



Handwriting Policy

November 2018

PURPOSE:

The key purpose of this policy is to ensure high expectation of handwriting and presentation and consistency in approach. 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. Joined handwriting teaches pupils to join letters and words as a series of flowing movements and patterns and has been proven to improve spelling. Handwriting is taught with a sequential and progressive approach from EYFS. Handwriting should be taught regularly and Teachers and TAs are expected to model the school handwriting style in all handwritten communications with children.

AIMS:

At Ardron our aims in teaching handwriting are to teach children the correct letter formation, joining and good handwriting habits, so that they can write fluently and legibly and by the end of KS2 begin to develop a distinctive style.

Each aim is considered equally important:

- To teach correct letter formation.
- To teach children to write with a flowing hand which is legible, swift and pleasant to look at of which they can be proud.
- To ensure that children of differing abilities are provided with appropriate and achievable goals.
- To establish and maintain a high profile of handwriting and presentation skills by displaying and rewarding work that meets the standard.
- To ensure all pupils understand the importance of clear and neat presentation in order to communicate meaning clearly.
- To experience coherence and continuity in learning and teaching of handwriting across the school.

Letter Formation

It is vital to have good letter formation ensuring that all letters are formed in the correct way.

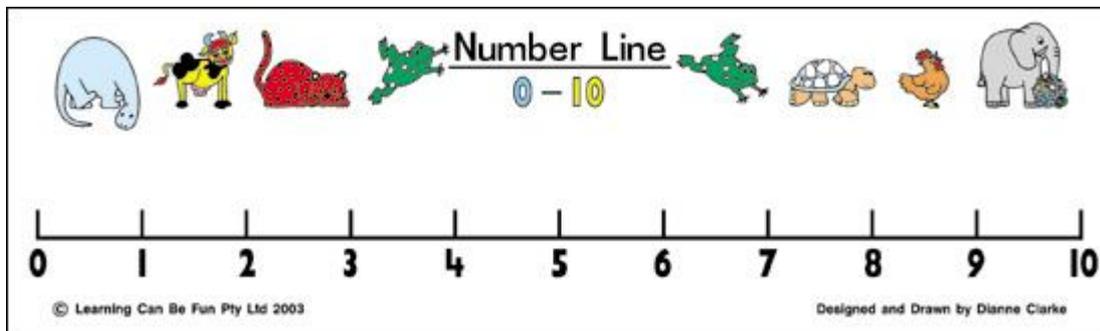
This is our agreed style at Ardron:



Then, towards the end of Year 1 or during Year 2 children will learn to join.

Number Formation

Numbers should be formed as follows:



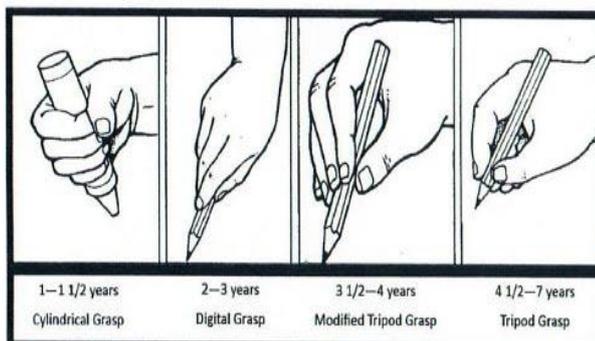
- A high expectation and insistence on correct formation is essential.
- Correct modelling by the teacher at all times is vital.
- Adult handwriting in books and on boards must model this.
- Adults may need to write on a line on the board at times.

Pencil Grip Development

We use and encourage the 'Tripod' grip.

Developing Small Motor Skills and an Efficient Pencil Grip Are Important Parts of Learning
How to Write—and Enjoying the Process!

Dear Parents,



Good handwriting matters,
beginning with a good
pencil grasp!

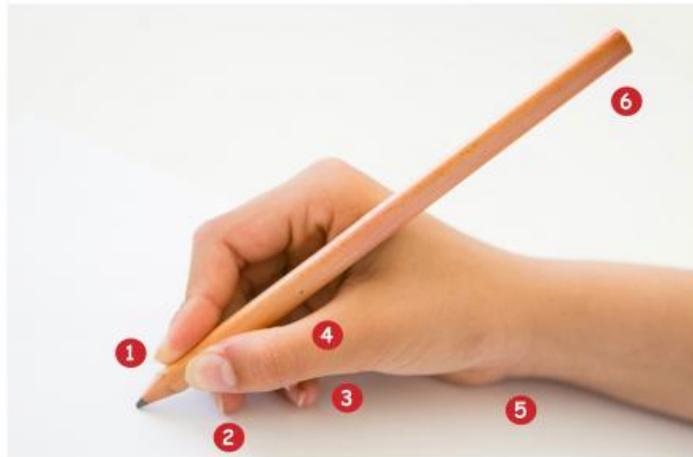
*If handwriting motions are
not efficient, it interferes
with the whole process.*

As your child develops a
better pencil grasp, the
**writing process becomes
easier.**

(This drawing shows typical progression of preschool development of pencil grasp. We were not able to locate its source.)

Some children benefit from chunkier, triangular pencils when still developing the tripod grip (younger children.)

Pencil grips used on age-appropriate pencils can be used for children in Key Stage 2 to help develop the tripod grip.



Correct Posture

Importance of Good Sitting Posture

Start with Stability

In therapy we talk about the **90-90-90 rule**. This means that when seated at a desk, we want to ensure the following:

- Feet flat on the floor 90 degrees at ankles
- Knees bent at 90 degrees
- Hips at 90 degrees



Children will be **taught** why it is important to have good sitting position and all staff will encourage children to adapt their sitting if they notice poor posture.

Approach / Sequence for Teaching Handwriting

Please use the following guidance:

Before writing, check:

- Appropriate equipment (sharp pencil, pen, pencil grips/aids, weighted pencils etc.)
- Check children's posture (and position of left-handed children.)
- Check correct pencil hold.
- Hold book/paper steady with other hand.

Teaching sequence:

1. Hand warm-ups / exercises / stretches. (All ages!)

2. Teacher models letter or join.
3. Before writing in handwriting books/ on paper you could:
 - 'Air write' the letter.
 - Whiteboards (opportunity to make mistakes.)
 - 'BIG' writing – large sheets of paper and different mark-making materials.)
 - Sand trays, shaving foam etc.
 - Children 'write' the letter on their palms with their finger.
 - 'Dotty' letters to go over with whiteboard pens.
 - We have some great resources to photocopy too – focusing more on patterns and fine-motor control. These can be used as part of a 'warm-up'.
 - When using 'patterns' – ensure to match appropriate patterns though – curved letters, curved patterns etc.

(Not an exhaustive list – activities should be age and ability appropriate. Some older children may still need some of these as part of their development.)

4. Children write in books.

Suggested approach:

(Dependent on children's age, ability and teacher's professional judgement)

1. Single letter formation. *(May be most appropriate to stop at this stage!)*
2. Joined letters (small groups) then whole line. *(Only if children have perfected individual letter formation.)*
3. Short words containing the letter and other letters already taught.

5. Teacher and ETAs to offer immediate feedback - checking, moving around, correcting children, modelling, encouraging improvement.

6. Same-day intervention if needed.

Initially (Autumn Term 1 2018 – Spring 2 2019) we will **aim** to teach **one discreet handwriting session per day** in Key Stages 1 and 2. This will be reviewed at Easter 2019.

There are sometimes occasions where this is not possible – the **minimum per week should never be less than three sessions**.

Handwriting & Spelling: One lesson per week to incorporate the weekly spelling list – good spelling is closely linked to fluently joined handwriting!

Children should write their spellings in handwriting books **once per week**, in their 'best' handwriting.

Sequence / order for teaching individual letter formation (Years 1-6)

We group the alphabet into four groups:

'Around': c, a, o, d, g, q

'Down': l, t, b, p, k, h, i, j, m, n, r, u, y

'Curly': e f s

'Zig-zag': v w x z

We will work on one group of letters at a time.

(See attached 'poster' for correct font - to be displayed in all classrooms.)

EYFS:

Letter and number formation will be approached in very different ways to the approaches used in Key Stages 1 and 2.

The sequence / order of teaching letter formation will work alongside the phonics teaching and letter formation will be taught in the same sequence as the Letters and Sounds phonics.

Approaches to teaching handwriting are very different in the FS and there are many activities and areas used (at all times) to develop fine motor skills and letter formation. These are always creative and change on a regular basis.

Inclusion / Additional support:

- Our children will ALL have access to 'letter formation and joins' strips to refer to in any writing that they do – large copy on display, small copies in books and small copies on tables when writing (any subject.)
- For those children who are finding consistency in size difficult, copy the handwriting paper to use in other books / other pieces of writing. This should be for a limited time and reassessed, with a gradual reduction.
- Some children benefit from chunkier, triangular pencils when still developing the tripod grip (younger children.)
- Pencils grips used on age-appropriate pencils can be used for children in Key Stage 2 to help develop the tripod grip.
- Some children will take part in an additional Handwriting Intervention or Fine-Motor-Skills Intervention Group (usually three extra 15 minute sessions per week, in a small, focused group.)

Parents will be informed and kept up-to-date with progress.

I have read, understood and agree to follow the Handwriting Policy of November 2018		
Member of staff	Signature	Date
Jane Travis (HT)		
Chris Rollinson (DH)		
Natalie Eyles (KS2 lead)		
Kerry Wood (KS1 lead)		
Adam Taylor		
Emma Raimes		
Laura Keating		
Ian Pollitt		
Lynsey Walker		
Debra Branigan		
Diane Morris		
Carol Moss		
Christina Smith		
Yvette Jones		
Carey Tyndall		
Jess Collier		
Eileen Haigh		
Asher Tyndall		
Julie Pops		