



MARSDEN COMMUNITY PRIMARY SCHOOL



Marsden Community Primary School Handwriting Policy

WRITTEN BY: Thasleme Akhtar
STATUS: Handwriting Lead

APPROVAL DATE: Sept 2017
REVIEW DATE: Sept 2018



MARSDEN COMMUNITY PRIMARY SCHOOL



Handwriting Policy

Agreed Consistencies

- In Key stage 1 handwriting is taught daily in 10 min sessions using Penpals scheme, strong focus on accurate letter formation especially in Y1
 - In Key Stage 2 handwriting 2x per week on Tuesday & Thursday using Penpals scheme
 - In Y1 - 6 children have a dedicated handwriting book for regular practice, planned weekly
 - Children use pencils for writing until Y5
 - In Y5 - 6 children earn a pen licence
- In all years teachers and LSAs model correct handwriting including displays
- Handwriting objectives should be taken from the key learning in writing document

Aims

It is the aim of this school that every child should be enabled to develop a fluent legible style of handwriting. Capital and lower case letters should be used appropriately and the letter size should be consistent. We will provide opportunities for children to develop, practise and perfect skills and provide targeted support to any child experiencing difficulty.

We recognise that for many of our children English is not the only language whose script they are learning to write. Whilst the development and use of fine motor skills are common to all scripts there may be factors which influence the child's ability to form letters i.e. scripts which are written from right to left. We must show sensitivity in valuing writing in forms other than English.

Scheme used - Penpals

Implementation

Foundation stage

Children will develop hand eye co - ordination, gross and fine motor skills to support handwriting. A range of tools will be available to develop drawing lines and circles using gross motor skills e.g. swirling ribbons, batting balls, and painting. Children will use a range of materials to develop fine motor skills e.g. wax crayons, markers, pencils, sponges, chunky brushes, cotton wool balls, shaving foam, finger paints, etc. Opportunities to practice manipulative skills e.g. cooking, playing with constructions, threading and playing instruments will be provided. Children will use variety of tools and paper, indoors and outdoors for purposeful writing, e.g. role play, labelling, making cards.

During and at the end of the Foundation Stage: Use a pencil, and hold it effectively to form recognisable letters [with 'kicks'/'flicks'], most of which are correctly formed

Year One

- Write most letters, correctly formed and orientated, using a comfortable and efficient pencil grip
- Write with spaces between words accurately
- Use the spacebar and keyboard to type their name and simple texts

Year Two

- Write legibly, using upper and lower - case letters appropriately and correct spacing within and between words
- Form and use the four basic handwriting joins
- Word process short narrative and non - narrative texts
See Spelling, Grammar, Punctuation and Handwriting Progression

Teachers should:

- Have high expectations; valuing work that is the child's best effort and supporting when it clearly is not
- Identify left handed children and make sure they have sufficient space in which to work (see appendix)
- Ensure good posture and lighting
- Provide appropriate paper and pencils and/or pens/grips (i.e. all pencils must be sharp and of a reasonable length)
- Model how to hold a pencil correctly
- Teach children how to form letters, using a variety of strategies and materials and to then join letters correctly
- Monitor children's progress by observing how letters and numbers are formed and indicating in work when they have been written correctly
- Modelling good handwriting; on the board, in marking children's work, displays etc. Use Nelson handwriting font on teaching materials where possible.

Children should:

- Take pride in their work
- Learn to write clearly recognisable letters and form them correctly
- Know which letters join to others and which do not
- Be able to join letters appropriately
- Enhance speed and fluency in order to develop a legible individual style
- Demonstrate correct letter formation and joins learnt in all handwriting across the curriculum

Appendix I

Suggestions for teaching left - handed children:

- Seating - Consideration should always be given to the amount of space a left handed child needs to write, without interfering with others. This may mean sitting the child on the left side of a table.
- Grip - The child should grip the pencil at least an inch from the point so that he/she is able to see what they are writing. The grip should not be too tight. A "pencil grip aid" may be used to help position the fingers correctly. The pencil should be held with the handle pointing back up the arm towards the shoulder.
- Position the paper – Position the paper to the left of the body, at an angle, with the right hand top corner of the paper nearer the body than the left. This develops a freer movement and makes possible the development of vertical writing or even a forward slant.

Shared with staff – 6.11.17



MARSDEN COMMUNITY PRIMARY SCHOOL

Handwriting Policy

WRITTEN BY: Thasleme Akhtar
Status: EYFS Lead

APPROVAL DATE: October 2017
REVIEW DATE: September 2018