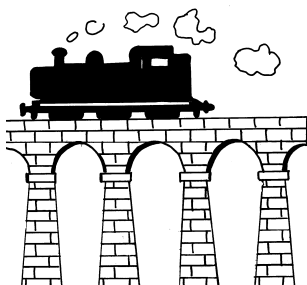


Chappel C of E (VC) Primary School



On track for success

Name of Policy	Handwriting Policy
Author	All teaching staff
Discussed with staff	13 th October 2010
Agreed by Governors	Autumn Term 2010
	26 th November 2013
	1 st November 2016
	5 th November 2019
Review Date	Autumn Term 2022

Chappel C of E (VC) Primary school
Handwriting Policy

Our school is on track for success.

The Chappel school family nurtures independence and self-belief promoting a passion for learning so all aspirations are achievable.

At Chappel C of E (VC) Primary School we strive to

- Promote healthy hearts and nurture enquiring minds;
- Encourage the school community to feel welcome, safe and valued within a Christian ethos;
- Empower children to be independent learners and contributing members of the community;
- Recognise parents and carers as essential partners in their children's development;

Our curriculum will

- be varied, challenging and inspiring;
- build upon first hand experiences;
- be rich, stimulating and relevant;
- enable children to enjoy learning

Our Core Christian Values are

- Tenacity
- Faith
- Courage
- Respect
- Tolerance
- Compassion

Rationale

It is important that children begin to develop the correct handwriting habits very early on. The acquisition of handwriting skills is based on free movement in the foundation stage, this is then directed to movements which in a gross or overly large way mimic the movements needed to produce letter shapes and strings of letters

Overall Aim

To enable each child to develop a cursive style of handwriting that is:

- neat, with correctly formed letters
- legible
- swift
- economical of effort
- relaxed
- fluent

Foundation Objective

Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed

Handwriting activities should take place daily in the foundation stage

Step	Example	Support
<p>Engage in activities requiring hand-eye coordination</p> <p>Use one-handed tools and equipment</p>	<p>Connor spent a long time pouring water from a jug into containers of different sizes, sometimes accurately and sometimes spilling it over the sides.</p>	<p>Provide activities that give children the opportunity and motivation to practise manipulative skills, for example cooking and playing instruments</p> <p>— Teach children the skills they need, for example cutting with scissors, and plan opportunities for them to practise those skills</p>
<p>Draw lines and circles using gross motor movement</p> <p>Manipulate objects with increasing control</p>	<p>Kyle enjoys using paint. He covers the paper using large brush strokes. Darren helps to feed the goldfish, using a pincer movement with his finger and thumb as he sprinkles the food in the tank.</p> <p>Angela arranges the furniture carefully in the doll's house. She picks up the tiny crockery and places it carefully on the dresser.</p>	<p>Provide opportunities for children to explore shapes and direction using the whole body, for example by playing games involving moving in circles, forwards and backwards</p> <p>— Provide opportunities for large shoulder movements, for example helping children to fix ribbons to the end of sticks to swirl in the air, throwing, batting balls suspended on rope, dancing, making patterns in soapy sand and painting</p> <p>— Provide opportunities for children to develop fine motor control by, for example, pouring water into tiny cups, finger games and setting out cutlery</p>
<p>Begin to use anticlockwise movement and retrace vertical lines</p> <p>Begin to form recognisable letters</p>	<p>Angus uses a bucket of water and large brush to paint the wall with water. His arm goes up and down over the same spot to make sure he has covered it.</p> <p>Callum and Stella were making a drawing of the minibeasts they had found outdoors. 'There were lots of caterpillars,' Stella told the practitioner, 'and they looked like this,' pointing to the Cs she had drawn. 'Like my name,' said Callum.</p>	<p>Model large anticlockwise and up-and-down letter movements, for example using sky writing, drawing in sand and painting</p> <p>— Give opportunities to practise repeating the same movement</p> <p>— Encourage children to practise letter shapes as they paint, draw and record, for example the sun or caterpillars, and as they write, for example, their names, the names of their friends and family or captions</p> <p>— Encourage children to hold pencils and small tools efficiently</p> <p>— Provide a variety of writing tools</p>

		and paper, indoors and outdoors _ Provide opportunities to write purposefully by, for example, placing notepads by phones or making a reservation list in the café
Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed	Osman was writing a caption to put next to the felt-tip pens he had just tidied. He found the packet and wrote 'felt tip pens' on the piece of card he had chosen.	Give children extensive practice in writing letters, for example labelling their work, making cards, writing notices _ Continue writing practice in imaginative contexts, joining some letters if appropriate, for example 'at', 'it', 'on' _ Intervene to help children hold a pencil effectively _ Use opportunities to help children form letters correctly, for example when they label their paintings

Objectives - Key Stage 1

- To hold a pencil comfortably and correctly.
- To develop a legible style of handwriting.
- To write from left to right and top to bottom.
- To start and finish letters correctly.
- To develop control over the regularity of size and shape of letters.
- To leave regular spaces between words.
- To write upper- and lower-case letters correctly.
- To develop knowledge of letter formation to join letters in words, e.g. writing patterns and letter strings.
- To understand that clear and neat presentation is important to communicate meaning.

Handwriting activities should take place at least three times per week in key stage one and be related to spelling words accurately as soon as possible

Objectives - Key Stage 2

- To continue to develop a legible style of handwriting in both joined-up and printed styles.
- To develop greater fluency and control.
- To use different forms of handwriting for different purposes, e.g. a neat hand for finished work, print for labelling maps and a swift script for notes.

Handwriting activities should take place at least two times per week in years three and four, and three for children who need their handwriting repaired, and be related to spelling words accurately

Handwriting is a good homework activity - it is easy for parents to fulfil and supervise, and as it will need observation, is good for the home - school - pupil partnership

Early Handwriting Skills

It is important that children begin to develop the correct handwriting habits very early on.

Our children are taught to:

- hold their pencil correctly
- develop left to right and top to bottom orientation
- form letters correctly as soon as their fine motor skills are sufficiently developed.

These correct habits are encouraged, reinforced and built upon throughout the school, not only when lessons concentrate on specific handwriting skills but through written work across the Curriculum.

As some children have their first introduction to handwriting at home and/or at pre-school, samples of our chosen style, with advice to parents on letter formation, are sent home.

Provision and Practice

It is important that children take the necessary time and care with their handwriting in the early stages, so that correct habits are formed, otherwise the style will degenerate and legibility will suffer. Early experiences will be provided for orientating letters correctly on the line beginning in the last term of reception.

The agreed outline of current provision and practice within the school is that the cursive foundation hand is adopted throughout the whole school. Progression through the stages will depend on the ability of the child.

The Preparatory Cursive Alphabet is developed in Reception. The Cursive Foundation Hand Alphabet is adopted in Year 1 by those children whose fine motor skills are suitably advanced. This is continued in Year 2. These children begin to form joined-up writing patterns and letter strings. The Cursive style will be introduced gradually in Key Stage 1. This joined-up handwriting style will continue to be developed throughout Key Stage 2.

There is a minimum half an hour concentrated period of handwriting teaching and practice per week, depending on the age, ability and needs of the children. KS1 may need more practice to embed good letter formation.

Much of the work undertaken by the children from Reception to Year 3 will be written in pencil. However:

- children should have the opportunity to write with a variety of pencils and felt-tipped pens, though the latter are used at the teacher's discretion
- during Year 4, handwriting pens are introduced and continue to be used in Year 5 and 6
- these pens could be introduced in year 3 where appropriate
- the use of ballpoint pens is not allowed in school

Cursive handwriting by teachers, on display to the children, should take on the style of the Cursive Foundation Hand. In the early stages, letters should be taught by grouping them in the way they are formed, e.g. a, o, c, g, d, etc. Printed capital letters are taught. Children should be encouraged to leave the correct spacing between words.

When demonstrating patterns or letters, which are made in the air, it is important for the teacher to face the children and reverse the letter so that the children are 'seeing' the correct letter formation. Alternatively, the teacher may demonstrate with his/her back to the class. Any visual demonstration should be accompanied by oral instructions, e.g. over the top, round, up, down and flick.

The teacher should ensure:

- the child has a clear space to work in
- the child is sitting comfortably and at a table of a suitable height
- the child has both feet on the floor
- the child is holding their work still
- is not 'shadowing' the work
- the free arm is resting on the tabletop holding the paper/book steady
- the child is holding the pencil/pen correctly
- left-handed children are seated with other left-handed children or at the left-hand side of the writing table
- a note is kept of all left-handed children so that the above is facilitated
- extra support and/or allowances are made for children whose physical disabilities affect their handwriting.

Children should be encouraged to develop an awareness of space and layout from the earliest stages, thinking about the placing of headings, margins and the look of the text on the page. Later, during Key Stage 2, pupils should consider the effect of different computer-generated font styles and layout formats to create special effects for different purposes.

General

When marking children's work and writing comments in books, teachers adopt the style, in which the children are taught to write. This also applies to teachers writing on the whiteboard. This will meet the expectations in handwriting for that year group.

Display writing throughout the school will include print, the taught handwriting style and computer-generated writing.

Assessment of Handwriting

Assessment will be continual and based on the class teacher observing, in the early stages, how the children are forming their letters and, later, by monitoring handwriting style and presentation and taking appropriate action on an individual basis as necessary. Progress and continuity is provided by following the Cursive style, supplemented with the child's own activities when appropriate.

Good writing is based on a

pattern of ovals and parallel lines. *oioioioioio*

2. All small letters start from the join at the bottom. *a b m c s*

m h n a d f t

3. All the down strokes are parallel.

4. All similar letters are the same height.

r o n c e u l h b k d

minimum

5. All down strokes are equidistant.

6. By the end of middle years, the space between words

is the width of the small letter o. *wil l o y o u o b e o m i n e*

7. Ascenders and descenders are no more

than twice the height of small letters, preferably less. The letters t and f

are "three-quarters" the height. *h g l p d*

8. Capital letters are no higher

Ch Br Dl Ph

than the ascenders, preferably less.

9. Lines of writing are far enough apart for ascenders and descenders not to touch.

you go joy get pit
home back doll

10. Letters which finish at the top join horizontally.

o r v w l f

11. Letters which finish at the bottom join diagonally.

12. Letters which finish on a stroke moving left, are either looped or in the case of p, b and s they join

diagonally. *b g j p s y*

Handwriting is all about making the pen or pencil do what you want it to - being in control of it.

- Sit comfortably, back straight - not bent over the page
- Angle the paper slightly to the left (right for left-handers)
- Balance the pencil between thumb and first finger
- Rest the second finger underneath
- If struggling with this, try holding the pencil a little higher up
- Still a problem? Use a tripod (three sided) pencil or pencil grip
- Don't give up on this - children who learn to hold their pencils in different ways find it extremely difficult to change their grip later