with practice, to go on to develop a faster and more mature hand ready for secondary school and adult life. The surest way to ensure consistent teaching and the development of legible, fluent joined handwriting throughout the school is to have a written policy agreed and put into practice by all staff.

Handwriting is a movement skill and one which is best taught directly by demonstration, explanation and practice. Children need to practise handwriting movements correctly and often.

The first handwriting lessons are vital and the most important issue is to ensure that the children we teach learn to form the letters of the alphabet with the correct sequence of strokes from the beginning. The correct formation of all letters needs to become quite automatic and may require a lot of practice.

Aims

The handwriting policy is intended to:

- Develop a consistent approach across both Key Stage One and Two when teaching handwriting and presentation of work throughout the school.
- To adopt a common approach towards handwriting by all adults when writing in children's books, on the whiteboard or on displays / resources.
- To enable pupils to achieve a neat, legible style with correctly formed letters in cursive handwriting.
- To enable pupils to develop flow and speed,
- enable all children in the school to develop a fluent, presentable script that will assist their independent writing.

Principles

In order to develop a fluent and legible style, pupils should be taught:

- how to hold a pencil/pen
- to write from left to right and top to bottom of a page
- to start and finish letters correctly
- to form letters of regular size and shape
- to put regular spaces between letters and words
- how to form lower and upper-case letters

Handwriting is taught regularly through short, focused sessions and may be linked with spelling, grammar or phonics objectives. Shared and guided writing also provides additional opportunities for the modelling and monitoring of handwriting.

St. Peter's Catholic Primary School, Winchester

- When writing for the children, staff will use the same identified formation and style.
- Practice sheets, or whole class instruction in handwriting books will be used, depending on each teacher's preference and the requirements of the child.
- Correctly formed handwriting will be targeted in all curriculum areas.

For children who require further handwriting practice, support will be given by the TA.

Presentation:

Children will learn the importance of clear and neat presentation in order to communicate their meaning effectively. Children in KS2 will use a joined cursive style in their handwriting.

Progression:

Reception	Nelson Thornes Blue
Term 1/2/3	<p>Most children will be able to:</p> <ul style="list-style-type: none"> • Use fine and gross motor skill to develop a comfortable and efficient pencil grip; • produce a controlled line which supports letter formation; • begin to form lower-case letters in the correct direction, starting and finishing in the right place; • write letters using the correct sequence of movements (based on Nelson Thornes Scheme). • begin to form digits 0-9

Y1	Nelson Thornes Red
Term 1	<p>Most children will be able to:</p> <ul style="list-style-type: none"> • sit correctly at a table; • develop a comfortable and efficient pencil grip; • begin to write on single 1cm lines; • form capital letters; • form digits 0-9 correctly.

Y1	Nelson Thornes Red
Term 2	<p>Most children will be able to:</p> <ul style="list-style-type: none"> • Practice handwriting in conjunction with spelling and independent writing, ensuring correct letter orientation, formation and proportion, in a style that makes the letters easy to join later.

St. Peter's Catholic Primary School, Winchester

	<ul style="list-style-type: none"> Practice writing on lines with descenders and ascenders correctly placed.
--	---

Y1	Nelson Thornes Red
Term 3	<p>Most children will be able to:</p> <ul style="list-style-type: none"> practice handwriting in conjunction with spelling and independent writing, ensuring correct letter orientation, formation and proportion, in a style that makes the letters easy to join later; practice writing on lines with descenders and ascenders correctly placed; begin to join letters together in conjunction with the teaching of spelling.

Y2	Nelson Thornes Yellow
Terms 1 & 2	<p>Most children will be able to:</p> <ul style="list-style-type: none"> form lower-case letters of the correct size relative to one another; start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined; write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters; use spacing between words that reflects the size of the letters.

Y2	Nelson Thornes Yellow
Terms 3	<p>Most children will be able to:</p> <ul style="list-style-type: none"> form lower-case letters of the correct size relative to one another; use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined; write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters; use spacing between words that reflects the size of the letters.

Y3 and 4	Nelson Thornes Pink
	<p>Most children will be able to:</p> <ul style="list-style-type: none"> Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another,

	<p>are best left unjoined</p> <ul style="list-style-type: none">• Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch].
--	---

Y5 and 6	
	<p>Most children will be able to:</p> <ul style="list-style-type: none">• Write legibly, fluently and with increasing speed by:<ul style="list-style-type: none">- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters;- choosing the writing implement that is best suited for a task.• Select the standard of handwriting which is appropriate for a particular task, for example, quick notes or a final handwritten version.• Use an unjoined style appropriately, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.

Resources

The teaching of handwriting will be supported by the use of the Nelson Thornes handwriting scheme (see Appendix 1).

Inclusion

The vast majority of pupils are able to write legibly and fluently. However, some pupils need more support and a specific individual or group programme will be drawn up in consultation with the SEN co-ordinator. Thicker triangular pencils, pencil grips and wider lines will be used by children experiencing problems writing alongside other activities to develop their fine motor skills.

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

- paper should be positioned to the left for right handed pupils and to the right for left handed pupils and slanted to suit the individual in either case;
- pencils should not be held too close to the point as this can interrupt pupils' line of vision;
- pupils should be positioned so that they can place their paper to their left side;
- left-handed pupils should sit to the left of a right-handed child, so that they are not competing for space;
- extra practice with left-to-right exercises may well be necessary before pupils write left-to-right automatically.

St. Peter's Catholic Primary School, Winchester

Teachers will be alert to the fact that it is very difficult for left-handed pupils to follow handwriting movements when they are modelled by a right-handed teacher. Teachers should demonstrate to left-handers on an individual or group basis, even if the resulting writing is not neat.

The learning environment

- In all lessons suitable materials are available for pupils to work at their own tables.
- In all classrooms children have access to writing models based on the Nelson Thornes scheme so that they are supported in ensuring accurate letter formation.
- Throughout all key stages teachers display both handwritten and word processed work to give a high profile to developing a neat, legible cursive style.

Appendix 1

Letter formation and handwriting style

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

Set 1

a c d e h i k l m n t u

Twelve letters with exit flicks.

Set 2

a c d e g i j m n o p q r s u v w x y

Nineteen letters which start at the top of the x-height.

Set 3

b f h k l t

Six letters which start at the top of an ascender.

Set 4

f o r v w

Five letters which finish at the top of the x-height.

The break letters

b g j p q x y z

*Eight letters after which no join is made.
Joins are not made to or from the letter z.*

The joins

The first join 1 to 2 in am

The second join 1 to 3 ab ch

The third join 4 to 2 oa wo

The forth join 4 to 3 wh ob

The break letters bigger

The joined style

The quick brown fox jumps over
the lazy dog.