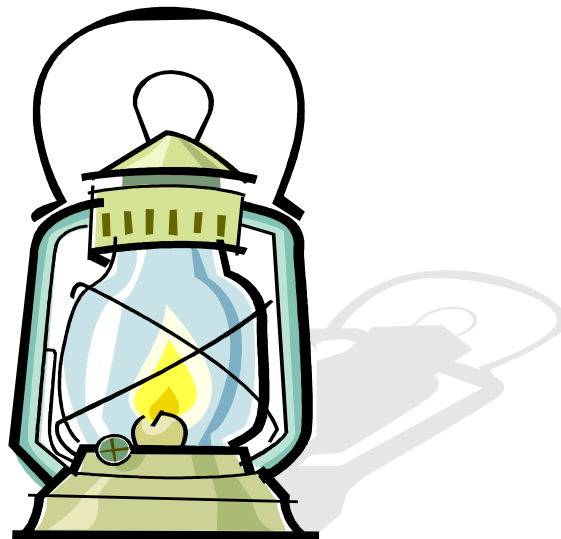




# *HANDWRITING POLICY*



Autumn 2021



*“Shine like a lantern in the presence of the Lord.”*

# Contents

AIMS .....	3
TEACHING TIME .....	3
MODEL USED .....	3
CAPITALS .....	3
NUMBERS .....	3
THE FOUR JOINS .....	3
TEACHING SEQUENCE .....	4
TECHNIQUES FOR TEACHING LETTER FORMATION .....	4
GETTING READY TO WRITE .....	6
SEATING AND POSTURE .....	6
PENCIL GRIP .....	6
FOR RIGHT HANDERS .....	6
FOR LEFT HANDERS .....	6
ASSESSMENT .....	7
INDIVIDUAL ASSESSMENT .....	7
LINKS TO SPELLING .....	7
RESOURCES .....	8
MONITORING AND EVALUATION .....	8
ORDER OF TEACHING .....	9
EYFS .....	9
Y1 - SINGLE LETTERS .....	9
JOINS Y2 (GOING INTO Y3) .....	9
SUPPORTING ACTIVITIES .....	9
JOINS Y3 (GOING INTO Y4) .....	10
SUPPORTING ACTIVITIES .....	10
YEAR 4 .....	11
SUPPORTING ACTIVITIES .....	11
YEARS 5 AND 6 .....	11

## Aims

1. To know the importance of clear and neat presentation in order to communicate meaning effectively
2. To write legibly in both joined and printed styles with increasing fluency and speed by;
  - Having a correct pencil grip
  - Knowing that all letters start from the top, except d and e which start in the middle
  - Forming all letters correctly
  - Knowing the size and orientation of letters

## Teaching time

Handwriting lessons as starter for English lessons on a Monday.

Practise every second day 8.50am – 9:00am

(Please see separate Phonics Policy for EYFS).

## Model used

Nelson Handwriting Scheme with the following letter formation

Lower case letters

abcdefghijklmnopqrstuvwxyz

## Capitals

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

## Numbers

1 2 3 4 5 6 7 8 9 0

## The Four Joins

- to letters without ascenders
- to letters with ascenders
- horizontal joins
- horizontal joins to letters with ascenders
- The break letters (letters that aren't joined from ) are b g j p q x y z s

abcdefghijklmnopqrstuvwxyz

At St Bede's we will progress to a fully joined font when the children are ready.

abcdefghijklmnopqrstuvwxyz

NB children must be taught individual letters first so that they see them as individual units BEFORE learning to join.

### Teaching Sequence

- Hand and finger strength
- Physical preparation
- Tracing
- Patterns
- Over teacher's writing (highlighter)
- Under teacher's writing (directly under words – write in large letters, leave large space between words)
- Independence

### 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 (or dotted letters)
- Draw round templates
- Write in sand with finger or stick
- Write with chalk on chalkboard
- Wax resist letters
- Form letters with pegs on pegboard

- Form letters with beads in plasticine
- Finger trace the outline of letters on the back of the person in front of you

# Getting ready to write

## Seating and posture

- Chair and table should be at a comfortable height
- The table should support the forearm so that it rests lightly on the surface and is parallel to the floor
- Encourage children to sit up straight and not slouch
- The height of the chair should be such that the thighs are horizontal and feet flat on the floor
- Tables should be free of clutter
- Rooms should be well lit
- Left handed pupils should sit on the left of their partners

## Pencil grip

- Children should write with a pencil (or pen when introduced at the appropriate time) with a rounded nib. Pencils should be reasonably sharp.
- A tripod grip is the most efficient way of holding a pencil

## For right handers

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

## For left handers

- Hold lightly between 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 slightly to the right at about 20 - 30°
- Use the right hand to steady the paper

NB It is very important that a right handed child is NOT seated on the left hand side of a left handed child as their elbows will collide!

## Assessment

Phase leaders in team meetings and senior leaders should monitor children's writing and presentation in books regularly (at least termly). The following should be considered:

- Is the writing generally legible?
- Are the letters correctly shaped and proportioned?
- Are the joins made correctly?
- Are the spaces between the letters, words and lines appropriate?
- Is the size of the writing appropriate?
- Is the writing properly aligned?
- Are the writing standards achieved by the majority of pupils in line with the National Curriculum?

## Individual assessment

Children should be observed as they write during handwriting lessons – the teacher must circulate, monitor and intervene. Teachers also need to monitor and mark whole pieces of writing (Oxford Owl Checklist). 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 or joining letters?
- Does the child write fluently and rhythmically?
- Is the writing easily legible?
- Is the pupil's handwriting development in line with the Level Descriptors in the National Curriculum.

## Links to spelling

Linking handwriting with spelling is one of the most powerful ways of developing the visual memory. Handwriting should be practised using letters, blends, strings or digraphs so that patterns are internalised.

Remember to use Look – Say – Cover – Write – Check

The child:

Looks at the word carefully

Says the word

Covers the word so that it can't be seen

Writes the whole word from memory

Checks the word is written correctly

If not, repeat.

Resources

Nelson Handwriting Teacher's Book

Oxford Owl online resource for Teachers

Monitoring and evaluation

This policy will be evaluated annually.



# Order of Teaching

## EYFS

- Letters and Sounds Programme followed see separate Phonics Policy.

## Y1 - Single letters

- 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

## Joins Y2 (going into Y3)

Introduction of the four handwriting joins

- 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
- Practise capital letters
- Practise with break letters and move on to joining when ready

## Supporting activities

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

## Joins Y3 (going into Y4)

### Revision

- Practise capital letters

Further practise of the four handwriting joins

- in ine
- ut ute
- ve vi
- ok oh
- sh as es (practising two ways of joining the letter s)
- ri ru ry (practising joining from the letter r)
- oa ad as (practising joining to and from the letter a)
- ee ea ed (practising joining from the letter e)
- ow ov ox (practising joining from the letter o)
- ky hy ly (practising joining to the letter y)
- ha ta fa (practising joining to the letter a)
- od oo og (practising joining from the letter o)
- er ir ur (practising joining to the letter r)
- ai al ay
- o you oi
- re oe fe (practising the horizontal join to the letter e)
- fu wu vu (practising the horizontal join to the letter u)
- ot ol ok (practising joining to ascenders)
- ai al ow ol (practising all the joins)

### Supporting activities

- copy words
- copy sentences
- copy poems
- match questions to answers
- copy jokes
- make and copy compound words

## Year 4

- ning ping ting
- oc od oo
- ake ome are
- fla flo fle
- who wha whe
- ie in il
- inly ky ny
- ap ar an
- ick uck ack
- practise writing with a slope
- he
- we
- re
- fte fir fin
- wra wri kni (silent letters)
- ii ll tt rr nn mm cc oo dd ss ff ee
- ew ev ex (spacing)
- th ht fl (proportions)
- ac ag af
- Capital letters
- Decorated capital letters
- Practising with punctuation ! ? – “ ” , ‘

## Supporting activities

- Copy words, sentences, poems
- Trace and copy
- Copy tongue twisters
- Copy instructions

## Years 5 and 6

- Practise consistency and size of letters
- Practising using a diagonal joining line

- Practising leaving an equal space between letters
- Practising joining to the letter y
- Practising using a horizontal joining line
- Practising the size and height of letters
- Practising joining from the letter i
- Practising joining to and from the letter v
- Practising consistency in forming and joining letters
- Practise speedwriting
- Practising crossing double tt on completing the word
- Practising joining to and from the letter e
- Practising joining to and from the letter w
- Practising printing
- Practising drafting and editing
- Practising joining to the letter t
- Ensuring letters are consistent in height and size
- Practising with punctuation
- Practising joining from the letter m
- Ensuring the ascender on the letter t is the correct height
- Practising spacing within words
- Developing fluency
- Practising printing
- Practising forming and joining the letter f
- Practising presentation
- Practising printing
- Practising speed writing
- Revision
- Looking at different handwriting styles