



HANNAH MORE
PRIMARY SCHOOL

Policy Title: Handwriting Policy

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Signed by the Headteacher:

Policy Structure:

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2. *Teaching time*
3. *Models of Handwriting*
4. *The four joins*
5. *Break letters*
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1. Aims

1. To know the importance of clear and neat presentation in order to communicate meaning effectively
2. 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

2. Teaching time

There should be a **minimum** of 2 x 20 minutes handwriting lessons each week as well as time to practise.

Children who find handwriting difficult should be targeted for daily intervention.

3. Models of Handwriting

Hannah More Primary School uses the Nelson Thornes Handwriting Scheme with the following letter formation:

Lower case letters

abcdefghijklmnopqrstuvwxyz

Capitals

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

Numbers

1 2 3 4 5 6 7 8 9 0

4. The Four Joins

1. to letters without ascenders
2. to letters with ascenders
3. horizontal joins
4. horizontal joins to letters with ascenders

abcdefghijklmnopqrstuvwxyz

5. The Break Letters (letters that aren't joined **from**) are:

b g j p q x y z s

See appendix 3 for examples of the break letters

NB children must be taught individual letters first so that they see them as individual units BEFORE learning to join.

6. Paper

As motor skills increase then the size of writing should decrease. Children should start writing in A4 plain books then as their handwriting improves lined exercise books should be introduced.

7. Reception

All children should write in A4 books. These books should have pencil lines drawn on before the children write. These lines should be well spaced (about 2cms apart).

8. Year 1

Children should start the year as above. *When they are ready* they should move on to wide lined exercise books. Handwriting books should be introduced at the appropriate time.

9. Year 2

The majority of children should be ready to start the year in narrow lined books. For some children they will need to continue on wide lined books until ready and for a small number of children, particularly those with SEN) it may be necessary to use an A4 book.

All children should be allowed to use unlined paper *from time to time* so that they can practise to apply skills and consider issues of presentation and aesthetics.

10. Teaching Sequence

- Hand and finger strength
- Physical preparation
- Tracing
- Patterns
- Over teacher's writing (highlighter)
- Under teacher's writing (directly under words – write in large letters, leave large spaces between words)
- Independence

For the order of teaching letters and joins see Appendix 2

11. Techniques for teaching letter formation

- Model good handwriting all the time
- Demonstrate
- Talk through the process
- Encourage children to verbalise the process
- Children form letters in the air
- Finger trace over tactile letters
- Write over highlighter pen (or dotted letters)
- Draw round templates
- Write in sand with finger or stick
- Write with chalk on chalkboard
- Wax resist letters
- Form letters with pegs on pegboard
- Form letters with beads in platicine
- Finger trace the outline of letters on the back of the person in front of you

12. Getting ready to write

Seating and posture

- Chair and table should be at a comfortable height
- The table should support the forearm so that it rests lightly on the surface and is parallel to the floor
- Encourage children to sit up straight and not slouch
- The height of the chair should be such that the thighs are horizontal and feet flat on the floor
- Tables should be free of clutter
- Rooms should be well lit
- Left handed pupils should sit on the left of their partners

See appendix 1 for warm up exercises.

13. Pencil grip

- Children should write with a pencil (or pen when introduced) with a rounded nib. 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 very important that a right handed child is NOT seated on the left hand side of a left handed child as their elbows will collide!

Please refer to Nelson Handwriting Teacher's Book p10 for further information

14. Using a pen

Children will be rewarded with a handwriting pen in KS2 and a sparkly pencil in KS1 when they demonstrate that they can join their letters correctly and present their work neatly (both in handwriting books and Literacy/Topic/Numeracy books). A pen/sparkly pen licence will be awarded in achievement assembly. The rewarding of a pen/sparkly pencil is at the class teacher's discretion and can be taken away if a child's handwriting becomes messy and/or poorly joined.

15. Assessment

Phase leaders in team meetings and senior leaders should monitor children's writing and presentation in books regularly (at least termly). 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?
- Is the writing properly aligned?
- Are the writing standards achieved by the majority of pupils in line with the Level Descriptors in the National Curriculum?

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 reversed or inverted?
- Does the child write fluently and rhythmically?
- Is the writing easily legible?
- Is the pupil's handwriting development in line with the Level Descriptors in the National Curriculum.

16. Links to spelling

Linking handwriting with spelling is one of the most powerful ways of developing the visual memory. Handwriting should be practised using letters, blends, strings or digraphs so that patterns are internalised.

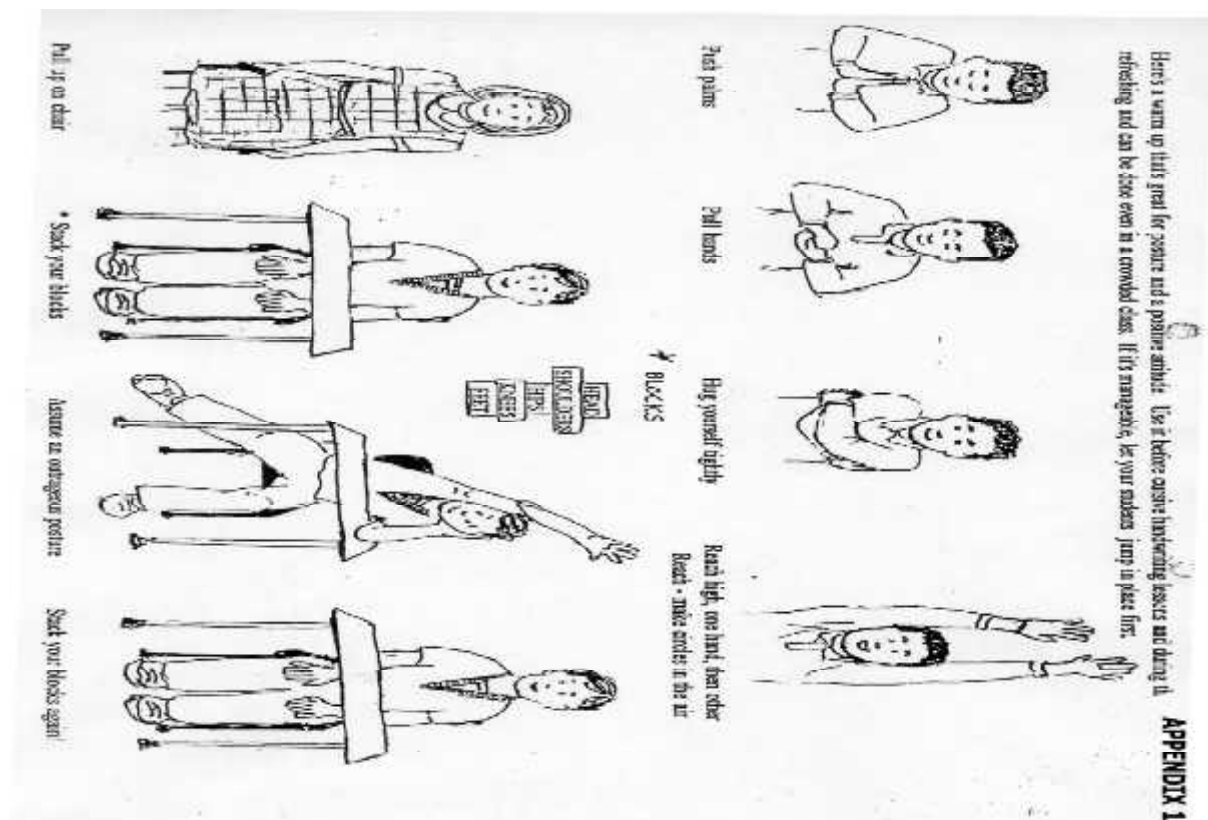
Remember to use: **Look – Say – Cover – Write – Check**

The child:
 Looks at the word carefully
 Says the word
 Covers the word so that it can't be seen
 Writes the whole word from memory
 Checks the word is written correctly
 If not, repeat.

17. Resources

Nelson Thornes Handwriting Teacher's Book
 Nelson Thornes Handwriting text books and workbooks

18. Appendices



APPENDIX 2

Order of teaching

Single letters (YR and Y1)

- c a d g q o
- e s f
- i l t
- u y j k
- r n m
- h b p
- v w x z

Supporting activities

- tracing patterns
- tracing
- copying over (letters, numbers and words)
- copying under (letters, numbers and words)

Joins Y2 (going into Y3)

Introduction of the four handwriting joins

- First join; un um ig id ed eg an or ing ung
- Second join; ch sh th tl ll ill sli slu ck ack st sti ink unk
- Third join; od pg re ve oon oom
- Fourth join; wl vl of ff fl flo
- Practise the break letters b p g q y j z
- Practise capital letters

Supporting activities

- Match and copy captions
- Trace and copy patterns
- Copy words
- Copy sentences

- Write out menu
- Copy poem
- Alphabetical ordering

See Nelson Handwriting Teacher's Book p30 for learning outcomes and further information)

Joins Y3 (going into Y4)

Revision

- Practise the break letters b p g q y j z
- Practise capital letters

See Nelson Handwriting Teacher's Book p30 for learning outcomes and further information

Further practise of the four handwriting joins

- in ine
- ut ute
- ve vi
- ok oh
- sh as es (practising two ways of joining the letter s)
- ri ru ry (practising joining from the letter r)
- oa ad as (practising joining to and from the letter a)
- ee ea ed (practising joining from the letter)
- ow ov ox (practising joining from the letter o)
- ky hy ly (practising joining to the letter y)
- ha ta fa (practising joining to the letter a)
- od oo og(practising joining from the letter o)
- er ir ur (practising joining to the letter r)
- ai al ay
- o you oi
- re oe fe (practising the horizontal join to the letter e)

- fu wu vu (practising the horizontal join to the letter u)
- ot ol ok (practising joining to ascenders)
- ai al ow ol (practising all the joins)

Supporting activities

- copy words
- copy sentences
- copy poems
- match questions to answers
- copy jokes
- make and copy compound words

See Nelson Handwriting Teacher's Book p54 for learning outcomes and further information

Year 4

- ning ping ting
- oc od oo
- ake ome are
- fla flo fle
- who wha whe
- ie in il
- inly ky ny
- ap ar an
- ick uck ack
- practise writing with a slope
- he
- we
- re
- fte fir fin
- wra wri kni (silent letters)

- ii ll tt rr nn mm cc oo dd ss ff ee
- ew ev ex (spacing)
- th ht fl (proportions)
- ac ag af
- Capital letters
- Decorated capital letters
- Practising with punctuation ! ? – “ “ , ‘

Supporting activities

- Copy words, sentences, poems
- Trace and copy
- Copy tongue twisters
- Copy instructions

See *Nelson Handwriting Teacher's Book* p78 for learning outcomes and further information

Years 5 and 6

- Practise consistency and size of letters
- Practising using a diagonal joining line
- Practising leaving an equal space between letters
- Practising joining to the letter y
- Practising using a horizontal joining line
- Practising the size and height of letters
- Practising joining from the letter i
- Practising joining to and from the letter v
- Practising consistency in forming and joining letters
- Practise speedwriting
- Practising crossing double tt on completing the week
- Practising joining to and from the letter e
- Practising joining to and from the letter w
- Practising printing

- Practising drafting and editing
- Practising joining to the letter t

See Nelson Handwriting Teacher's Book p102 for learning outcomes, activities and further information

- Ensuring letters are consistent in height and size
- Practising with punctuation
- Practising break letters
- Practising joining from the letter m
- Ensuring the ascender on the letter t is the correct height
- Practising spacing within words
- Developing fluency
- Practising printing
- Practising forming and joining the letter f
- Practising presentation
- Practising printing
- Practising speed writing
- Revision
- Looking at different handwriting styles

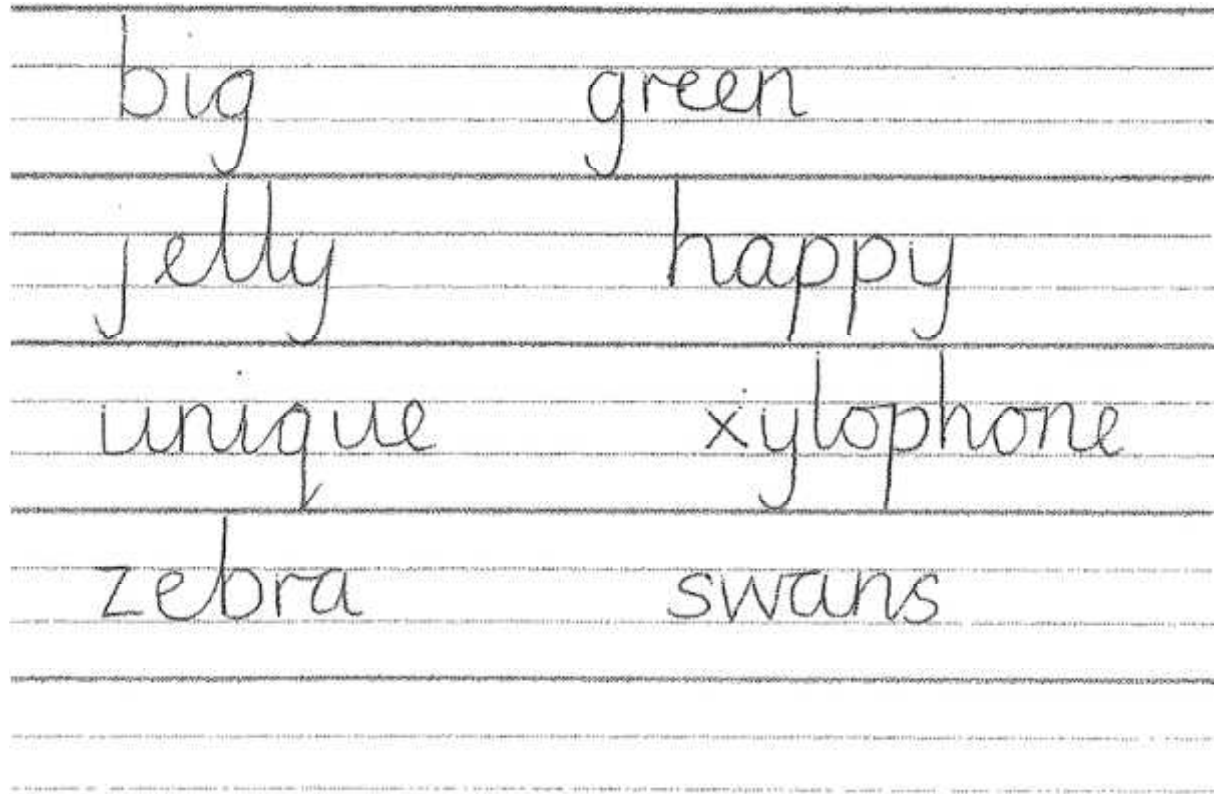
See Nelson Handwriting Teacher's Book p126 for learning outcomes, activities and further information

- Revision of all skills

See Nelson Handwriting Teacher's Book p150 for learning outcomes, activities and further information.

APPENDIX 3

Examples of the break letters



APPENDIX 4

Examples of the joins

I fell asleep in class
today
as I was awfully bored
I laid my head upon
my desk
and fell asleep and snored