

Edale Rise Primary and Nursery School

Handwriting Policy

Rationale

All children need to learn to write legibly, fluently and with reasonable speed without the need to think about the formation of letters so that they can focus on composition. Although it is only one aspect of the writing process, we recognise it as an important skill.

Aims

- To provide regular, systematic teaching of handwriting.
- To enable children to write in a clear, legible style where some or most letters are joined. Children must be able to do this to achieve the Year 6 standard and cannot achieve “greater depth” without fluent, joined writing
- To ensure that letters are correctly formed so that children can write quickly and fluently.
- To use a comfortable and efficient pencil grip.

The agreed font for the initial teaching of handwriting in this school is the ‘Nelson pre-cursive’ script.

Foundation Stage:

Opportunities for children to develop fine and gross motor skills will be given through a mixture of direct teaching and play-based activities. Later in the Key Stage, the correct sequence of movements will be taught alongside the letter sounds and names during whole class phonics and discretely during small group writing activities. Children will also be given regular opportunities for writing their own names.

Key Stage 1:

Specific handwriting skills will be taught daily in whole class sessions lasting 15 minutes, based upon the Nelson ‘Developing Skills’ programme, using a lined Handwriting Book and a pencil. Where necessary, children may need to be given direct teaching or assistance with the development of their fine and gross motor skills, for example, in an intervention group.

Key Stage 2:

All classes will follow the programme set out in Nelson ‘Developing Skills’, with plans to teach handwriting daily in Years 3 and 4 and 5 using the Purple Handwriting Books and Handwriting pens. Handwriting sessions will last for 15 minutes. Year 6 will practise handwriting in Autumn 1 for 15 minutes per day and then handwriting practice will be according to need. Children will have some direct teaching and regular opportunities to practise and develop a clear, fluent style, adapted for different purposes:

- Neat, legible, fluent and joined handwriting for finished, presented work;
- Faster script for notes
- Printing for labelling maps and diagrams

By Year 6, if children have a clear, fluent style with correct letter formation and orientation, then direct handwriting teaching may not be required on a weekly basis, at the discretion of the class teacher.

General points:

- All teaching staff will use a consistent approach, based on the ‘Progression of Handwriting Skills’ (Appendix 1) and will use the agreed font.

- Teachers and support staff should closely supervise children practising letter formation to prevent bad habits from forming e.g. starting at the wrong point, incorrect pencil grip.
- Children should begin to join their writing when they can form letters correctly and can communicate simple ideas in writing.
- Special attention should be given to left-handed children, children with poor hand-eye coordination and those who need to strengthen or loosen their grip.
- It is recognised that some children will require extra help including but not exclusive to: activities to develop fine and gross motor skills, bigger lines to write on, pen or pencil grips and/or Specialised Handwriting Pens.

Review:

This policy has been agreed by the whole staff and will be reviewed and changes agreed every year.

Appendix 1: Progression of Handwriting Skills

	Objectives / Skills
Pre NC	<ul style="list-style-type: none"> • To have a preferred hand and develop a comfortable and efficient pencil grip. • To produce a controlled line which supports letter formation. • To write letters using the correct sequence of movements, with flick finishes. • To learn the sound and name of the letter alongside the letter formation to give them a broad, solid foundation of knowledge of letters. • To begin to differentiate between upper and lower case letters. • To begin to write from left to right

Level 1	<ul style="list-style-type: none"> • To practise handwriting in conjunction with spelling and independent writing. • To begin to develop a knowledge of where letters are positioned on a line through the use of line guides and lined paper when appropriate. • To learn the correct formation of capital letters alongside lower case letters. • With support, to begin to form letters correctly, with correct orientation • To leave spaces between words
Level 2	<ul style="list-style-type: none"> • To form letters correctly, although with occasional inconsistencies in orientation and size • To form letters with appropriate ascenders and descenders • To consolidate formation of upper case letters alongside lower case letters. • To begin using and practising the four basic handwriting joins. • To practise handwriting in conjunction with phonic and spelling patterns.
Level 3	<ul style="list-style-type: none"> • To form upper and lower case letters correctly, in terms of orientation, size and position on the line. • To develop styles of writing for different purposes: <ul style="list-style-type: none"> ▪ Legible, neat script for presented work ▪ Rapid writing for note taking ▪ Printing for labelling maps and diagrams • To continue to use and practise the four basic handwriting joins. <ul style="list-style-type: none"> ▪ diagonal joins to letters without ascenders, e.g. ai, ar, un; ▪ horizontal joins to letters without ascenders, e.g. ou, vi, wi; ▪ diagonal joins to letters with ascenders, e.g. ab, ul, it; ▪ horizontal joins to letters with ascenders, e.g. ol, wh, ot.

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