



# Saxilby Church of England School

## Handwriting Policy

### Handwriting Policy January 2016

This policy is underpinned by the Christian ethos and values of the school. At Saxilby Church of England Primary School we seek to support every individual to achieve their best and recognise that each one of us has our own talents which should be nurtured. The Christian values of courage, peace, compassion, forgiveness, friendship and trust are vibrant strands woven within the very fabric of this school's culture.

#### Aims and Objectives

- That children develop legible handwriting in both joined up and printed styles.
- That children understand that there are different forms of handwriting for different purposes.
- That children understand the importance of, and develop pride in, clear, neat presentation in order to communicate their meaning effectively.

In teaching handwriting we will

- Enable children to reflect on their progress.
- Build on the successful learning which children have already accomplished.
- Provide children with the best possible learning opportunities matched to their individual needs.

#### Roles and Responsibilities

##### Governors

- It is the Governors Responsibility to ensure that the school has a handwriting policy at the school.
- They should monitor its implementation through reports from the English subject leader
- The Governors should ensure that the Policy is reviewed at least every 3 years or more frequently if appropriate.

##### The Headteacher

- The Headteacher is responsible to ensure that a structured approach to the teaching of handwriting has a positive impact on children's learning
- The Headteacher should be responsible for the implementation of the policy and should monitor its implementation through regular scrutiny of children's work along with the Senior Leadership Team and the English subject leader for writing

##### The English subject Leader and the Senior Leadership Team

- The English Subject leader and the Senior Leadership Team are responsible for the effectiveness and implementation of the Handwriting Policy.
- It should form a regular part of their monitoring schedule

##### Teachers and Teaching Assistants

- It is the responsibility of the Teachers and Teaching Assistants to implement the Handwriting Policy and follow the identified guidelines.
- They should ensure that they provide appropriate time and guidance for children to develop their skills in handwriting
- They should provide work for scrutiny by the SLT and the subject coordinators

## Expectations and Progression

Progression of handwriting will follow the Nelson Scheme from Year 1

By the end of Reception year children will work through Read, Write Inc letter shapes and have been introduced to

- a comfortable and efficient pencil grip
- producing a controlled line which supports letter formation
- writing letters using the correct sequence of movements
- pattern-making and letter/number formation in various media
- placing letters on a line with correct starting point

## Key Stage 1

Detailed requirements for Years 1-6:

Programme of study (statutory requirements)	Notes and guidance (non-statutory)
<p><b>Key stage 1 Year 1</b> Pupils' writing during year 1 will generally develop at a slower pace than their reading. This is because they need to encode the sounds they hear in words (spelling skills), develop the physical skill needed for handwriting, and learn how to organise their ideas in writing.</p>	
<ul style="list-style-type: none"> <li>• Pupils should be taught to:               <ul style="list-style-type: none"> <li>• sit correctly at a table, holding a pencil comfortably and correctly</li> <li>• begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• form capital letters</li> <li>• form digits 0-9</li> <li>• understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</li> </ul> </li> </ul>	<p>Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided. Left-handed pupils should receive specific teaching to meet their needs</p>
<p><b>Year 2</b> In writing, pupils at the beginning of year 2 ... should be able to form individual letters correctly, so establishing good handwriting habits from the beginning.</p>	
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• form lower-case letters of the correct size relative to one another</li> <li>• 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</li> <li>• write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>• use spacing between words that reflects the size of the letters.</li> </ul>	<p>Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.</p>

Year 1:

Term 1: Develop a comfortable and efficient pencil grip.

To form lower case letters correctly.

Term 2: To practise handwriting in conjunction with spelling and independent writing, ensuring correct letter orientation, formation and proportion.

Term 3: To practise handwriting in conjunction with spelling and independent writing, ensuring correct letter orientation, formation and proportion.

Year 2:

Term 1: To learn, practise and consistently control the size and shape using the four basic handwriting joins:

- 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

Term 2: To use and practise the four basic handwriting joins:

- 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

Term 3: To use the four basic handwriting joins with confidence and use these in independent writing:

- 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

<b>Lower key stage 2 Years 3-4</b> Joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say.	
<b>Pupils should be taught to:</b> <ul style="list-style-type: none"><li>• use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li><li>• increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters</li></ul>	Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.
<b>Upper key stage 2 – Years 5-6</b>	
<b>Pupils should be taught to:</b> <ul style="list-style-type: none"><li>• write legibly, fluently and with increasing speed by:<ul style="list-style-type: none"><li>○ choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters</li><li>○ choosing the writing implement that is best suited for a task (e.g. quick notes, letters).</li></ul></li></ul>	Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task (e.g. quick notes or a final handwritten version). They should also be taught to use an unjoined style (e.g. for labelling a diagram or data, writing an email address, or for algebra) and capital letters (e.g. for filling in a form).

Here is a list of the letter sounds and their rhymes to help the children with writing letters at school.

a	Round the apple down the leaf (apple)
b	Down the laces to the heel, round the toe (Boot)
c	Curl around the caterpillar (caterpillar)
d	Round his bottom up his tall neck and down to his feet (dinosaur)
e	Lift off the top and scoop out the egg (egg)
f	Down the stem, and draw the leaves (flower)
g	Round her face down her hair and give her a curl (girl)
h	Down the head to the hooves and over his back (horse)
i	Down his body, and dot for his head (insect)
j	Down his body curl and dot (jack-in-the box)
k	Down the kangaroo's body, tail and leg (kangaroo)
l	Down the long leg (leg)
m	Down Maisie, over the mountain over the mountain (Maisie and mountains)
n	Down Nobby, over his net (football net)
o	All around the orange (orange)
p	Down his plait and around his head (pirate)
q	Round her head, up past her earrings and down her hair (queen)
r	Down his back, then curl over his arm (robot)
s	Slither down the snake (snake)
t	Down the tower across the tower (castle tower)
u	Down and under, up to the top and draw the puddle (umbrella)
v	Down a wing, up a wing (vulture)
w	Down up down up (worm)
x	Down the arm and leg and repeat the other side (Exercise)
y	Down a horn up a horn and under his head (yak)
z	Zig-zag-zig (zip)

Number formation practice: Practise writing smaller and smaller.

## Nelson letter formation – From Year 1 onwards

Letter formation as per the scheme is as follows:

### 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

### The Four Joins

1. to letters without ascenders e.g. in, am, on
2. to letters with ascenders e.g. ab, ch, il
3. horizontal joins e.g. o a, wo, og, wi
4. horizontal joins to letters with ascenders e.g. wh, ob, al

abcdefghijklmnopqrstuvwxyz

## Strategies for Teaching and Learning of Handwriting

Handwriting is taught using either whole class or group teaching according to the stage of development. The Nelson scheme is used as a resource and includes detail on posture, paper position, left handedness, pencil grip, letter formation and terminology. The children should be taught the skills of handwriting through the following developmental stages:

- The ability to produce writing patterns that are consistent in height and width.
- The ability to write each letter in print with reasonable speed, ensuring regularity of size and spacing.
- The ability to produce joined up writing (taught in a gradual process, using the Nelson scheme).
- An individualised style is developed, based on the Nelson scheme.

## Use of Pen/Pencil

Children should have a HB pencil, with a good lead and of adequate length. Pencil will be used at all times for Mathematics.

In years 3 and 4, when the class teacher considers a child's handwriting has developed adequately, it will be assessed against a set of criteria (see appendix 1). If it fulfils the criteria, a 'Pen Licence' will be awarded (appendix 2) and the child may then write in pen. This will be a black handwriting pen. The use of biro is not allowed. This pen will be used. Left handed pens will be used for those children is supports.



In years 5 and 6 all children are expected to use pen for the majority of their written work.

Each child will have a named pen.

## Teaching time

**KS1** There should be a **minimum** of 2 x 15 minute handwriting lessons each week as well as the time to practise. These lessons will be in addition to handwriting which is taught as part of RWInc or literacy lessons.

**KS2** There should be a **minimum** of 1 x 20 minute handwriting lessons each week as well as the time to practise.

## Differentiation and Special Educational Needs (S.E.N.)

Once identified, pupils with special education needs in writing will be assessed and the appropriate action taken, in line with the S.E.N. policy. Specific targets and strategies may be identified in a child's Individual Education Plan (IEP) to improve their handwriting.

(See SEN Policy)

## Assessment

Class teachers will assess children's handwriting through marking according to the learning objectives which have been shared with the children. Teachers will provide positive and constructive oral or written feedback including advice for further improvement.

## Monitoring

The effectiveness of this policy will be monitored by the Literacy Coordinator and the Senior Leadership Team through work-scrutiny.

## Appendix 1

### Pen Licence Checklist

To earn a pen licence, your writing in your literacy book (not handwriting book) must show the following:

<ul style="list-style-type: none"><li>• All letters are correctly formed (like in the Nelson Scheme)</li></ul>
<ul style="list-style-type: none"><li>• All short letters are the same size</li></ul>
<ul style="list-style-type: none"><li>• All ascenders and descenders are the right height/length</li></ul>
<ul style="list-style-type: none"><li>• All ascenders and descenders are vertical, not sloping</li></ul>
<ul style="list-style-type: none"><li>• All letters are joined correctly</li></ul>
<ul style="list-style-type: none"><li>• Capital letters are bigger than lower case letters</li></ul>
<ul style="list-style-type: none"><li>• Spaces between letters are the right size (not too squashed or stretched)</li></ul>
<ul style="list-style-type: none"><li>• Spaces between words are the right size (not too small or big)</li></ul>
<ul style="list-style-type: none"><li>• Date and title are underlined with a ruler</li></ul>
<ul style="list-style-type: none"><li>• Work looks neat</li></ul>

**Saxilby Church of England Primary School**



**Pen Licence**



Awarded to

.....  
Signed:

.....  
Date:

**Saxilby Church of England Primary School**



**Pen Licence**



Awarded to

.....  
Signed:

.....  
Date: