



Carr Hill Community Primary School

Handwriting Policy

Aims

- To know the importance of clear and neat presentation to communicate meaning effectively
- 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

There should be 3 x 10 minute handwriting lessons each week as well as time to practice

Children who find handwriting difficult should be targeted for daily intervention.

Model used

Carr Hill Primary School uses the 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

Numbers

1 2 3 4 5 6 7 8 9 0

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 s

See appendix 2 for examples of the break letters

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

Paper

As motor skills increase then the size of writing should decrease. Children should start writing in A4 plain books then as their handwriting improves then lined exercise books should be introduced.

Reception

All children should write in A4 books. These books should have pencil lines drawn on before the children write. These lines should be well spaced (about 2cms apart).

Key Stage One

Children should start the year as above. *When they are ready* they should move on to wide lined exercise books. Handwriting books should be introduced at the appropriate time.

Key Stage Two

Most children should be ready to start the year in narrow lined books. For some children, they will need to continue using wide lined books until ready and for a small number of children, particularly those with SEN) it may be necessary to use a book which has printed handwriting lines

All children should be allowed to use unlined paper *from time to time* so that they can practise to apply skills and consider issues of presentation and aesthetics.

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 spaces between words)
- Independence

For the order of teaching letters and joins see Appendix 3 (Scheme of Work)

Techniques for teaching letter formation

- Model good handwriting all 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 around 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 dough
- Finger trace the outline of letters on the back of the person in front of you
- Handwriting art patterns (Pie Corbett)
- Dough Disco and Squiggle while you wiggle (Early Years)
- Fine Motor areas within continuous provision in Early Years and Year 1

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

See appendix 1 for warm up exercises.

Pencil grip

- Children should write with a pencil (or pen as soon as a neat cursive script has been developed) 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 3cm 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 (during book moderation).

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 most pupils in line with the Level Descriptors in 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. 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?
- Are any letters reversed or inverted?
- 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.

Two spelling strategies that link particularly well to handwriting are:

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.

or

Spelling steps

School:

s

sc

sch

scho

schoo

school

Resources

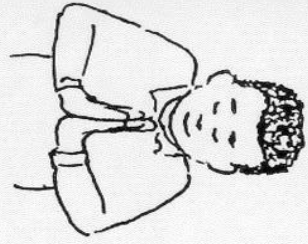
- Nelson Handwriting Teacher's Book
- Nelson Pupil books
- Nelson Handwriting Font
- Nelson handwriting interactive programme (Oxford Owl)

Monitoring and Evaluation

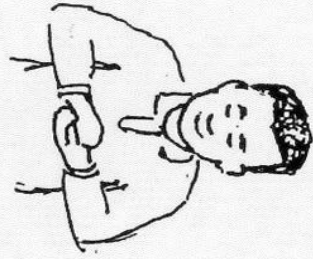
This policy will be evaluated by the English Leader .

Here's a warm up that's great for posture and a positive attitude. Use it before cursive handwriting lessons and during the refreshing and can be done even in a crowded class. If it's manageable, let your students jump in place first.

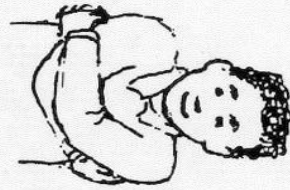
APPENDIX 1



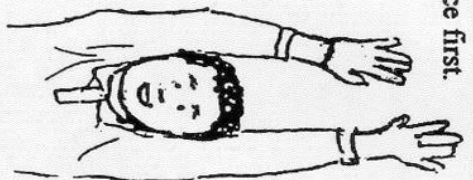
Push palms



Pull hands

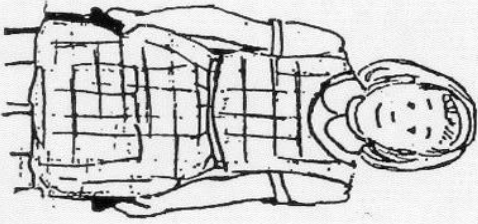
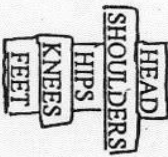


Hug yourself tightly

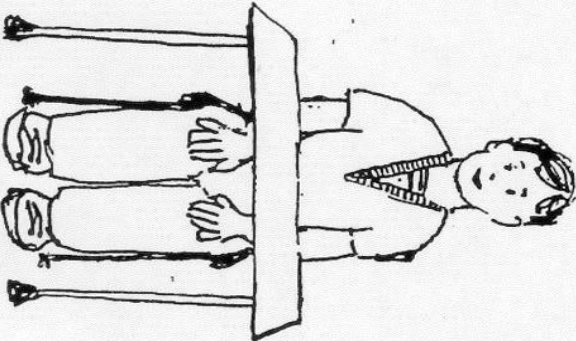


Reach high, one hand, then other
Reach - make circles in the air

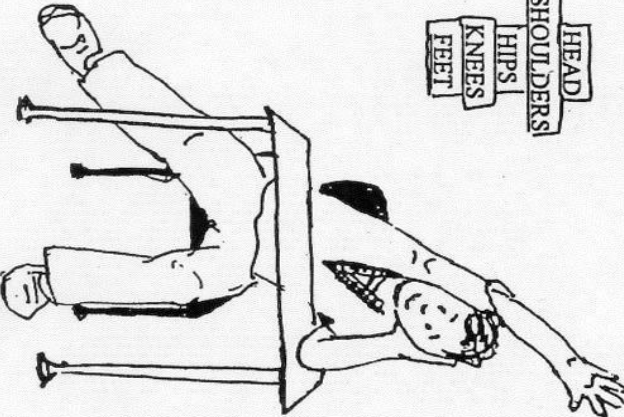
* BLOCKS



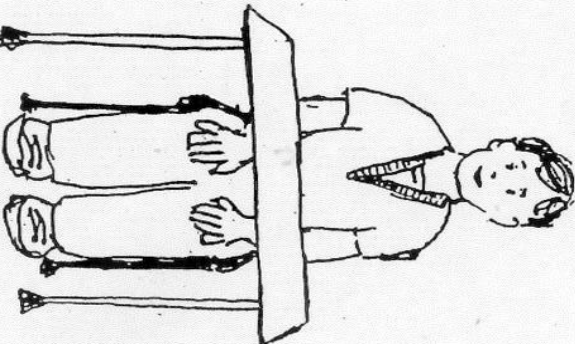
Pull up on chair



* Stack your blocks



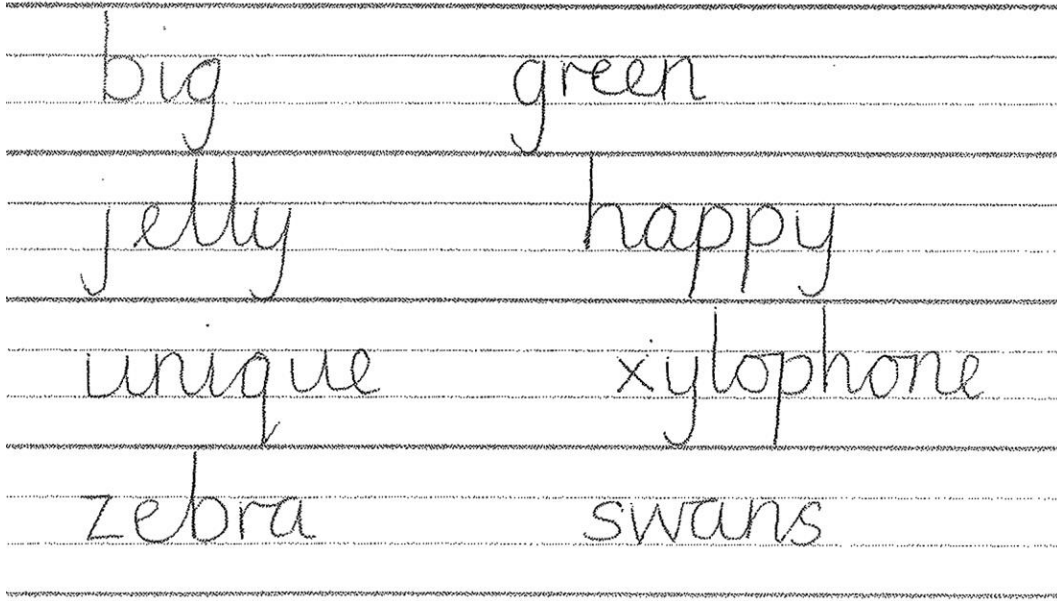
Assume an outrageous posture



Stack your blocks again!

APPENDIX 2

Examples of the break letters



Examples of the joins

