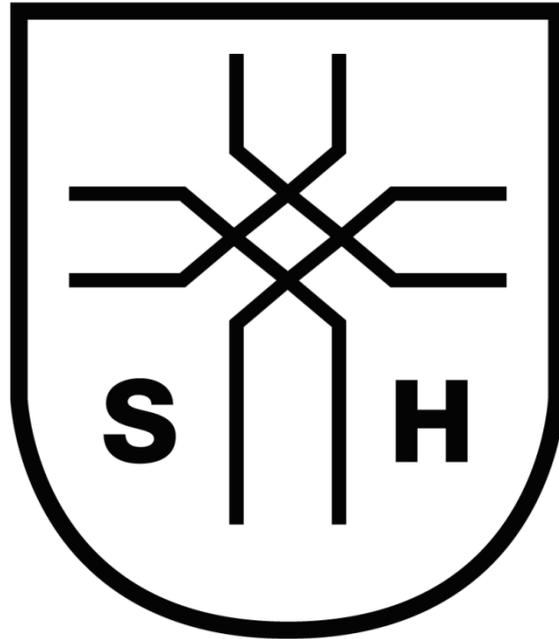


Sacred Heart Catholic Primary School



Guidance for Handwriting

Date approved	June 2018
Date of next review	June 2019

Equality Act Statement:

1. We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.
Please refer to St John the Baptist Multi Academy Trust Equality & Diversity Policy

Introduction

The purpose of producing this guidance is:

1. To know the importance of clear and neat presentation in order to communicate meaning effectively
2. To meet the needs and expectations of the National Curriculum (see appendix 2)
3. 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

Teaching time

In EYFS, the autumn term's handwriting will be taught through daily phonic sessions.

In the spring term, handwriting sessions will be introduced once a week.

Children will have the opportunity to practise handwriting in other writing sessions.

Further support will be given to children identified as having poor letter formation from spring onwards.

In Key Stage One there should be a **minimum** of 3 x 15 minutes handwriting lessons each week **as well as time given to practise in other contexts.**

In Lower Key Stage Two, there should be a **minimum** of 2 x 15 minutes handwriting lessons each week **as well as time given to practise in other contexts.**

In Year 5, there will a minimum of 1 x 15 minutes handwriting lessons each week, **as well as time given to practise in other contexts.**

In Year 6, there will not be specific handwriting lessons for the majority of children. The focus will be on children presenting their work neatly in a fluent, accurately joined and legible style at an appropriate speed.

Children who find handwriting difficult will be targeted for intervention.

Model used

EYFS will teach letter formation as part of Story Time Phonics.

Sacred Heart Catholic Primary School uses the Nelson Handwriting Scheme (alongside other resources) using 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

The Four Joins

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

The break letters (letters that aren't joined from) are b g j p q x y z s f **

abcdefghijklmnopqrstuvwxyz

Before learning to join;

Children will be expected to use the letter formations/ joins that they have been taught in all writing. Allowances will be made for children with specific needs.

Reception

All children should write in lined books (25 mm)

Children who are identified as having poor fine motor skills will receive additional support.

Key Stage One

Key Stage One will use Nelson handwriting scheme work books for one of the allocated handwriting sessions each week. Other handwriting lessons will be completed in English books which contain 'handwriting lines' or on handwriting sheets (filed in handwriting folders).

For the order of teaching letters and joins see Appendix 1

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
- Form letters with beads in plasticine
- Finger trace the outline of letters on the back of the person in front of you
- Shaving foam
- Letter writing in the air
- Paintbrushes with water in outdoor environment
- Overwriting chalk with water
- Writing on mini white boards

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
- Tables should be free of clutter
- Rooms should be well lit
- Left handed pupils should sit on the left of their partners

Pencil grip

For EYFS- See appendix 3 for pencil grip progression

- Children should write with a pencil (or pen when introduced at the appropriate time) with a rounded nib. Pencils should be reasonably sharp.
- Where needed, children will use an appropriate pencil grip
- Where appropriate, children will use a writing slope

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

Assessment

Senior leaders will monitor children's writing and presentation as part of regular book scrutinies. 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 National Curriculum?

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.

Appendix 1 - Order of teaching

In EYFS, children are initially taught to write using Story Time Phonics.

Once all of the letters are introduced however, children will move onto the 'Nelson' scheme.

Single letters (EYFS and Yr1) – Linked to 'Letter families' from NC

- 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 Yr2 – Using Nelson scheme: 1b Year 2 Text Book

Follow the order of joins as directed in the Nelson scheme. However, the letters below will remain as **single, break letters**:

f, b, p z, j, g, q, y

Supporting activities

- match and copy captions
- trace and copy patterns
- copy words
- copy sentences
- write out menu
- copy poem
- alphabetical ordering

Joins Yr 3 and 4

Follow the order of joins as directed in the Nelson scheme. However, the letters below will remain as **single, break letters**:

f, b, p z, j, g, q, y

By the time most children move into upper KS2, their handwriting should be fluent and consistent in style. Therefore, the areas of focus will be as below:

- Practising consistency in forming and joining letters
- Practise speedwriting
- Practising printing
- Practising drafting and editing
- Ensuring letters are consistent in height and size
- Practising with punctuation
- Practising spacing within words
- Developing fluency
- Practising presentation
- Looking at different handwriting styles

Appendix 2- National Curriculum Objectives

EYFS ELG

ELG04 – Moving and handling

Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

ELG10 – Writing

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Year 1

Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.

Year 2

Pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- 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
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters.

Year 3/4

Pupils should be taught to:

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
increase the legibility, consistency and quality of their handwriting [for example, 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 do not touch].

Year 5/6

Pupils should be taught to:

- write legibly, fluently and with increasing speed by:
- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- Choosing the writing implement that is best suited for a task.

Appendix 3

