

Wren's Nest Primary School Handwriting Policy

Handwriting is a skill which, like reading and spelling, affects written communication across the curriculum. Ultimately children must be able to write with ease, speed and legibility. The physical development of young children helps them to make gross motor movements which are the precursor to the fine motor movements required to form letters belonging to handwriting families. 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 using the Nelson Handwriting script.

Aims

At Wren's Nest Primary School our aims in teaching handwriting are that the pupils will:

- Achieve a neat, legible style with correctly formed letters in accordance with the Nelson handwriting font.
- 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 forming a triangular 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 in the Early Years and by joining graphemes in KS1.
- Shown how to be able to write quickly to aid expressing themselves creatively and imaginatively across the curriculum and for a range of purposes.

Knowledge, Skills and Understanding

Early Years

Children take part in activities 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 pencil. Then how to use a pencil, and hold it effectively to form recognisable letters most of which are correctly formed.

Key Stage 1

Children will continue to develop fine and gross motor-skills with a range of multi-sensory activities. Handwriting should be taught discreetly and discussed within and linked to phonics sessions. Teachers and support staff continue to guide children on how to form letters correctly, using a comfortable and efficient pencil grip. Children should now be leaving spaces between words and sitting correctly at tables. By the end of Key Stage 1 children will be able to write legibly, using upper and lower-case letters appropriately and correct spacing between words. Some children will have learned how to join letters using the four handwriting joins from the Nelson Handwriting scheme.

Key Stage 2

During this stage the children continue to have direct teaching and regular opportunities to practise 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 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.

Capital letters

Capital letters stand alone and are not joined to the next letter. Children begin starting sentences and writing names using a capital letter and not joining the subsequent letter. This should be modelled by the teacher during Literacy and Phonics sessions.

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 using 1-1 support sessions. Teachers of children, whose handwriting is limited, by problems with fine motor skills, should develop an individual programme designed to meet the specific needs of the individual child.

The Learning Environment

In the Early Years Families of letters known as: Long Ladder, Curly Caterpillar, One Arm Robot and Zig Zag letters should be displayed showing starting points and direction of movement. The invisible line may be shown and lined paper, boards or the Smartboard used to model writing. In KS1 and KS2 the joins if displayed should be written on lined paper. Graphemes could be displayed in a joined form. Teachers and support staff should always model writing on lines using paper, whiteboards or the Smartboard.

Assessment

A uniformed handwriting style should be consistent throughout the school; this will be evident on display boards and in book scans. Statutory handwriting requirements for KS1 and KS2 children are included in this policy.

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

Our handwriting style should be displayed in every classroom and available on tables for children to refer to.

Review

This policy will be reviewed before the start of each new academic year.

New National Curriculum Statutory Requirements 2015

Year 1 – Handwriting

Pupils should be taught to:

Statutory requirements:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting ‘families’ (ie, letters that are formed in similar ways) and to practise these

Year 2 – Handwriting

Pupils should be taught to:

Statutory requirements:

- 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

Year 3 and 4 – Writing – Handwriting

Pupils should be taught to:

Statutory requirements:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
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 the ascenders and descenders of letters do not touch]

Year 5 and 6 - Writing – Handwriting and presentation

Pupils should be taught to:

Statutory requirements:

- write legibly, fluently and with increasing speed by:
 - 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