

# John Perry Primary School



## Handwriting Policy

October 2017

Review Date October 2018

# HANDWRITING POLICY 2017



## Introduction

The Handwriting Policy is intended to enable all children in the school to develop a consistent and legible script that will assist their writing. It follows the guidance of the National Curriculum and is supported by the use of the Nelson Thornes Handwriting Scheme. Effective teaching of handwriting can only be achieved through modelling. Teachers must demonstrate letter formation and joins regularly for children to practise by copying and repeating.

## Key Principles

- Handwriting and having a correct pencil grip should be taught explicitly in short frequent sessions. It should be modelled by staff and then supervised.
- Staff should be modelling correct handwriting at all times E.g. when writing on the board and marking children's books.
- Where possible, especially in EYFS/YEAR 1 it should be linked to phonics and spelling patterns.
- High expectations of writing are needed; children should repeat handwriting if incorrect.
- A pen licence will be issued at the discretion of the class teacher when the child can write with speed, fluency and legibility.

## Model used

John Perry Primary School uses the Nelson Thornes Handwriting Scheme with the following letter formation:

### Lower case letters

abcdefghijklmnopqrstuvwxyz

### Capitals

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

### Numbers

1 2 3 4 5 6 7 8 9 0

## The Four Joins

1. to letters without ascenders eg. *in, am, on*
2. to letters with ascenders eg. *ab, ch, il*
3. horizontal joins eg. *wo, og, wi*
4. horizontal joins to letters with ascenders eg. *wh, ob, al*

abcdefghijklmnopqrstuvwxyz

Children must be taught individual letters first so that they see them as individual units before learning to join.

## Progression of skills

### Handwriting in the EYFS:

Good handwriting relies on secure motor control and hand-eye coordination. Children in EYFS should learn handwriting through movement, play and opportunities to use their fingers and hands.

### Children will:

- Draw lines and shapes.
- Manipulate objects with control eg. play-dough.
- Re-trace lines with control.
- Engage in activities requiring hand-eye coordination.
- Use one handed tools and equipment.
- Develop their fine motor skills through activities such as cutting and Finger Gym.
- Develop their gross motor skills through large scale movements.

### Pupils should be taught:

EYFS
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- Pre-writing stage; mark making.
- Use a range of writing tools such as chalk, pencils, paint, crayons.
- Sit correctly at a table.
- Form lower case letters in the correct direction, starting and finishing in the right place.
- Word formation based on word groups.
- Hold a pencil comfortably and correctly.

### **YEAR 1**

- Form lower case letters to the correct size relative to one another.
- Continue to form lower case letters and capital letters in the correct direction, starting and finishing in the right place.
- Continue to develop the right posture in order to write correctly.
- Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.
- Make links with spelling and phonics.
- Start using horizontal and diagonal strokes to join letters.
- Form capital letters
- Form digits 0-9
- Understand the vocabulary related to handwriting eg. entry, exit points, horizontal and diagonal strokes, ascenders, descenders.
- Children to regularly practise their handwriting in a tracked book.

### **YEAR 2**

- Children to continue to regularly practise their handwriting in a tracked book.
- Form lower-case letters of the correct size relative to one another
- Understand which letters have an ascender and which letters have a descender.
- Write capital letters of the correct size, orientation and relationship to one another and to lower case.
- Use spacing between words that reflect the size of the letters.
- Continue to develop the right posture in order to write correctly.

### **YEAR 3/4**

- Use horizontal and diagonal strokes to join letters and understand which letters are best left un-joined.

- Increase the legibility, consistency and quality of their handwriting.
- Continue to develop the right posture in order to write correctly.
- Children aim to gain a pen licence for correct formation, fluidity and correct joins (*Note: The giving of a pen licence will be at the class teacher's discretion and children will then be able to use a pen in all their work except for Maths*).

## YEAR 5/6

- Write legibly and fluently with increasing speed and personal style.
- Choose which shape of letter to use when given choices and deciding, as part of their personal style, whether or not to join letters.

### Seating and posture

- Chair and table should be at a comfortable height
- The table should support the forearm so that it rests lightly on the surface and is parallel to the floor
- Encourage children to sit up straight and not slouch
- The height of the chair should be such that the thighs are horizontal and feet flat on the floor
- Tables should be free of clutter
- Rooms should be well lit

### Assessment

Class teachers must have high expectations of children in regards to handwriting and presentation of work in books. Children must be encouraged to take pride in their work. Children's writing and presentation in books will be monitored by class teachers on a daily basis. Children should be observed as they write during handwriting lessons – the teacher must circulate, monitor and intervene. Phase leaders and strategic leaders will monitor children's writing and presentation in books regularly (at least termly). The following should be considered:

- Is the writing generally legible?

- Are the letters correctly shaped and proportioned?
- Are the joins made correctly?
- Are the spaces between the letters, words and lines appropriate?
- Is the size of the writing appropriate?
- Is the writing properly aligned?
- Are the writing standards achieved by the majority of pupils in line with the age related expectations in the National Curriculum?

## **Supporting Individual Children**

Left-handed children should sit to the left of right-handed children to avoid their arms bumping each other. Left-handed children should sit with their body and paper at a slant to the right. This enables them to see their pencil tip, prevents children smudging their work with their writing hand and allows the pencil to move more freely.

Some children may also need to use different tools to support their handwriting development, for example; pencil grips, a sloping surface or a thick triangular pencil.

SEN children will move through each stage at the time that is right for them but should still be exposed to their age appropriate phase. The overall idea of each new letter formation and relevant task is for everyone to learn.

**Date: October 2017**

**Policy to be reviewed: October 2018**