



Netherthong Primary School

Handwriting Guidelines

Rationale

At Netherthong Primary School we strive for a consistent style of handwriting throughout the school which is clear, fluent and neat. Staff understand that handwriting involves a progression of skills and that the different elements need to be taught and practised. Early intervention is essential at every stage, to prevent the acquisition of bad habits which are difficult to correct.

Aims

To know the importance of clear and neat presentation in order to communicate meaning effectively.

To encourage children to develop a sense of pride in the presentation of their work.

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 sessions should be short and often. 3-4 sessions a week, fifteen minutes in length is ideal at KS1. At KS2, handwriting practice should still continue and should incorporate learning weekly spellings for around 1-2 sessions per. Children in both key stages, who find handwriting difficult, may be targeted for daily intervention.

Model used

Netherthong Primary School uses the Charles Cripps Handwriting Scheme. The letter formation for Charles Cripps can be seen below:

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
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

Children who join the school with established fluent joined handwriting will be allowed to continue with their current style of handwriting.

Paper and books

As motor skills increase, then the size of writing should decrease. At Netherthong Primary School we value the presentation of our learning, and therefore children will be given the appropriate size lined paper and books.

Pencil grip

- Children should write with a pencil. 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 important that a right handed child is NOT seated on the left hand side of a left handed child as their elbows will collide!

Reception: Children are involved in pre-writing activities to develop their fine motor coordination skills, manipulative skills and hand-eye co-ordination. They participate in Funky Fingers three times a week. Children practise forming letters using a variety of materials, such as sand and paint as well as more formally, using a pencil in their books. Children learn the letter shape with the letter sound. The correct pencil grip will be taught. Handwriting is taught alongside the RWI phonics scheme and worksheets are sent home to parents with rhymes for each letter.

Children use lined paper to encourage forming letters which sit on the line. Opportunities for mark making and emergent writing are scattered throughout the continuous provision.

KS1: In year one children will be moved onto the narrow lines when they are ready.

Joining

Joining begins in **Year 1**.

Children must know letters and correct letter formation before beginning to join. The 'in flicks' will be taught as the children are taught to join. Children learn the following joins:

1. Diagonal join to ascender e. g.

at

This join is used to join letters in this box . . .

a c d e h i k l m n s t u

to letters in this box.

b f h k l t

2. Diagonal join, no ascender e.g.

This join is used to join letters in this box . . .

a c d e h i k l m n q s t u

to letters in this box.

e i j m n p r u v w y
* a c d g o q s

3. Horizontal join, no ascender e.g.

wo

This join is used to join letters in this box . . .

f o r v w

to letters in this box.

e i j m n p r u v w y
* a c d g o q s

4. Horizontal join to ascender e.g.

oh

This join is used to join letters in this box . . .

f o r v w

to letters in this box.

b f h k l t

5. Break letters

These letters do not join.

g j x y z

These letters do not join yet.

b p

KS2: Children should all use the narrow lines on the line guide.

Techniques for teaching letter formation

- Model good handwriting at all times
- Demonstrate
- Encourage children to verbalise the process
- Children form letters in the air
- Finger trace over tactile letters
- Write over highlighter pen (or dotted letters)

- Write in sand with finger or stick
- Write with chalk on chalkboard
- Handwriting apps on ipad
- Form letters with pegs on pegboard
- Form letters with beads in plasticine

Sequence of a lesson

1. Select a gross warm up and a fine warm up and remind children of the correct posture for writing.
2. Demonstrate the letter/join which will be the focus of the lesson. Show the children the join.
3. Children should then practise the join on whiteboards or in their handwriting books.
4. Next, choose a word from the word bank, read it aloud with the children and talk about the handwriting and spelling issues. Trace around the letters to demonstrate. The children can then practise the word.

Correcting mistakes:

Use of rubbers is to be discouraged except in the case of drawing or work for display. Otherwise, mistakes in pencil or ink should be crossed out using a single horizontal line, and the whole word rewritten.

Equal Opportunities / Inclusion

The vast majority of pupils are able to write legibly and fluently. However, some pupils need more support and provision will be made for this. Teachers of children whose handwriting is limited by problems with fine motor skills should liaise with the SENDCo to develop a programme designed for the individual child. This may involve extra handwriting sessions and access to extra resources. Other areas that could be considered are posture, lighting, angle of table etc. Outside agencies can be contacted where appropriate.

Displays

Classroom displays and displays around school should try to balance word processed text with teacher's handwriting and good examples of children's handwriting (a range of abilities). Work on display should follow the schools handwriting policy and should be best presentation.

Assessment

Teachers should give regular verbal feedback about handwriting in all lessons. Written feedback may be given regarding handwriting where appropriate (although feedback should always related to the learning objective). Any children struggling with letter formation should receive timely and regular intervention. Senior leaders and phase leaders will monitor children's writing and presentation in books during work scrutinies. 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?
- Have the children been taught to use a line guide correctly?
- Are the writing standards achieved by the majority of pupils in line with age related expectations?

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 revered or inverted?
- Does the child write fluently and rhythmically?
- Is the writing easily legible?
- Is the pupil's handwriting development in line with age related expectations?

Monitoring and evaluation

These guidelines will be reviewed every three years by the subject coordinator.