

SHANKLEA PRIMARY SCHOOL

Handwriting Policy

Policy Control Details			
Date policy approved:	September 2018		
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Approved for issue by:	Gareth Pearson	Signature	Date
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Shanklea Primary School: Handwriting Policy

Aim

The aim of this policy is for all pupils to develop a legible, fluent and fast handwriting style.

Style

Initially letters and numbers will be introduced according to the attached grid (Appendix A). The school will use a font to match with the Read Write Inc formation and to match the Joinit C6 font. Handwriting and letter and sound work will complement each other at the early stages.

Progression

Children should be allowed time to practise handwriting, simply concentrating on developing accuracy, fluency and speed without the distraction of composing text. The practice should be carried out frequently but not for long sustained periods of time. As a guide, twice a week would seem a reasonable amount, although some of the pupils may undertake this daily. As the children get older the number of sessions would reduce, but may be slightly longer. When the children are younger, activities may be more frequent but shorter.

In Pre-School, children will experience a wide range of early writing activities.

From 2018 in Reception, children should be taught correct letter formation in accordance with Shanklea's handwriting grid reinforcing the letters taught in RWI. These letters will include a cursive after flick corresponding with the RWI framework. During the summer term the pupils will be shown the "lead in" to most letters in readiness for joining in Year 1. They should be encouraged to sit in a suitable position when writing.

In Year 1, children will practise correct letter and number formation and be taught the basic letter joins.

By the end of Year 2, all children should have been taught all connections.

In Year 3, Children should be using these connections in most of their writing.

By the end of Year 4, all handwriting should be connected in every piece of work.

Pens

As the children progress through Year 4, they should begin to write in pen. At first in specific handwriting sessions and then as they become more accomplished, into a wider range of lessons. By Year 5, all children should be working in pen. Handwriting pens will be provided for the children to use. Children with specific needs may be provided with an erasable pen at the teacher's discretion if this better meets their needs. We will not be encouraging them to bring pens of their own into school.

Mathematics

An exception from writing in pen would be Maths, where the children may benefit from continuing to work in pencil due to the nature of the subject.

Personalised Style

As children grow older, they may choose to vary their style of handwriting slightly. Provided it is still connected, neat and legible, variation will be quite acceptable.

Patter

The way we describe the formation of letters to children is important and should be standardised within a handwriting policy. Shanklea pupils will be taught the appropriate patter from the Read Write Inc framework. This can help to avoid confusion and misunderstanding.

Left-handed children

On page ix of A Hand for Spelling, clear instructions for teaching left-handed children are given. Some of the key points are listed below.

- Left-handers should always sit on the left-hand side of a right-hander to avoid arms colliding.
- The left-hander needs to have the paper on the left hand side of the mid line of the body.
- A left-hander may benefit from sitting on a higher chair.
- The script for left-handers is slightly different from the right-hander. Staff should be aware of this.

Guidelines and Handwriting Books

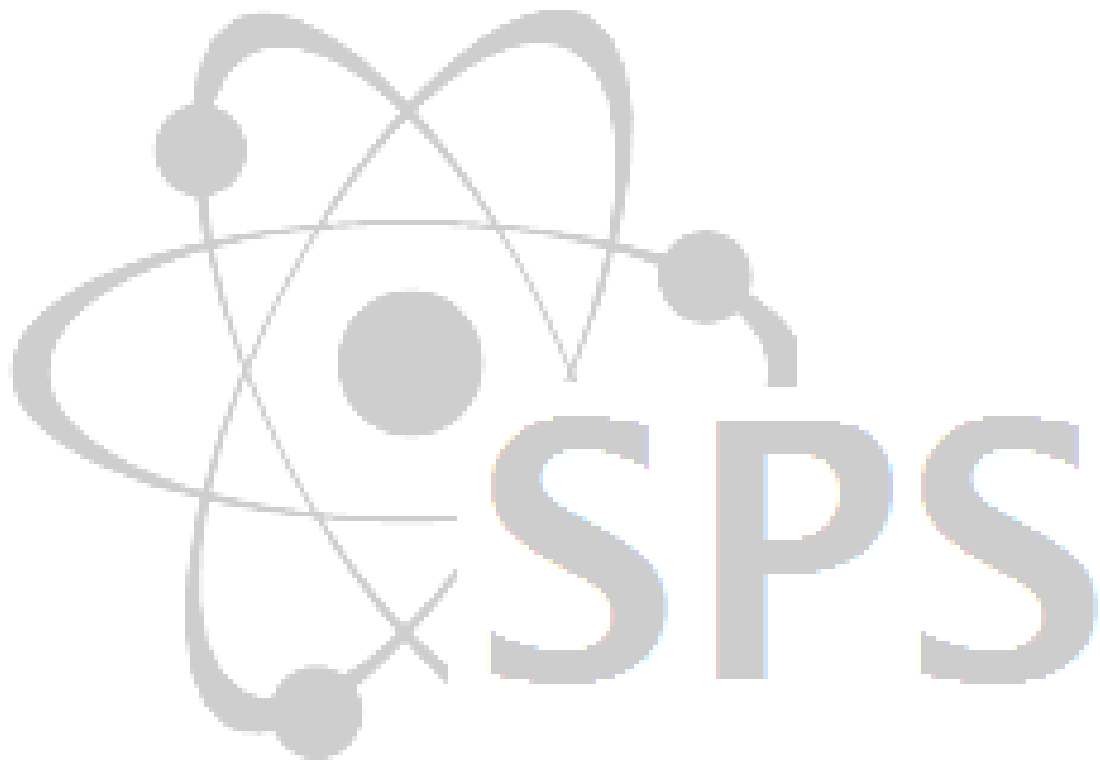
As the children begin to write letters it is important to use a guideline. Handwriting relates to the letters' orientation to the line and a guideline is important in allowing their skills to develop correctly. From the earliest stage a single line can be used. We often use two widely spaced lines in the early stages to help the children keep their writing in a specific space on the page and to stop their letters becoming too large. However, it would be best to use just one line and encourage the children to write on the line.

As the teaching of handwriting becomes more formalised specific books with guidelines should be used. Books with the following guidelines will be provided in school. From Year 1 onwards books will be provided that have four guidelines to support the teaching of ascenders and descenders and consistency of letter sizes. In Year 5 and 6 the pupils will use normal exercise books to practise.

Children experiencing difficulties – Some children work through school and reach a point where their handwriting starts to impact on their learning due to problems with legibility. This is an issue that should be addressed. In addition, from time to time in lessons we all come across children who are forming letters incorrectly. A system needs to be in place to address these problems. If a member of staff notices a child with a handwriting problem they should watch the child producing some writing and try to identify the level of difficulty being experienced. In the first instance they

should aim to provide a programme of work within the class to deal with the issues. If this does not address the problem they should discuss it further with the Subject Leader.

Staff will model the handwriting style when writing for the pupils. They will also use this font to produce many of the resources around school.



Appendix A: Handwriting Grids

HANDWRITING

The following grids give guidance on the order that letter formation and letter joins will be taught in Shanklea Primary School

T= Taught/introduced P= Practised

TABLE 1	T	P		T	P		T	P		T	P
c			i			r			s		
o			l			n			v		
a			t			m			w		
d			f			h			x		
g			j			b			z		
q			k			p			u		
									y		
									e		
Numbers 9, 0, 6			Numbers 1,4,7			Number 5			Numbers 8,2,3		
assess			assess			assess			Assess a-z		

TABLE 2	Taught	Practised	Assessed
Child's first name			
Capitals A-M			
Capitals N-Z			

Baseline joins

TABLE 3	T	P		T	P		T	P		T	P
ll			all			ar			ip		
li			in			aw			up		
ti			un			iv			ib		
il			an			hu			ub		
it			im			ti			th		
ill			um			ki			ck		
ut			am			du			ch		
at			ine			ay			ent		
ull			ime			ey			ant		
assess			assess			assess			assess		

HANDWRITING

Top Joins

T= Taught P= Practised

TABLE 4	T	P		T	P		T	P		T	P		T	P
ou			re			ob			ve			fe		
ov			ri			ol			we			fi		
ow			rt			ot			wh			fu		
op			rk			of						fl		
						if						ft		
			assess									assess		

Joins to anti- clockwise letters

TABLE 5	T	P		T	P		T	P		T	P
ac			oa			fa			ea		
ad			od			fo			ed		
ag			og			va					
ca			oo			wa					
da						ws					
ha			assess						assess		

Other Joins

TABLE 6	T	P		T	P		T	P
To e			descenders			ss		
Joining from t			Descenders to e			sw		
Joining from p			qu			us		
Joining from b			ff			ix		
						assess		