

Shalom Noam Primary School

Handwriting Policy

April 2021

**Shalom Noam Primary School Handwriting Policy**

The skill of handwriting needs to be taught. It is not a natural skill that will grow and develop like speaking or walking. Handwriting is a motor activity. A movement stored in the body rather than in the conscious memory. Our hands and fingers control the movements involved in handwriting. It is in our hands that the kinaesthetic memory lies. This controls the direction and shape of each letter. An effective handwriting policy is based on a style that is quick and easy to learn. It should be neat, legible and fast. Pupils should eventually develop the ability to produce letters without thinking. Effective teaching of handwriting can only be achieved through modelling. Teachers must demonstrate letter formation and joins regularly and children must practice by carefully copying and repeating. It is important to observe children writing to ensure they are forming letters correctly.

**Handwriting Principles:**

* Handwriting should be taught explicitly, in short, frequent sessions. It should be modelled by the teacher then supervised.
* Children should be self/peer assessing, looking for consistency.
* From reception, pupils should be practising on the lines they are going to use in their writing books.
* High expectations of writing are needed. Children need to repeat work that is not satisfactory.
* Teachers need to model good handwriting at all times, e.g. when writing on the whiteboard and when marking books.

**EYFS**

Handwriting in the Foundation Stage. Good handwriting relies on secure motor control and hand-eye coordination. Children in the Foundation Stage should learn handwriting through movement with the actual writing of letters as the ultimate aim.

Children will:

* Engage in activities requiring hand-eye coordination
* Use one-handed tools and equipment
* Draw lines and circles using gross motor movement
* Manipulate objects with increasing control
* Begin to use anticlockwise movement and retrace vertical lines
* Begin to form recognisable letters
* Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed

**Nursery**

Pre-writing stage:

* patterning
* experimenting with different materials and write on

**Reception**

* Individual letter formation based on Read Write Inc with a “lead out”
* Word formation based on letter groups based on Read Write Inc
* Form lower case and capital letters correctly

**KS1**

*10 minutes a day in handwriting books equivalent to one lesson a week*

**Year 1**

Year 1 pupils should be taught to:

* Sit correctly at a table, holding a pencil comfortably and correctly (tripod grip)
* Begin to form lower-case letters in the correct direction, starting and finishing in the right place with a ‘lead in’ and ‘lead out’
* Form capital letters
* Form digits 0-9
* Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.
* Form lower case letters of the correct size relative to one another.
* Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
* Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
* Use spacing between words that reflects the size of the letters.

**Year 2**

* Taught to write with a joined style as soon as they can write letters securely
* Form lower-case letters of the correct size relative to one another
* Introduce joined up handwriting by using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left not joined
* Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
* use spacing between words that reflects the size of the letters.
* Practise correct letter formation frequently
* Taught to write with a joined style as soon as they can write letters securely

**KS2**

**Years 3 and 4**

**Children should be taught**

* Approximately half an hour a week should be dedicated to improving handwriting with the aim of increasing fluency.
* Increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.
* To follow cursive script as shown below.
* Pupils should be using joined handwriting throughout their independent writing.

**Year 5 and 6**

* write legibly, fluently and with increasing speed by:
* choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
* choosing the writing implement that is best suited for a task
* Teacher to identify children with poor handwriting and an intervention group arranged.

**Supporting individual children: -**

* Children should be encouraged to use the correct pencil grip and sit with a good posture.
* Left handed children should sit to the left of right handed children to avoid their writing arms from bumping each other. The angle of the paper depends on the handedness of the pupil. Left-handers should sit with their body and paper at a slant to the right. This enables them to see their pencil tip, prevents them smudging their work with their writing hand and allows the pencil to move more freely. A left-hander may also benefit from holding the pencil higher up.
* Some children with specific difficulties may benefit from using a sloping surface and special equipment e.g. triangular pencil grip for a short period of time.
* It is important to use appropriate writing materials at each stage of writing development.
* A sharp pencil is essential for all early handwriting activities.
* Children need to see good examples of handwriting in classroom displays.

Planning and Resources at Noam, we will teach the children to write using an individual scheme developed for our children.



