

KINETON GREEN PRIMARY SCHOOL



HANDWRITING POLICY

2016

Handwriting Policy 2016

At Kineton Green, we recognise that. "Writing depends on fluent, legible and eventually, speedy handwriting." (National Curriculum 2014) At Kineton Green, we recognise that being able to write legibly and fluently is an important skill in being able to communicate language to readers. The National Curriculum 2014 contains statutory information and additional guidance on how this should be done, and we implement this throughout the year groups and key stages.

Aims of this document:

- To present clear guidelines for the teaching of handwriting at Kineton Green Primary School.
- To ensure that teaching expectations are consistent throughout the school.
- To provide children with a fluent, neat and legible style of which they can be proud.
- To ensure all children have success in developing their handwriting.
- To use handwriting as an aid to spelling success.
- To enable the children to derive pleasure from developing an aesthetically pleasing writing style.

Handwriting Targets

By end of Foundation stage children will be able to:

- Hold a pencil effectively using a comfortable and efficient grip.
- Produce a controlled line, which supports letter formation.
- Write letters using the correct sequence of movements.
- Form lower case letters correctly in the school agreed script.(See Appendix 1 for agreed formation)

By the end of Year 1 children will be able to:

- Develop their handwriting in conjunction with spelling and independent writing.
- Use the correct movement sequences to write upper and lower case letters.
- Write patterns that develop proportion and correct formation of letters.
- Use line guides to write letters in correct proportion to each other.
- Begin to join blends and digraphs as they are taught following the sequence of Letters and Sounds.

By the end of Year 2 children will be able to:

- Begin using the four basic handwriting joins. (See Parent support pack for agreed joins)
- Develop handwriting in conjunction with word level work following the sequence in Letters and Sounds.
- Write handwriting patterns that develop the use of a joined hand.

By the end of Year 3 children will be able to:

- Continue to develop the use of the four basic joins in conjunction with the work from KS2 Spelling bank.
- Write showing consistency of size and proportion of letters and spacing between letters and words.
- Begin to develop handwriting speed, fluency and legibility.

By the end of Year 4 children will be able to:

- Use a joined handwriting for all writing except where other special forms are required.
- Write ensuring consistency of size and proportion of letters and with corrects spacing between letters and words.
- Know when to use a clear neat hand for finished, presented work and informal writing for everyday informal work.

By the end of Year 5 children will be able to:

- Write in a clear, fluent and legible joined hand.
- Use a variety of tools to write with.
- Use a range of presentational skills e.g. Print script for captions, sub-headings and labels.
- Use capital letters for posters, title pages, and headings.
- Use a range of computer-generated fonts and point sizes.

By the end of Year 6 children will be able to:

- Write in a clear, fluent and legible joined hand.
- Use a range of presentational skills.
- Use computer-generated fonts and print sizes.

Teaching and Learning

In the Foundation stage children will be involved in a variety of activities to develop their gross and fine motor control:

Developing gross motor control through:

- The physical development curriculum to develop good posture and balance.
- Consolidating the language of movement through talk in P.E. sessions.
- Making large movements in the air with arms and hands.

Developing fine motor control through:

- Paper tearing
- Colouring within lines
- Finger painting
- Kneading play dough
- Pattern making with paints, wax crayons etc.

Through the above and other activities they will develop their recognition of pattern and a language to talk about movement and shapes.

In target teaching sessions and short daily practise, they will begin to learn the movements of the basic letter shapes using the common school vocabulary.

'One armed robot' letters- m h n k b r p

'Curly caterpillar' letters- c g s d a e o f q

'long ladder' letters- t l i u j y

'Zig-zag' letters- v w x z

The teaching of handwriting will be linked to the teaching of phonics using the teaching sequence from Letters and Sounds in both Foundation Stage and KS1. Digraphs are introduced from Step 3 and should be introduced as one joined unit. Some high frequency words can also be taught as a joined unit. This reinforces the memory of these words as a whole.

The and was went am at they he look day in

As children begin to write letters correctly lines can be provided to guide their writing.

Handwriting activities in KS1 are undertaken as whole class activities to:

- Develop the habit of concentration, which is important to the development of good handwriting.
- Place an emphasis on excellence
- Enable the class teacher to assess individual progress and monitor areas, which need reinforcement.

Class lessons will take place with tables facing the board so that all children can see the teacher and copy the actions.

Year 1 will continue to develop the skills learnt in the Foundation Stage. Weekly class sessions will be used to consolidate the correct formation of lower case and upper case letters. Patterns will develop pencil control and practise the formation of specific letter groups. Children in Year 1 will be introduced to the use of lines to guide their writing and teaching will focus on writing letters that are the correct size and proportion.

Children in Year 2 will be taught the four basic joins in the style of the school handwriting. Joins will be taught and practised in a class weekly lesson and Year 2 will use lines of 15mm to guide their writing. When an exercise book is completed a Year 2 child may use books with lines of 10mm if a pupil's handwriting is judged to be appropriately formed by the teacher. Year 2 pupils will also use 1cm squared maths books from the beginning of the year where appropriate.

In lower KS2 handwriting will be taught in a weekly class lesson and some short practise sessions. Upper KS2 will continue to develop a good style in a one weekly class lesson. Handwriting in KS2 will be linked to the KS2 Spelling Bank. Year 3 will continue to practise joins and practise writing to build up speed, legibility and consistency of size and proportion of writing. Practise will continue in Year 4 and children will be taught when to use a neat hand for presented work and an informal hand for note taking. Pupils need to be taught the importance of labelling diagrams correctly in science and humanities for instance, ensuring that label lines are drawn with a ruler, and that labels are written on the exercise book lines (horizontally). All diagrams should be labelled using pencil.

The upper KS2 children will be taught a variety of presentational skills and continue to practise to develop a fluent, legible and pleasing hand.

Left Handed Children

- Teachers will ensure that the child sits on the left of their partner
- That the writing paper is to the left of the child's body mid line
- A writing tool is used that moves smoothly across the paper
- The paper is supported with the right hand
- The writing tool is held sufficiently far from its point to ensure the child can see what he/she is writing
- The teacher demonstrates letters and patterns with left hand as well as with her right

Children With Difficulties

- Will be offered resources such as sand trays, pencil grips and triangular pencils to support the development of handwriting
- Their Needs Based PPlan will target prewriting activities to develop gross and fine motor control
- Where possible they will be given extra supported hand writing activities.

To support children with Teachers will use multisensory teaching activities, air writing, sand letters etc.

Children who join the school in KS1 or KS2

- Children who join in Year 1 or 2 will, if possible, adapt to the school style
- Children who join in KS2 with a developed fluent style will continue with that style

Handwriting and Spelling

- A close link between both of these is apparent and the teaching of handwriting is linked to Letters and Sounds in KS1 and the Spelling Bank in KS2

Handwriting and Reading

- Children are exposed to a variety of print styles through their reading. They develop awareness for reading cursive and print through teachers lettering, labels on displays etc.

Tools

- Children have opportunities to use a variety of mark making tools to develop pre-handwriting skills
- Writing in FS through to Year 3 will be done in pencil but there will be opportunities through foundation subjects for children to use other tools such as felt tips, pencil crayons etc.
- Year 3 will use pen in handwriting sessions as a practise for the future when the teacher is happy with size, orientation, letter formation and joins of the letters. Pen may also be used for display purposes.
- By Year 4 all pupils should be using pens in handwriting lessons on a regular basis and in all books except maths by the end of the year.
- Pens should be used for all work in Years 5 and 6 except in maths books where pencil should be used throughout.
- Black ink roller ball pens in medium and fine nibs need to be used in school (no gel pens). Where possible these will be available in school for pupils to buy if they cannot provide one of their own. Roller ball pens have the advantage of looking like fountain pens but allow a smooth fluency when joining, they do not show through exercise book pages and do not require potentially 'messy' ink cartridge changes.
- Rubbers should not be used in the classroom unless under teacher supervision as seeing the errors made by pupils can aid the next steps for learning for both child and teacher.
- Any corrections by children when using pencil or pen should be shown by placing a cross at the beginning of the word or sentence and at the end to make clear what should be omitted when reading through the piece of work and the correct version should be written next to it. E.g. x wright x write.
- Pupils may bring a small pencil case into school from Year 4 onwards. This can contain: -
 - Two roller ball pens with black ink
 - Two pencils
 - One small ruler
 - One protractor (optional)
 - One mini glue stick
 - One highlighter pen

All should be labelled with the child's name

No rubbers, pencil crayons, pencil sharpeners felt tip pens, calculators, compasses or other geometry equipment should be included. School when necessary can provide all of this.

Marking

- Where possible work will be marked with the child during the lesson so that feedback is immediate
- Feedback may be oral, written comments, stickers, stamps and other forms of reward
- The child will be asked to rewrite incorrectly formed letters or joins following the teachers model
- When writing is marked attention will also be paid to handwriting using the school marking code (see Marking Policy)
- Individual writing targets may also include specific handwriting targets i.e. To form k correctly

Assessment

- Assessment will be continuous during lessons
- Children will be encouraged to identify their own strengths and weaknesses by looking back at previous work

Redrafting

- Children may be asked to redraft specific letters, words or sentences for correction purposes. This should be done in the opposite of what had been used to write the original e.g. pencil if pen used- coloured pencil crayon could be used, as another colour showing the revisions would be easily visible.
- A whole piece of work may be redrafted if appropriate for display

Maintaining standards of handwriting when writing across the curriculum

- Teachers will make clear their expectations about content and presentation
- In KS1 and KS2, time will be allowed during the independent session to monitor independent groups
- The plenary will be used to maintain a balance between specific subject objectives and objectives for presentation.

Parental Involvement

- Parents will be involved through the child's homework
- During beginning of the year Parental information booklets will remind of them of the school style of writing
- They will be given sheets showing the correct letter formation and joins so they can support their child at home.

Resources

- Nelson Handwriting resources for Years 1 to 6 have been purchased to support teachers when teaching whole class handwriting sessions.
- Useful handwriting patterns to support letter joins should be used and letter pattern combinations for spelling out of context of the word only occasionally.

Rounded letters

cccccc cccccc cccccc

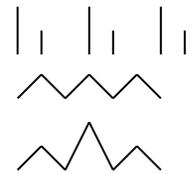
oooooo oooooo oooooo

nnnnnn nnnnnn nnnnnn

uuuuuu uuuuuu uuuuuu

*lilililil lililil lililil this to practise ascenders plus
inverse of this to practise descenders*

Straight line letters and capitals



Joins

b g p q y z do not join

s and f can join out of a letter in Years 4,5 and 6 if style is fluent e.g. *fold,*
dogs

x can join into the letter e.g. *fox*