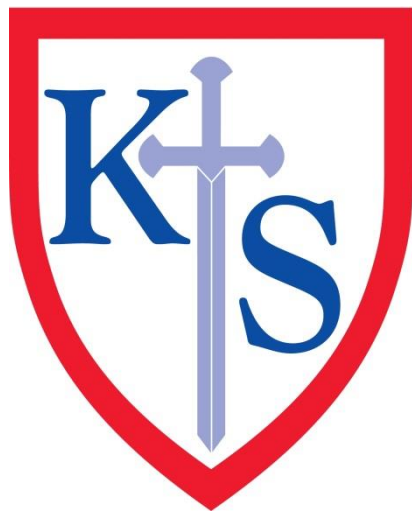


Kingsland CE Primary School

Handwriting Policy



Let your light shine

“Let your light shine before others that they may see your good deeds and glorify your Father in heaven.” Matthew 5:16

Let your light shine on our vision:

As God's children, overflowing with His light, we will shine before others to inspire, nurture and bring joy so all may embrace life in its fullness to the glory of God.

February 2024

Kingsland CE Primary School

Handwriting Policy



Date for full implementation: February 2024

Review date: February 2027

Aim:

At Kingsland CE Primary School, joined up handwriting is taught through a sequential and progressive approach. We believe that children's self-esteem and pride in their work can be raised by good quality presentation, and that learning spellings can be assisted by having fluent joined handwriting.

Objectives:

The purpose of this policy is to focus on helping children develop correct letter formation, joining and correct handwriting habits, so that they can write fluently and legibly. By the end of KS2, children will begin to develop a distinctive style of their own.

This policy aims:

- To teach correct letter formation using letter families
- To support the development of motor skills
- To eliminate letter reversals
- To ensure that children of differing abilities are provided with appropriate and achievable goals
- To assist children in taking pride with the presentation of their work
- To allow children's handwriting to support the fluency of their writing
- To promote provision for left-handed children

Teaching and Organisation

We use Nelson handwriting scheme as a guide throughout the school. Teachers use the resources from the Nelson scheme to support their planning and teaching of handwriting. Handwriting is taught explicitly and within English lessons depending on the year group, ensuring children's individual needs are met through differentiation.

During lessons we ensure that children sit correctly with their back straight and feet flat on the floor, position their book and hold their pen/pencil correctly using their other hand to hold their work firmly.

It is important that in EYFS, KS1 and in KS2, children are observed closely during the lesson to ensure that letter formation is correct.

In addition to specific handwriting lessons, children are expected to apply their learning in their exercise books and to show care for the presentation of their work. Regular opportunities for children to produce presentation work are also planned.

Teachers are expected to set a good example to children by modelling correct handwriting on the board/IWB in lessons or when marking children's books. Teachers model the Nelson style and use the appropriate joins, demonstrating the fluency and legibility of the style. Letter formation guidance is displayed in each classroom.

Children are expected to show care for their work-books, present their work with care, date work, underline where necessary and not make any marks on the covers

Early Years Foundation Stage

Children experience a wide range of handwriting-related skills, e.g. through Read Write Inc, letter and number formation in sand trays, through tracing, use of ribbons, with chalk, felt tips, pencils, crayons, writing over and under teacher models in various forms, word building with magnetic letters and pattern making in various media. Pre-writing skills are taught using gross motor movements (Write Dance), a variety of media (finger painting, water, chubby crayons, thick pencils) and activities which focus on pincer grip.

For those children who are ready for handwriting practise, large pencils can be used in conjunction with lined/unlined paper. Pencil grips for correction of pencil hold are also used where appropriate.

As an introduction to the Nelson style of handwriting, patterns are practised with wide-lined paper and thinner pencils being introduced where appropriate. Teachers will model the correct letter formation using letter families. Correction of letter formation takes place on an individual basis. Correct pencil grip will be emphasised.

Year 1

Children work on handwriting skills daily through Read Write Inc, and in a variety of activities, e.g. writing in books, multi-sensory approaches, through phonic work and duplicated practise worksheets. Wide-lined exercise books, handwriting books and larger pencils are used when needed. Correct pencil grip will be emphasised. Specially adapted handwriting paper appropriate to the year group is used in many writing tasks across the curriculum to help develop the fluency and consistency of correct handwriting across **all** subjects.

Year 2

Children are taught handwriting explicitly. They will also have opportunities to apply their learning on a daily basis. Lessons are differentiated according to the needs of the children. Developing fine motor skills is still essential at this point. When letters are correctly formed, children can move on to horizontal and diagonal joins. Correct pencil grip will be emphasised. Specially adapted handwriting paper appropriate to the year group is used in many writing tasks across the curriculum to help develop the fluency and consistency of correct handwriting across **all** subjects.

Key Stage 2

Handwriting will continue to take place both explicitly and in context. Understanding the developmental stages of the children is essential to planning handwriting lessons. Teachers will need to differentiate lessons according to their professional judgement. By Year 4 children should be developing their own style of handwriting. By the end of KS2 children should be writing legibly at speed using fluent joining. Correct pencil grip will be emphasised. Specially adapted handwriting paper appropriate to the year group is used in many writing tasks across the curriculum to help develop the fluency and consistency of correct handwriting across **all** subjects.

Sequential Planning

Year 1

- To develop a comfortable and efficient pencil grip
- To form all lower case letters correctly
- To practise handwriting in conjunction with spelling and independent writing, ensuring correct letter orientation, formation and proportion
- To form all digits (numbers) correctly
- To form all upper case letters correctly
- To practise a range of patterns
- To write ON the lines of an exercise book

Year 2

- To build on the work from Year 1
- To begin using and practising the four basic handwriting joins:
 - diagonal joins to letters without ascenders, e.g. ai, ar, un
 - horizontal joins to letters without ascenders, e.g. ou, vi, wi
 - diagonal joins to letters with ascenders, e.g. ab, ul, it
 - horizontal joins to letters with ascenders, e.g. ol, wh, ot
- To practise handwriting in conjunction with spelling patterns
- To use the four basic handwriting joins with confidence and use these in independent writing

Year 3

- To practise correct formation of basic joins from Year 2:
 - diagonal joins to letters without ascenders, e.g. ai, ar, un
 - horizontal joins to letters without ascenders, e.g. ou, vi, wi
 - diagonal joins to letters with ascenders, e.g. ab, ul, it
 - horizontal joins to letters with ascenders, e.g. ol, wh, ot
- To ensure consistency in size and proportions of letters and the spacing between letters and words
- To build up handwriting speed, fluency and legibility through practice.

Year 4

- To use joined handwriting for all writing except where other special forms are required
- To know when to use:
 - clear neat joined handwriting for finished, presented work;
 - informal writing for rough drafting etc.
- To ensure consistency in size and proportions of letters and spacing between letters and words
- To build up speed, particularly for notes, drafts, lists etc.
- To use a range of presentational skills, e.g.:
 - print script for captions, sub-headings and labels;
 - capital letters for posters, titles, headings;
 - a range of computer-generated fonts and point sizes

Years 5 and 6

To use joined handwriting consistently and at speed. Children to develop a sense of own handwriting style. Children to develop handwriting for different purposes.

Inclusion

All children, including the “rapid graspers” and children with Special Educational Needs are supported in their handwriting work, with reference to the SEN provision map. Teachers will put in place suitable interventions for children who are underachieving or require further challenge.

Monitoring and Evaluation

It is the role of the English subject leader to monitor the teaching and learning of handwriting throughout the school. This is done through regular work sampling, analysis of assessment pieces and lesson observations. Feedback from this monitoring is used to inform staff of necessary developments in order to raise standards. Monitoring is supported by the Headteacher and SLT.