



Handwriting Policy

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Date: November 2021

Handwriting Policy

Intent

Handwriting is a taught skill and it is important that teachers are seen to put a high value on teaching and sustaining neat handwriting. We, at Norwich Road Academy, believe that children's self-esteem and pride in their work can be raised by high quality presentation.

Cursive writing lessens the chance of reversing letters by eliminating the need to lift the pencil between letters. The spaces between words become distinct and distinction between upper and lower case is clearer.

Pupils with specific learning disabilities find continuous cursive useful because the pencil stays on the page throughout every word, thus simplifying the movement. Children with motor problems learn a series of easy, rhythmical movements, which help to improve fine motor co-ordination.

In addition, the motor memory of the child's hand and fingers helps him to spell, as each word becomes one movement rather than many. Ideas, images and descriptions can flow more swiftly if fewer decisions need to be made about where each letter starts and how letters are formed.

Children are introduced to the joined hand at the earliest stages. Thus the pupil avoids learning two different styles of writing.

Expectations

- It is essential for all staff to set a good example to children by modelling good handwriting when writing on the board, IWB or when providing written feedback.
- Children are expected to show care for their books, present their work with care, date work, underline where necessary and not make any marks on the covers.
- Children will use the handwriting pen they have been issued with to write in their books.
- All pupils should have opportunities to watch adults writing and have opportunities to write for themselves.
- All pupils should be encouraged to attempt writing for various purposes using features of different forms such as lists, stories and instructions.
- When using the computers ccw, cursive font and xccw joined font is available for supporting learning in the class.
- When marking or writing comments, members of staff use cursive handwriting as appropriate.
- Display writing throughout the school should show examples of cursive writing and computer generated writing.
- Handwriting sessions should be 3 times a week for 10 to 15 minutes in KS1.

Use a shared Vocabulary

It is important to refer to letter names (as well as sounds) when teaching handwriting.

Vocabulary-

top, bottom, left, right, round, over, ascenders,

descender, capitals, lowercase, tail, flick, straight, curled, letter, word.

Right handed Pupils

- Hold lightly the pencil between thumb and forefinger about 3cm away from the point.
- Paper should be placed to the right tilted slightly to the left.
- Use the left hand to steady the paper.

- **Left handed Pupils**

Teachers should be 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 – avoiding elbows knocking.
- Left handed pupils should be encouraged to bring their hands down and round so a hooked, claw like style doesn't develop.
- Extra practise with left-to-right exercises may well be necessary before pupils write left-to-right automatically.

Implementation

Handwriting Scheme of Work

Pre writing Stage

In the early stages of handwriting development, children are introduced to activities to establish fine motor skills. Patterning, drawing and colouring helps establish the feeling of continuous flow and teaches the hands the most frequently used movements. Multi- sensory experiences ensure that the techniques are not only fun to learn, but that the skill is learnt effectively by pupils with a variety of learning styles. Suggestions

- Create patterns using a variety of tools e.g. felt tips, paint, chalk, glitter pens.
- Go outside and use playground chucks or water from squeeze bottles to create patterns on the ground.
- Introduce finger painting, painting over pre-drawn spirals and wavy lines.
- Develop fine motor control by embellishing the finished patterns with felt tip pens.
- Use a variety of surfaces e.g. white boards, black boards, different coloured paper on a horizontal or vertical surface,
- Stimulate touch by using different materials such as textured boards made of velour, carpet, sandpaper.
- Use trays containing sand, salt, shaving foam to practise patterns.
- Encourage motor memory by tracing in the air or on other children's backs. Verbalise the movements with the children to encourage auditory and kinaesthetic links in memory.
- Encourage the children to produce big patterns. Large movements relax the hand and arm muscles and release a tense, tight grip. With practise movements can reduce in size.
- Trace large patterns on the floor in P.E. using hands and feet.
- Develop physical strength and co-ordination by teaching finger rhymes and games. Introduce play-dough activities involving pulling, shaping and squeezing. A more detailed list of ideas for developing co-ordination, motor control and physical strength can be found under 'everyone', Occupational Therapy Resources.
- Strengthen pencil grip by tearing paper to create collages
- Develop confident pencil control through fun activities such as dot to dot, tracing, driving through mazes, drawing and colouring.

Reception

To understand how to represent writing on a page. To sit correctly at a table and hold a pencil comfortably and correctly. To begin to form all lower case letters in the correct direction; starting and finishing in the correct place.

Reception will start with letters that correspond to the Little Wandle Revised Letters and Sounds phonic scheme. ie s a t p i n will be the first letters taught.

Pre cursive

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

Year 1

To make sure the children sit comfortably when writing and hold a pencil correctly and comfortably. To form all letters correctly; starting and finishing in the correct place and recognising which letters belong to the same family when practising. To join letters together to write words. To form capital letters correctly. To form digits 0-9 correctly.

Year 1 will begin with pre cursive letters and towards the end of the year begin to use cursive writing.

Cursive

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

Year 2

To form lower case letters correctly, maintaining a consistent size with tall/low letters sized relative to one another. To join writing using appropriate diagonal and horizontal strokes and knowing which letters are best left un joined. To write capital letters and digits using correct size, orientation and formation. To use regular sized spaces between words which reflects the size of the letters and to keep handwriting neat.

Joined

The quick brown fox jumps over the lazy dog.

KS2

During this stage the children continue to have direct teaching and regular practice of handwriting. We aim for children to develop a clear and fluent joined style by the end of Key Stage 2 and that they are able to adapt their handwriting for the following different purposes:

- A neat legible hand for finished, presented work.
- A faster script for notes.
- Print for labelling maps or diagrams.

The following formations should be adhered to:

Lower case letters

- Establish from the outset that there are two main joins: 1) a “diagonal join to half height” (approximately the mid-point of the gap between reasonably spaced writing lines in an ordinary exercise book); 2) a “washing line join”.
- With letter e, the diagonal join has to sweep round to form the *e* (*egg*) and the washing line join has to dip down to form the *e* (*are*).
- When a letter that ends with a washing line join (*o*, *r*, *n*, *w*, *x*) is followed by a letter in the c group (*c*, *a*, *d*, *s*, *g*, *o*, *q*) a hook over is added to the washing line join to reach the starting point of the next letter (*oak*, *rag*, *van*, *want*, *exam*).

Capital letters

Capital letters are exactly the same style whether writing in print or joined handwriting.

- When writing capital letters, always start ‘in the air’.
- With joined handwriting, start a sentence with a capital letter at the beginning of the first word, then leave a very small gap before starting the next letter of the word ‘on the line’.

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

Handwriting pens

Once handwriting has reached a neat and legible standard children will be issued with a Pen Licence. This will be removed if presentation slips. Children will be expected to write with the school pen issued to them.

Impact

We measure the impact by carrying out work sampling, analysis of assessment pieces and lesson observations. Feedback from this monitoring is used to inform staff of necessary developments in order to raise standards.