



St. Margaret's C of E Primary School

Handwriting Policy

Written: January 2022

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Head Teacher's signature

Chair of governor's signature



Loving God - Serving Others - Fulfilling our Potential

Handwriting Policy 2023

INTRODUCTION

Legible, well-formed handwriting with good presentation provides ease of communication both to the writer and to the readers. Children learn most effectively from the example set by their teachers and from the way in which members of staff write on the interactive whiteboards, on displays, in children's books, on notice boards, or anywhere around the school and therefore it is important that high standards in this respect are maintained.

AIMS AND OBJECTIVES

In teaching writing, we aim for pupils to write with confidence, fluency and accuracy; to enjoy writing for themselves and others; and to obtain satisfaction from their handwriting efforts. We therefore aim to teach the children in their handwriting to produce fluent joined-up handwriting; forming lower and upper case letters and numbers accurately and producing well-presented work.

Our objective is to develop pupils' skills in accordance with the requirements of the National Curriculum, within an integrated programme of writing, reading and speaking and listening, where each element of language is interdependent and interrelated, and where each child progresses according to his or her ability.

STRATEGIES FOR TEACHING HANDWRITING

EARLY STAGES

From nursery onwards activities are introduced to encourage pre-writing skills and to develop correct letter formation.

PRE-WRITING STAGES

These include developing pencil grip, handedness, seating position, mark making, circular scribbles, dots, horizontal and vertical marks, outline, downward strokes, clockwise and anticlockwise lines and diagonals.

PENCIL GRIP

Although people write using a variety of finger positions, there is a standard grip which will make pencil control easier and writing more comfortable. This involves holding the pencil between the thumb and index finger and resting the pencil on the middle finger for stability. The fingers should ideally be placed half an inch from the point. Pencil grips and different size/shape pencils may be used to support this.

LEFT HANDEDNESS

Left handers may have difficulties when they are learning to write, since they cover what they have written as their hand moves over the page. This can be overcome by holding the pencil slightly further from the point; or by turning the paper to an acute angle; or by moving the paper to the left of the child since this will prevent the child from having to work across their body as they write. With left and right handers, the non-writing hand steadies the paper.

ORGANISATION FOR TEACHING

NURSERY:

In Nursery, handwriting opportunities are available in the environment (both inside and outside) daily and there is a wealth of activities to support their fine and gross motor skills rather than it being taught discretely. Children in Nursery work closely with their key workers and are encouraged to participate in tasks that will help their motor skills e.g. sweeping, digging and painting. This continuous provision ensures a multisensory approach to handwriting and mark making.

RECEPTION:

In Reception, handwriting will be taught daily for ten minutes. The continuous provision will ensure that motivating, multisensory mark making opportunities are available, in relevant contexts, within the classroom and garden. A variety of media will be accessible at all times. Large scale horizontal and vertical mark making will take place in the garden and in the classroom environment.

The daily phonics program (Read Write Inc.) introduces a sound and provides a role-model for the correct letter formation. Children practise correct letter formation as part of their daily Speed Sounds Lesson. We use the rhymes to help children visualise the letter before they write it down (see appendix). In the 'Write the letters' activity in the lesson, children practise saying the handwriting phrase and the sound as they form the letter in the air and then write the sound on paper. Children need to practise handwriting under the guidance of a teacher so they do not develop habits that will be difficult to undo later.

Do not start writing until the children are ready in the correct position.

Key Stage 1:

In Key Stage 1, handwriting is taught directly for at least 10 minutes per day as a whole class, group or individual activity linked directly to their phonic input for the day. Handwriting within Key Stage 1, will also involve multisensory elements. Pupils will still have opportunities to practise large, gross motor movements for writing eg. standing up writing on a large piece of paper on the wall. Children in Key Stage 1 use blue pens for any handwriting activities.

From year 1 onwards, fully cursive writing is modelled by staff when writing and pupils are encouraged to use this from when this is comfortable/when unjoined cursive letters are formed correctly with lead-ins. There are numerous advantages to this script including more efficient use of movement, words treated as units rather than individual letters, gives space between words and letters, eliminates reversals, enables smoother flow which has the potential to be faster and earlier development of personal style, as well as helping the children with their spelling.



Key Stage 2:

In Key Stage 2, children practise their handwriting a minimum of 3 days a week. The children practise their handwriting skills in lined handwriting books, the line width being appropriate to the child's stage of development. Incorrectly formed letters are addressed by the teacher and these are then regularly revisited. Teachers should monitor the type of pen that the child is using and ensure that it is suitable.

Around the school learning environment, many different types of print will be used to show the richness of our society. We value both hand written and printed displays equally.

MULTISENSORY TEACHING

Multisensory teaching is essential when teaching handwriting to engage learning through more than one sense. We predominantly use our sense of sight and hearing but we also need to activate the sense of touch and movement to ensure that tactile, kinetic, visual and auditory memories are stored.

These multisensory handwriting activities could involve using:

- sand or rice trays
- air, back, palm writing
- shaving foam or cornflower
- carpet tiles or bumpy boards
- wooden, magnetic or foam letters
- whiteboards or interactive whiteboards
- large paper and thick pens on the wall or floor
- chalk on the playground or wall
- 'magic pencils'
- 'buddy backs'
- water and paintbrushes

SEND Provision

For children in our school with SEND, we have a range of techniques and resources to support them with their handwriting. The use of writing slopes, wobble cushions as well as a variety of pencils and pen grips are available for children that need them. We also highlight these children's handwriting books and English books to help them with their letter formation ensuring that they are an appropriate size and height. If we feel that further intervention i.e. occupational therapy is required then we would send a referral via the SENDCo or in Early Years the EYSENDCo.

Written: November 2016

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Handwriting phrases for helping your child to form letters

This works best if your child practises for a short time every day.

1. Show the picture side and air-write as you say the phrase.
2. Ask your child to practise in the air with you.
3. Using a sharp pencil and sat at a table, encourage your child to have a go.
4. Praise your child for their efforts.

- m Maisie, mountain, mountain
a round the apple, down the leaf
s slither down the snake
d round his bottom, up his tall neck and down to his feet
t down the tower, across the tower
i down the body, dot for the head
n down Nobby, over his net
p down the plait and over the pirate's face
g round her face, down her hair and give her a curl
o all around the orange
c curl around the caterpillar
k down the kangaroo's body, tail and leg
u down and under, up to the top and draw the puddle
b down the laces to the heel, round the toe
f down the stem and draw the leaves
e lift off the top and scoop out the egg
l down the long leg
h down the head to the hooves and over his back
r down his back and then curl over his arm
j down his body, curl and dot
v down a wing, up a wing
y down a horn, up a horn and under his head
w down, up, down, up
z zig-zag-zig
q round her head, up past her earrings and down her hair
x down the arm and leg and repeat the other side

