

Hasmonean Primary School

Handwriting Policy

Updated September 2011

Aims

As a school our aims in teaching handwriting are that pupils will:

- Understand the importance of clear neat presentation in order to communicate their meaning clearly.
- Take pride in the presentation of their work.
- Develop a style and achieve a high standard of penmanship.
- Know that different handwriting styles are appropriate for different purposes e.g. note taking, letters and formal occasions.

Statutory Requirements

It is the responsibility of **every** teacher and classroom assistant to encourage the use of good handwriting. Teaching handwriting is a statutory requirement of the Revised Literacy Framework and is a high status skill, which helps to build confidence. A flexible, fluent and legible handwriting style empowers children to write with confidence and creativity. Teachers should observe children when forming letters, not just the finished product. Adults working in the classroom should model examples of good handwriting presentation on the whiteboard, for real purposes and displays.

Foundation Stage and KS1

Children should be taught:

- To engage in activities requiring eye hand co-ordination.
- To use gross and fine motor movements to manipulate objects and understand the language of movement.
- To use anti-clockwise movements and retrace vertical lines.
- To use a comfortable and efficient pencil hold.
- To write separate cursive letters by modelling correct letter formation (see attached sheet).
- To write from left to right and top to bottom of a page.
- To start and finish letters correctly and that most letters are formed by keeping the pencil in contact with the paper.
- To form letters of a regular size and shape.
- To put regular spaces between letters and words.
- How to form lower and upper case letters correctly.
- How to place descending and ascending letters correctly in relation to a line.
- How to join letters (from Y.2) using the 4 main joins (as indicated in the Nelson Handwriting Scheme and is attached to this policy)

Key Stage 2

Children should be taught:

- To write legibly in a joined style with increased fluency.
- To produce a consistently formed style of cursive handwriting with equal spacing between letters and words.
- To use different forms of handwriting for different purposes.
- To self-assess to improve pupils' awareness of their progress.
- To adjust their handwriting for audience and purpose.

- To write for a real purpose e.g. displays, published books.
 - To increase with speed as they gain control of their handwriting.
- NB (a) Teachers must check for correct flicks on cursive letters.
 (b) Children must not put loops on the 'f' and these descending letters 'g', 'j' and 'y'.

Pencil to Pen.

Pupils will begin writing with a pencil. Most children will progress and make the transition to pen in Year 5 when they will be awarded a 'pen licence' and given a suitable pen. Year 5 and Year 6 teachers will provide a list of pens that children may use. Biro is only allowed in rough books. Only 'approved' pens may be used for completing homework and all work must be in blue ink.

Handwriting Lessons

Handwriting will be actively using the Nelson Interactive Handwriting Scheme as follows:

Blue Level – Reception & Year 1

Red Level – Year 2

Yellow Level- Year 3 & Year 4

Purple Level – Year 5

Year 1 and Year 2 will use workbooks whilst the rest of classes will work in Handwriting folders or special handwriting exercise books. The scheme provides 2 levels of work. Special handwriting books should be used when a worksheet is not provided.

Consideration for teaching handwriting should include:

- Ensuring a good seating position with the chair tucked in, correct posture and page turned on the appropriate diagonal. (This can be demonstrated through the scheme's interactive tool.)
- Seating left handed pupils to the left of right-handers.
- Ensuring the correct pencil grip.
- Giving feedback as soon as possible as this gives guidance for future work.

Special Needs

Pupils with fine or gross motor skills problems may need to follow a more differentiated programme to develop their writing skills. It is important that:

- They should be allowed to progress through the Nelson Scheme at their own pace and need not follow the level assigned to their class. Letter formation should be consolidated before moving on to joining letters.
- Paper with wider lines should be provided if appropriate.
- Sloping surfaces and a variety of writing implements and pencil grips should be made available.
- Extra time is given in tests and exam situations for pupils who have very slow handwriting speeds. (For National Tests this will have to be ratified with the necessary authorities and evidence provided.)

Assessment

The assessment of children's handwriting is ongoing to ensure progress is being made, that children are forming their letters correctly and following the Nelson Interactive Handwriting Scheme.