

HANDWRITING POLICY

Principle

All writers need the skills to put words onto the page and this must become as automatic a skill as possible as early as possible so that energies can move from transcription to composition.

Purpose

For all children to have the automaticity of transcription to allow them to write independently, accurately and creatively

AIM: *All English Stream children to have legible, fluent and joined handwriting by end of Y3. All Bilingual Stream children to have legible, fluent, attaché handwriting by end of Y3B, to be led by French teachers.*

Teachers in all classes up to Y1 and English classes across the school will

- Provide clear and accurate model of school style of handwriting
- Teach handwriting explicitly and regularly
- Follow the programme of study for year group
- Watch children form and then join letters until the habit is established
- Provide additional support where the core teaching does not meet child's needs
- *Ensure handwriting practice is completed in Handwriting books and seen in all work*
- Ensure line spacing is suitable for all children
- Link to tricky words and/or spelling patterns where possible

Children will

- Use correct, efficient pencil grip
- Sit in correct position when writing
- Use the school style of handwriting and French attaché from 2B in the Bilingual Stream
- Use pencil unless has been granted a pen licence

Year group Expectations

All children to achieve all expectations from previous year group lists plus:

Nursery

- develop excellent fine and gross motor skills and control
- to develop correct pencil grip
- to write own first name (one capital, rest lower case)

Reception (RB guidance)

- to have correct pencil grip
- to sit correctly at a table
- to form all lower case letters correctly
- to form all upper case letters correctly
- to work towards writing on 15mm lines by end of year

Year 1 (1B guidance)

- to form and use capital and lower case letters correctly
- to show appropriate positioning of letters on lines for ascenders, descenders and capitals
- to write digits 1 -9 correctly
- to use appropriate spacing between words
- to be able to write legibly on 15mm lines

Year 2 (2B guidance)

- to show more consistent spacing and relative proportions in sizing of letters
- to know all joins using Nelson joins
- to be joining some of their letters
- to be able to write legibly on 12mm lines (moving to 10 mm as appropriate)

Year 3

- to join using Nelson joins in most of their writing
- to show fluency and accuracy in joining
- to have consistency in sizing and spacing of letters
- to be able to write legibly on 10 mm lines

Year 4, 5, 6

- all children to be accurate in use of capitals and lower case
- all writing is joined, legible, fluent
- sizing, spacing of letters is consistent
- can make distinction in presentation for labels, headings, notes, published work
- to be able to write legibly on 10 mm lines

Pen licences

A child will use a pen when their writing is consistently

- neat
- joined
- appropriate relative sizing (including capitals, ascenders, descenders)
- accurate formation and joining

*Children must maintain this level of skill and control to permanently use pen in written work.

Resources

- triangular pencils for all in EYFS and Y1
- If and when pencil grip secure move to regular pencil size
- A variety of pencil grips available (SEN)
- Blue pens (not for maths work)
- Nelson font
- Nelson scheme resources
- Nelson text books in each year group
- Handwriting books

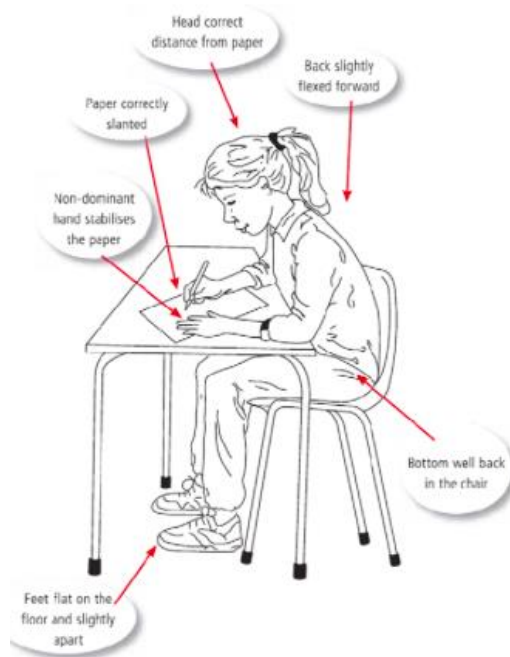
Handwriting – recommended time allocations

| | Teaching time | Per week | How/when delivered |
|---|--|--|--|
| N | Daily – gross and fine motor - 10 mins per day | 50 mins | Daily mark making activities Pincer fine motor control Gross motor anticlockwise movements and vertical down and upstrokes Name practice |
| R | 10 mins per day Whole class teaching | 50 mins | NELSON – SEE PROGRAMME OF STUDY Autumn Letter rhymes and formation following phonics programme. Capitals introduced (names) Number formation taught linked to maths Spring Formation of capitals (as sentence concept developed) |
| 1 | 30 mins lesson +15 mins once a week Whole class teaching | 45 mins | NELSON – SEE PROGRAMME OF STUDY Teach discretely all letters Autumn term. Relative sizes ascenders/descenders Correct proportions for capitals Use of lines |
| 2 | 30 mins once a week +10 mins twice a week Whole class teaching | 40 mins | NELSON – SEE PROGRAMME OF STUDY Link tricky words/spellings Joining from Autumn 1 |
| 3 | 30 mins once a week +10 mins once a week Whole class teaching | 40 mins + intervention as necessary | NELSON – SEE PROGRAMME OF STUDY Link using words to learn Reinforce all joins Capital formation/use |
| 4 | 15 mins once a week Whole class teaching PLUS follow up activity in guided reading | 15 mins + 30 mins indep practice + intervention as necessary | NELSON – SEE PROGRAMME OF STUDY Start of year expectations <i>Intensive for first 3 weeks of year</i> |
| 5 | 1x 10 mins Whole class teaching PLUS follow up activity in guided reading <u>Targeted interventions for anyone not yet joining consistently</u> | 10 mins + 30 mins indep practice + intervention as necessary | NELSON – SEE PROGRAMME OF STUDY Start of year expectations –Intensive for first 3 weeks of year Specific input on change of style to suit purpose as appropriate <i>Own style development if/when demonstrating a fluent, joined and legible style.</i> |
| 6 | 1 x 10 minute model Follow up activity in guided reading <u>Targeted interventions for anyone not yet joining consistently</u> | 10 mins + 30 mins indep practice + intervention as necessary | <i>Start of year expectations –Intensive for first 3 weeks of year</i> Specific input on change of style to suit purpose as appropriate <i>Own style development if/when demonstrating a fluent, joined and legible style.</i> NELSON – SEE PROGRAMME OF STUDY |

APPENDIX: HANDWRITING

1. HOW TO SIT A TABLE CORRECTLY

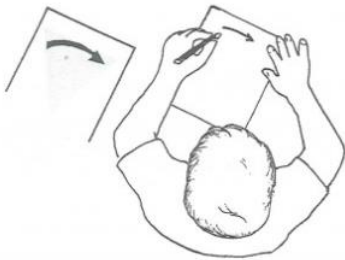
Be at an uncluttered table **AND** have suitable writing implement.
Left handed writers ensure are on the left hand edge of table
(no one to bump arms with).



Paper Placement and Pencil Skills

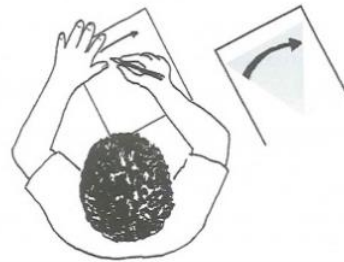
LEFT HANDED

Place the **Left** corner higher.

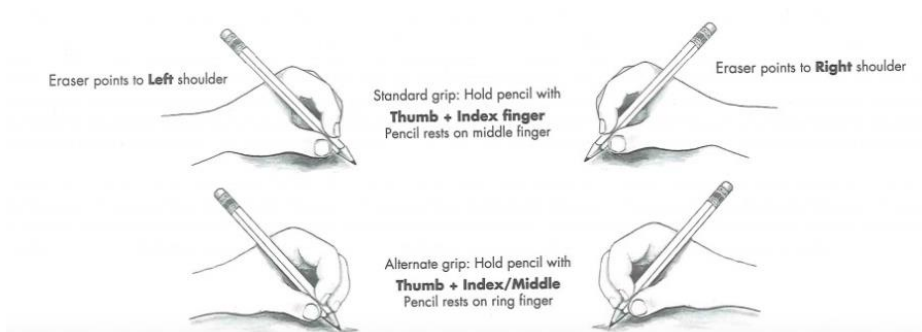


RIGHT HANDED

Place the **Right** corner higher.



2. CORRECT PENCIL GRIP



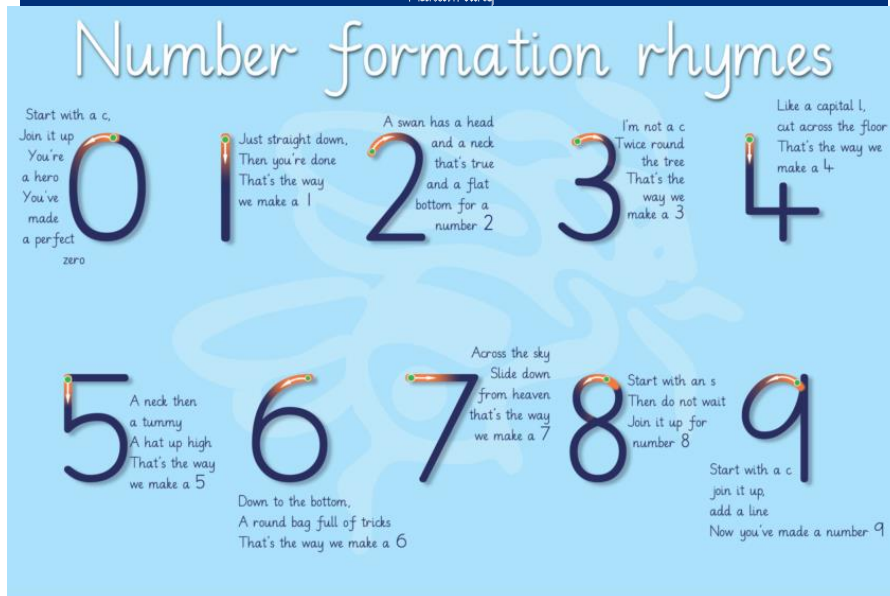
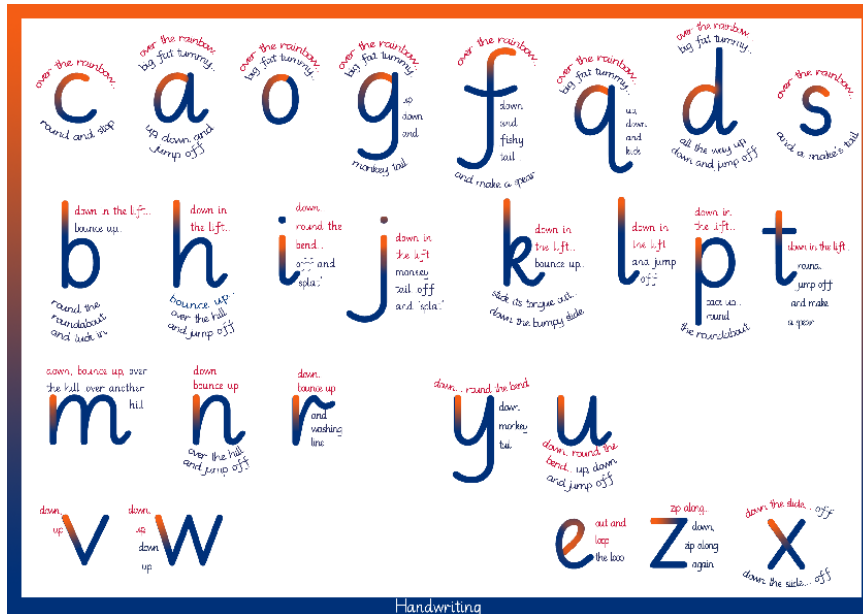
3. Letters and numbers: School Style (Nelson)

Aa Bb Cc Dd Ee
Ff Gg Hh Ii Jj Kk
Ll Mm Nn Oo Pp
Qq Rr Ss Tt Uu
Vv Ww Xx Yy Zz

Letter formation for left handed children

Aa Bb Cc Dd
Ee Ff Gg Hh
Ii Jj Kk Ll
Mm Nn Oo Pp
Qq Rr Ss Tt
Uu Vv Ww Xx
Yy Zz

4. Letter families – Rhymes



5. The Four Joins

1. FIRST JOIN (Diagonal Low Join)
to letters without ascenders e.g. in, am, on
2. SECOND JOIN (Diagonal Tall Join):
to letters with ascenders e.g. ab, ch, il
3. THIRD JOIN (Horizontal Low Join) :
to letters without ascenders e.g. wo, og, wi
4. FOURTH JOIN (Horizontal High Join):
to letters with ascenders e.g. wh, ob, al

BREAK LETTERS: There are no joins from b g j p q x y z