

Nursted Community Primary School

Handwriting Policy

Policy adopted by the Governor Body on : _____

Chair of Governors Signature: _____

Headteacher's Signature: _____

The Policy will next be reviewed: within three years.

Last amended		
By	When	Main changes
KV	15.3.22	Monitoring section added and spellings corrected
AC	9.5.24	Added detail to expectations in KS1
KV	28.5.24	Proof reading. Increased expectation to practise: 'Key Stage 2 children practise their handwriting 2-3 times per week according to need... '

Introduction - Intent

Handwriting is a skill which, like reading and spelling, affects written communication across the curriculum. Children must be able to write with ease, speed and legibility. The children start to print letters without a lead out stroke and in time the children will develop fluid movements and patterns, creating joined handwriting. The development of this style, when mastered, supports children with the flow of ideas and also with accurate spelling. Almost all the letters are formed with a single continuous stroke when joined. Handwriting skills are taught regularly and systematically throughout the school.

At Nursted Community Primary School our aims in teaching handwriting are:

- To enable children to write in a consistent, well presented and legible format.
- To have a consistent approach across Early Years Foundation Stage, Key Stage 1 and 2 when teaching handwriting.
- To ensure that from the Spring Term of Year 3 to the end of Year 6 all children are using a joined writing style.
- To make sure all children know the difference between lower and upper case letters.
- To ensure the skills taught at Key Stage 1 continue to develop throughout Key Stage 2.
- To adopt a consistent approach towards the teaching of handwriting by all adults as shown when writing in children's books, on the whiteboard or on displays / resources.

Implementation

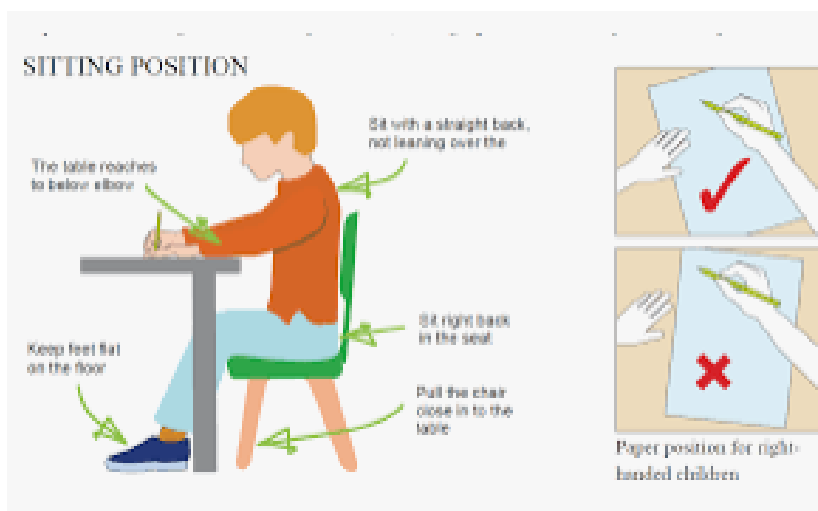
Children will be taught to:

- hold a pencil correctly

Children should be encouraged to use a tripod pencil grip, where the pencil is gripped between the index finger and the thumb. The middle finger is then used to support the underside of the pencil as shown below.

- adopt the correct posture when writing

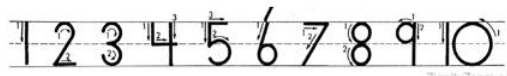
Children should be encouraged to adopt the correct writing position as shown below:



NB: Children who are left handed should reposition the paper the other way and sit to the left hand side if seated next to a right handed child.

- write from left to right and from top to bottom of the page
- form regularly sized and shaped letters
- use regular spacing between letters and words
- take pride in their written work and the overall presentation.

The printed handwriting agreed at Nursteed Community Primary School is shown below:



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

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

When joining:

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

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



Prerequisites

While learning to write children should be given a wide variety of mark making opportunities in a variety of contexts. This should include guided tasks within which children are encouraged to form shapes and patterns with a variety of mediums.

Development of gross and fine-motor control should be encouraged through a variety of activities and mediums, including many which do not involve mark-making such as dance and movement, the use of play objects and malleable materials.

Letter formation families

Children should be taught to form letters in a progressive order, working through formation families. These are...

- Ladder Letters: l, i, t, u, j, y.
- One-Armed Robot Letters: r, b, n, h, m, k, p.
- Curly Caterpillar Letters: c, a, o, d, g, q, e, s, f.
- Zigzag Monster Letters: v, w, x, z.

Progression of Handwriting at Nursteed Community Primary School:

EYFS -

Children learn the printed formation of letters working through each formation family (NB: the correct formation of letters is also taught in phonic lessons as children learn the initial sound that each letter represents). Adults encourage mastery of these formations in all written tasks. If children master the printed formation of every letter and consistently perform these formations correctly within every written task they can begin to join letters, beginning with letters which form digraphs and trigraphs, and apply this in their written work.

Year 1 -

Children continue to master the printed formation of all letters working through formation families. Mastery of letter formation includes the correct use of ascenders and descenders, and the correct sizing of short and tall letters. Children should have mastered these formations by the end of Term 4. As children master the printed formation of all letters they are taught to join letters, beginning with letters which form digraphs and trigraphs. As children learn to join letters they should use these joins in all written work across the curriculum so that it becomes habitual.

Year 2 -

Children who have not yet mastered the formation of printed letters are given support to continue to master this skill. Children who have begun to join letters should continue to learn such joins until they can correctly join all letter combinations. As children learn to join they should be encouraged to do so in all written tasks across the curriculum, with an expectation that all children (except those who have not mastered printed formation) will be beginning to use joined handwriting in their work by Term 3 of Year 2. Children are expected to demonstrate clear ascenders and descenders; their letters are formed to size

comparable to others, with clearly decipherable capital letters (not joined) and lower case letters.

Key Stage 1 practise their handwriting 2-3 times per week on paper with four lines.

Year 3-6:

Children must continue to join their writing, starting with a pencil and progressing to using a handwriting pen. By the end of Autumn Term in Year 3, we expect all children to be joining their handwriting unless they have a Special Educational Need or Disability (SEND) with fine motor skills. If any child is not on track to reach these expectations, they will receive additional support through small intervention groups or an individual target.

Key Stage 2 children practise their handwriting 2-3 times per week according to need and during additional intervention sessions. Year 3 children use paper with 3 lines to practise the formation of their letters. Year 4-6 practise handwriting on ordinary lined paper.

Other Resources and Materials

Children will use line sizes appropriate to their stage in writing. During handwriting sessions specific handwriting paper with 4 lines may be used in Key Stage 1 and if required in intervention groups for older children. Children will also practise using the use the same sized lines as their other curricula books so that children skills are transferable and that the same expectation of handwriting is set across all writing.

All materials which children are expected to read and use should use simple printed text using the agreed font.

Marking and Feedback

We emphasise constructive feedback, in line with our Marking and Feedback Policy, pointing out which letters and words are well formed, as well as an improvement point. In handwriting sessions and during independent work it is important that incorrect pencil grip and incorrect letter formation are identified and corrected at the point it occurs using verbal feedback.

Children are made aware of and are encouraged to use our 'Writing Non-negotiables', to ensure that their work meets expectations. Handwriting will be

assessed as part of our writing assessments, paying attention to the relevant end of key stage descriptors.

Impact

Handwriting is a skill which affects written communication across the curriculum. Our aim is that children are able to write with ease, speed and legibility. By Year 6 children will use legible, fluent handwriting using flowing movements and patterns. This handwriting should be demonstrated in all writing across the curriculum. Writing should be fluid in style to allow children to apply their energy into the content of their writing, which will also support their spelling patterns.

Monitoring

The SLT and Governors will monitor the application of this policy for handwriting as they carry out 'Book Looks', visit classrooms and walk around the school. They will record it in monitoring forms including Lesson observation Forms and Governor Visit Forms.

This policy for handwriting should be read in conjunction with all other policies for English and our Feedback and Marking Policy.