



MORGANS PRIMARY SCHOOL AND NURSERY

HANDWRITING POLICY

Handwriting is a tool of communication in the written form. All teachers should aim for the best that individual pupils can achieve. Handwriting is linked to the spellings, encouraging children to remember letter patterns and words as whole entities.

Aims

- A whole school approach to the Learning and Teaching of Handwriting and a consistency in the presentation of work
- Children are taught to write clearly and legibly in both joined up and printed styles
- Children understand and value the need for high quality presentation and handwriting

Principles for Teaching and Learning:

- Handwriting is a skill that needs to be taught learnt and practised, either as a formal lesson, early morning work or individual guidance.
- Children need to understand the purpose and audience for their handwriting
- Joined up handwriting also aids spelling
- Staff show good models of handwriting both in the marking of children's work and in display notices and labels in the classroom.
- Cursive handwriting is taught throughout the school, where all letters are joined, except capitals, within each word. (See appendix 1 for handwriting style)

Progression in Handwriting

In the Foundation Stage:

Children will be involved in movement activities to develop gross and fine motor skills. Children will be given the opportunity to use a wide range of writing implements, including triangular and chubby pencils to encourage good pencil grip.

Reception:

Children will learn spacing and the correct letter formation, with joining tails. Much revision and practice will take place with an emphasis on the size of the letters and writing on lines.

Key Stage 1

Children will then advance on to linked script. We acknowledge current research findings which, suggest that children who are introduced to joined-up writing quickly develop confidence and are able to write with speed and enthusiasm.

Key Stage 2

As the children progress into Key Stage 2, they will concentrate on fluency and a legible style of handwriting. Pupils will also give attention to presentation and layout. Once the children have learned to form letters and to link them, there is no need to teach handwriting as such. The focus of the work switches to flow, speed and presentation.

Key Skills:

- Letters are usually clearly shaped, correctly formed and orientated
- Capital letters are correctly formed and orientated
- Numerals are correctly formed and orientated
- Upper and lower case letters are accurately produced in one style and used consistently
- Handwriting is joined, fluent, legible and evident in independent writing
- Children start to use a pen in Year 4-5
- Handwriting is adapted to a range of tasks

Teaching Points:

- Teach the correct grip.
- Ensure correct formation at all times, close monitoring of individuals is important while engaged in this formal writing process.
- Ensure correct posture with children sitting comfortably and upright, with feet flat on the floor.
- Ensure there is good lighting
- Ensure each child has a suitable implement before they begin, pencils are adequately sharpened and pens are adequate and suitable for fluent writing.
- Link handwriting practice to spelling patterns
- Grip – The child should grip the pencil at least an inch from the point so that he / she is able to see what they are writing. The grip should not be too tight. A 'pencil grip aid' may be used to help position the fingers correctly. The pencil should be held with the handle pointing back up the arm towards the shoulder.
- Position the paper – Position the paper to the left of the body, at an angle, with the right hand top corner of the paper nearer the body than the left. This develops a freer movement and makes possible the development of vertical writing.
-

Suggestions for teaching left-handed children:

- Seating - Consideration should always be given to the amount of space a left-handed child needs to write, without interfering with others. This may mean sitting the child on the left side of a table.

Support for Learning:

Children who are experiencing difficulty with their handwriting will initially need extra support within the classroom, through individual or group support. If children continue to experience difficulties, they will be brought to the attention of the Inclusion Team.

Assessment:

Handwriting is assessed as part of writing in Literacy. Examples of leveled writing are kept in the Literacy Leveling Portfolio.

Review

This policy will be reviewed in May 2010.