

Handwriting Policy

Handwriting is a skill which, like reading and spelling, affects written communication across the curriculum. Children must be able to write with ease, speed and legibility. Cursive handwriting teaches pupils to join letters and words as a series of flowing movements and patterns. Handwriting skills should be taught regularly and systematically throughout the Weston Rhyn Primary School.

Aims

At Weston Rhyn Primary School our aims in teaching handwriting are that the pupils will:

- Achieve a neat, joined and legible style with correctly formed letters.
- Develop flow and speed.
- Eventually produce the letters automatically and in their independent writing.

In order to achieve these aims, the following principles are followed:

Teaching and Learning

- Children should experience coherence and continuity in learning and teaching across the Nursery and School.
- Develop a recognition and appreciation of pattern and line and be given support in finding a comfortable grip.
- Understand the importance of clear and neat presentation in order to communicate meaning clearly.
- Encouraged to take pride in the presentation of their work and therefore study handwriting with a sense of enjoyment and achievement.
- Be supported in developing correct spelling quickly through a multi-sensory approach to handwriting.
- Shown how to be able to write quickly to aid expressing themselves creatively and imaginatively across the curriculum and for a range of purposes.
- Encouraged use their skills with confidence and pride in real life situations.

Knowledge, Skills and Understanding

Early Years

Children will take part in a broad range of writing experiences to develop awareness of the correct movements. They will use a range of mark making tools and equipment to develop their fine and gross motor-skills and recognition of patterns, for example, to form letters using their index finger in sand or using paint. Children should begin to learn how to correctly hold a triangular pencil. Then how to use a triangular pencil,

and hold it effectively to form recognisable letters most of which are correctly formed. They should be given the opportunities to develop their handwriting to their full potential at that age.

Key Stage 1

Children will continue to develop fine and gross motor-skills with a range of multi-sensory activities. Handwriting should be discussed within and linked to phonics sessions, where appropriate. Teachers and support staff continue to guide children on how to write letters correctly, using a comfortable and efficient pencil grip. Children should now be leaving spaces between words accurately. By the end of Key Stage 1 children will be able to write legibly using a joined script. Upper and lower-case letters will be used appropriately and their will be correct spacing between words.

Key Stage 2

During this stage the children continue to have direct teaching and regular practice of handwriting. We aim for them to develop a clear, fluent style and by the end of Year 6 be able to adapt their handwriting for the for different purposes, such as: a neat, legible hand for finished, presented work, a faster script for note making and the ability to print for labelling diagrams etc.

Provision for left-handed children

At least 10% of the population are left-handed, the majority of whom are boys. 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.

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

Inclusion

The vast majority of pupils are able to write legibly and fluently. However, some pupils need more support and provision will be made for this through intervention programmes and P.C.P's. Teachers of children, whose handwriting is limited, by problems with fine motor skills, should liaise with the SENCO to develop a programme designed for the individual child.

The Learning Environment

In all classes, suitable materials are available for pupils to work at their own tables. Children should be equipped with a range of writing implements appropriate for their age group and a model of the agreed handwriting style should be displayed in all classrooms.

Assessment

A uniformed handwriting style should be consistent throughout the school; this will be evident in book scrutinies.

The Role of Parents/Carers

Parents/Carers are made aware of our agreed handwriting style and encouraged to practice this with their children at home.

Resources

The handwriting style should be displayed in every classroom.

Nelson handwriting scheme.

Triangular pencils

Pencil grippers

Writing slopes

Handwriting pens

Exercise books

Writing boxes

Progression.

Early Years

- The focus is upon correct letter formation as this is very important. All letters will be addressed during this time.

Key Stage 1

- Joins will be taught during these years in accordance with the Nelson scheme.
- Year 1 - when letters are formed correctly, children will begin practising the first and second joins in their handwriting books, adding the other joins in a planned programme.
- The teaching of joins will continue in Year 2, when the children will use joined writing in their class work.
- The teaching of joins is vital in these two years if the children are to be secure in their joined handwriting in readiness for SATS.

Lower Key Stage 2.

- Continue to practise joined writing to aid presentation, legibility and the finer points of the joins. Handwriting pens (e.g. Berol) will be introduced for *special pieces* of presentation.

Upper Key Stage 2

- Handwriting practice will continue. Children will need reminders about joins and any inconsistencies of style should be worked on. It is recognised that older children like to develop a more personal style. However this must be consistent with the joined Nelson style. Children will need to practise different presentation styles - varying heights, use of capitals etc.

Handwriting Implements.

- Early Years - Variety of suitable implements e.g. crayons, large felt pens, sand trays etc. To introduce triangular pencils.
- Key stage 1 - Triangular pencils in Year 1 and triangular or standard pencils in Year 2.
- Lower Key Stage 2- Pencils. Introduce handwriting pens for special work only.
- Upper Key Stage 2 - Handwriting pens to be introduced for all class work, where appropriate.

Appendix

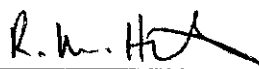
Nelson Thorne Handwriting Progression Chart

Early Years	Blue workbooks 1-4
Year1	Red workbooks 5-6 and Red text book
Year2	Yellow text book
Year3	Book 1- (magenta)
Year4	Book 2- (blue)
Year5	Book 3- (green)
Year6	Book4 (orange)

The **Handwriting Policy** was considered and adopted by the Governing Body of Weston Rhyn Primary School on 22nd June 2017.

Chair of Governors 

Date 22-6-17.

Headteacher 

Date 22-6-17

This policy will be reviewed in June 2019 (or sooner)