

Spring Meadow Infant and Nursery School

Handwriting Policy



Rationale

The aim of this policy is to ensure that every child should be enabled to develop a fluent legible style of handwriting. Capital and lower case letters should be used appropriately and the letter size should be consistent. We will provide opportunities for children to develop, practice and perfect skills and provide targeted support to any child experiencing difficulty.

Making it a Reality

Staff will ensure that letter formation, size and orientation is actively taught as it will not 'just happen'. It should be a predominant focus throughout the year and should be taught on a regular basis.

Where possible, all staff should ensure that handwriting is celebrated through:

- Sharing work in class under the visualiser
- Made a focus on work written up for display
- Emphasis on good handwriting across the curriculum (for example when it is used during Science learning)

Inclusion

These expectations apply to the vast majority of children in our school. Occasionally a decision will be made to personalise expectations for a child who has such specific needs that these expectations could be a barrier to their progress. Difficulties are addressed through appropriate interventions or specific equipment.

Implementation

Spring Meadow Infant and Nursery school uses the Nelson Thornes Handwriting Scheme with the following letter formation

Lower Case Letters

abcdefghijklmnopqrstuvwxyz

Capitals

ABCDEFGHIJKLMNOPQRSTUVWXYZ

Numbers

0 1 2 3 4 5 6 7 8 9

The Four Joins

1. To letters without ascenders
2. To letters with ascenders
3. Horizontal joins
4. Horizontal joins to letters with ascenders

abcdefghijklmnopqrstuvwxyz

The break letters (letters that aren't joined **from**) are:

b g j p q x y z

For examples of break letters and joins see Appendix 2 and Appendix 3.

Handwriting will be a discrete lesson taught '4-5' times a week for sessions of '15' minutes. It is vital that teachers model the Nelson font to the children, and explicitly teach letter formation and joins in each of these sessions. Children must be taught individual letters first so that they see them as individual units before learning to join. As motor skills increase the size of writing should decrease.

Foundation

- Children will develop hand eye co-ordination, gross and fine motor skills to support handwriting.
- Children will use a range of tools to develop drawing lines and circles using gross motor skills e.g. swirling ribbons, batting balls, painting
- Children will use a range of materials to develop fine motor skills e.g. wax crayons, markers, spongers, chunky brushes, cotton wool balls, shaving foam, finger paints etc
- Children will practice manipulative skills e.g. cooking, playing with constructions, threading
- Children will use a variety of tools and paper, indoors and outdoors for purposeful writing e.g. role play, labelling, making cards
- Children will be introduced to letters in line with their Sounds ~Write Phonics programme. Handwriting will be further embedded by teachers when they are carrying out the daily Phonics / spelling sessions.
- Children will be taught to form letters, using a variety of strategies and materials.
- All children should have the opportunity to write in half ruled books with 15mm lines.

Key Stage 1

- Handwriting books will be introduced from September. These will be A4 with narrow lines (12mm in Year 1 and 10mm in Year 2) to match writing books.
- Where necessary, teach letter formation as Foundation, continuing to develop gross and fine motor skills.
- Reinforce how to form letters, using a variety of strategies and materials
- Implement intervention for those children not forming many letter or numbers correctly.
- When ready, children will be taught how to join letters correctly.
- Once children have been taught and practiced initial joins, they should start to join in all of their other written work across the curriculum.

Techniques for teaching letter formation

- Model good handwriting all of the time
- Demonstrate
- Talk through the process
- Encourage children to verbalise the process
- Children form letters in the air
- Finger trace over tactile letters
- Write over highlighter pen
- Draw round templates
- Write in sand (or similar) with their finger or a stick
- Write with chalk on a chalkboard

Getting ready to write

- The chair and table should be at a comfortable height
- The table should support the forearm so that it rests slightly and is parallel to the floor
- Encourage children to sit up straight and not slouch
- The height of the chair should be that thighs are horizontal, and feet are flat on the floor
- Left handed pupils should sit to the left of their partners

Pencil Grip

- Children should write uses a tripod grip.
- Children should write with a pencil with a rounded nib. Pencils should be reasonably sharp.

For right handers

- Hold lightly between the thumb and forefinger about 3cm from the point
- The paper should be laced to the right slightly tilted to the left
- Use the left hand to steady the paper

For left handers

- Hold lightly between the thumb and forefinger resting on the first knuckle of the middle finger

- Hold about 3cm from the tip
- The hand should be kept below the writing line
- The paper should be tilted to the right at about 20-30°
- Use the right hand to steady the paper

Assessment

The subject leader should monitor children's handwriting in books regularly. This will be shared with the headteacher.

The following should be considered

- Is the writing generally legible?
- Are the letters correctly shaped and proportioned?
- Are the spaces between letter and words appropriate?
- Are the joins made correctly?
- Are writing standards achieved by the majority of pupils in line with end of year expectations?
- Are writing standards seen across a range of subjects?

Individual Assessment

Children should be observed as they write during handwriting sessions. The teacher or teaching assistant must circulate, monitor and intervene. Teachers also need to mark and monitor whole pieces of writing. The following should be considered:

- Is the posture correct?
- Does the child hold the pencil correctly?
- Does the child use the correct movement when forming and joining letters?
- Are any letters reverted or inverted?
- Does the child write fluently and rhythmically?
- Is the writing easily legible?
- Are the writing standards achieved by the majority of pupils in line with end of year expectations

Appendix 1

Order of teaching

Single Letters (Year R and Year 1)

- c a d g q o
- e s f
- i l t
- u y j k
- r n m
- h b p
- v w x z

Supporting activities

- tracing patterns
- tracing
- copying over (letters, numbers and words)
- copying under (letters, numbers and words)

Joins Year 2 (going into Year 3)

Introduction of the four handwriting joins (see appendix 3 for examples)

- First join; un um ig id ed eg an or ing ung
- Second join; ch sh th tl ll ill sli slu ck ack st sti ink unk
- Third join; od pg re ve oon oom

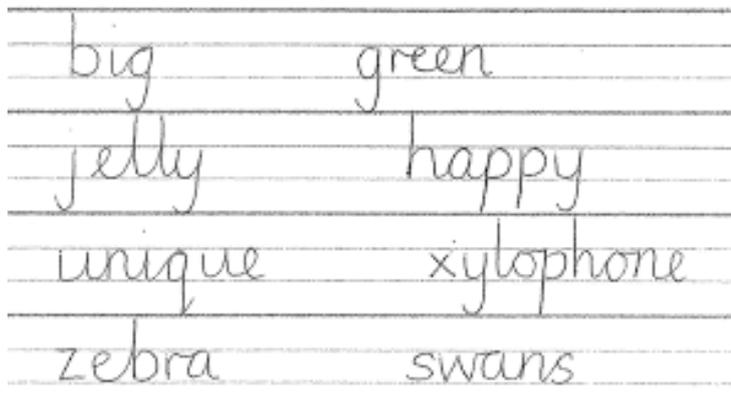
- Fourth join; wl vl of ff fl flo
- Practice the break letters; b p g q y j z
- Practice capital letters#

Supporting activities

- Match and copy captions
- Trace and copy patterns
- Copy words
- Copy sentences
- Write out menu
- Copy poem
- Alphabetical ordering

Appendix 2

Examples of the break letters



Appendix 3

Examples of joins

