



**Newall Green
Primary School**

Aiming High To Reach Our Goals

Firbank Road, Newall Green, Wythenshawe, Manchester, M23 2YH
Tel: 0161 437 2872 Fax: 0161 436 2178 www.newallgreen.manchester.sch.uk



Handwriting Policy

"Aiming High to reach our goals"

Approved by: Mrs R. Perry
HoS

Date: 08.05.19

Last reviewed on: 08.05.19

Next review due by: May 2022

NEWALL GREEN PRIMARY SCHOOL HANDWRITING POLICY

Aims

- We aim for all of our children to write with fluent and legible joined handwriting.
- Children are aware that writing is produced for another to read and are made aware of the purpose for their writing and the audience.
- Correct letter formation is a priority.
- We have high expectations for the presentation of written work and encourage our children to achieve the maximum possible marks for handwriting in written assessments.

Foundation Stage

Children are taught a variety of strategies to develop gross motor control prior to formal handwriting, using the curriculum map for guidance (*see Appendix A*). They then move on to developing letter shapes using gross motor movements with the accompanying vocabulary of movement. Children are taught good gross and fine motor control, recognition of pattern, language to talk about shape and movements and the main handwriting movements involved in the three basic letter shapes. Children are introduced to patterns which build on the three basic letter shapes (l, c and r). They make patterns using a variety of media and activities. Dexterity is developed through these activities. A variety of activities are available for the children to encourage practising writing through play with a variety of writing tools and surfaces. Children are introduced to paper and then lined paper for writing letters on. Handwriting will be taught formally when a child is ready.

School Handwriting Style

The school uses the cursive style of writing. We follow our own scheme and each key stage follows the curriculum map (*see Appendix A*). This style is taught from the beginning in Foundation Stage although letters are not joined to begin with.

All adults who use handwriting in school for children to read will act as role models and use the school handwriting style, for example: writing on whiteboards; marking children's work; handwriting for display; scribing for children. Adults will model writing from left to right and will model how to begin writing on lines from the left-hand margin. Once the children are confident to use cursive letter formation; proficient writers in the Upper KS2 may begin to develop their own cursive style of writing at the discretion of their teachers.

Foundation Stage

In phase two of Letters and Sounds children begin to identify letter shapes and practise manipulating magnetic letters and boards. Children's capacity to write letters at this phase depends on their physical maturity. Some children will be able to write all the letters in a range of media, correctly formed. Most children should be able to form the letters correctly in the air, in sand or using a paint brush and should be able to control a pencil sufficiently well to write letters such as l, t, i well and h, n, m reasonably well at the end of this phase. The teachers will begin to model the cursive letters in Step 1 (*See Appendix A*), by the end of the phase if appropriate.

By the end of phase three children should be able to write each letter correctly when following a model. By the start of phase four they should be able to represent each of 42 phonemes by a grapheme. At the end of phase four they should be able to write each letter, usually correctly.

Year 1 and Year 2

By the end of phase 5, year 1, children should be able to form each letter correctly.

Phase 6. Children gain independence and need strategies to help them attempt spellings they are not sure of as they are writing without interrupting the flow of their composition. Children are taught how to proofread their work as part of the writing process. This is modelled for them by the teacher for spelling or typographic errors. This process continues throughout the rest of the school.

Joining up writing

As soon as children are secure with letter formation they will be introduced to the pre-cursive style. Children are taught the correct joins by teacher demonstration, explanation and practise. Children are supervised in handwriting lessons so that misconceptions may be quickly corrected.

Using our adopted handwriting scheme, children as early as Year 2 may begin to join up their handwriting.

Posture

Staff ensure that children have a good sitting posture when writing. Children are taught to hold the paper with their non-writing hand to steady the paper. Children are taught to slant their page appropriately and according to handedness.

Grip

In order to develop a fast and fluent style, children need to learn to hold a pencil with the correct grip. This should be relaxed but allow good control over the pencil. If they grip too tightly they will tire quickly and will not achieve a free-flowing movement. The correct grip will be between the thumb and forefinger with the pencil resting on the third finger. Children are taught the correct grip and children who find this difficult may be given a special pencil grip to help them.

Left-handed children

At least 10 percent of the population is left-handed – a slightly higher proportion are males. Writing from left to right is more difficult for left-handed children. All of the activities for developing letter formation are modelled specifically for left-handed children. Left handed children are placed so that they are next to each other or on a corner of a table to avoid knocking elbows with right-handed children. They are taught to slant their work appropriately and to hold the pencil with the correct grip. This avoids the danger of smudging their work.

Resources

Younger children may practise writing on a variety of lined paper or whiteboards as well as worksheets and the media/activities described above. HB pencils are used for writing. Younger children or those with difficulties with their grip will use learner pencils which are fatter and may be triangular. Some children will have grips attached to their pencils. Older children may use handwriting pens or ink pens and use their whiteboards and exercise books to practise their handwriting. There will be a minimum of 2 teacher-led handwriting session per week.

Developing speed and accuracy

As children progress through the school they are expected to produce longer pieces of writing across the curriculum and therefore need to improve speed and stamina. This is practised through a variety of activities including dictation and timed writing activities.

Using Pens

In key stage 2 when children are able to write neatly in fluent, legible and even-sized joined writing in the school handwriting style consistently over a period of time they are awarded a handwriting pen. The child writes on a certificate which they then take to a member of senior management to confirm they can be awarded a handwriting licence. They are also given a certificate and their achievement celebrated on a display.

Special Educational Needs

Children with SEN may have a provision for handwriting as part of their School or Class Action Plan. The SENCO may advise staff who work with individual or groups of children who have specific needs or difficulties with handwriting.

Interventions

Children who need extra practise with handwriting may be taught outside the classroom by a teaching assistant or other trained adult. This work will be targeted specifically to the child's needs using a variety of the activities outlined above. Some children may be given extra handwriting practise for homework and parents may be actively involved in helping or encouraging their children in this. In KS1 the clever fingers intervention builds up fine motor skills and hand muscles.

Handwriting for different purposes

The expectation at NGPS is that the style of a child's handwriting is consistent across every subject and for every genre. Children write in a variety of exercise books and on a variety of paper. Lined exercise books may have wider spaced lines in the infants with lines becoming closer together in Key Stage 2. Maths books are squared with the squares becoming smaller in Key Stage 2. Children will write on a variety of different papers for different publishing purposes across the curriculum, eg. plain or coloured paper for producing booklets, leaflets. Children are taught to vary the font and presentation of their work for different purposes and genres.

Curriculum Map for Handwriting

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Opportunities provided throughout the year to develop large and fine motor skills.					
Reception	Work on correct pencil grip throughout the year					
	Printing Demonstration of letter shapes and correct formation to be introduced through phases work as each 'set' of sounds are taught.	Printing Focused handwriting Correct letter formation of lower case letters		Cursive Introduction of cursive letters where the formation matches the printed letter.	Cursive Introduction of other cursive letters if appropriate.	
Year 1 (spelling of common exception words covered in handwriting sessions)	Work on the size of lower case and capital letters in relation to each other throughout the year.					
	Cursive Step 1 (individually in words and sentences)	Cursive Step 2 (individually in words and sentences)	Cursive Step 3 (individually in words and sentences)	Cursive Step 4 (individually in words and sentences)	Cursive Step 5 (individually in words and sentences)	Cursive Step 6 (individually in words and sentences)
Year 2 (spelling of common exception words covered in handwriting sessions)	Revise Cursive Steps 1 and 2 (individually in words and sentences)	Revise Cursive Steps 3 and 4 (individually in words and sentences)	Revise Cursive Steps 5 and 6 (individually in words and sentences)	Cursive Step 8 and 9 (capital letters)	Cursive 10 and 11 (capital letters)	Cursive Step 12 (Capital letters)