

YAXLEY INFANT SCHOOL



Handwriting Policy	
Staff/Committee involved in development:	Curriculum Committee
For use by:	All staff
This policy relates to the statutory guidance:	National Curriculum 2014
Key related policies:	English policy
Agreed by:	Curriculum committee
Signature of chair/Gov body representative:	
Date agreed:	September 2021
Next policy review date:	September 2024



Yaxley Infant School

Handwriting Policy

Aim of the Policy

It is our aim that all pupils should develop a fluent, neat, legible style of handwriting.

The importance of handwriting to the curriculum

Handwriting is a movement skill and one which is best taught directly by demonstration, explanation and practice. The principal aim is that handwriting becomes an automatic process, which frees pupils to focus on the content of the writing. The correct formation of all letters needs to become automatic and may require a lot of practice. In order for this to occur, handwriting is taught in ways that enhance fluency, sustainability and legibility.

Strategy for implementation

Entitlement and curriculum provision

Handwriting is taught regularly throughout the week. The expectation is that handwriting will be explicitly taught and practised during the week. Children should practise for a few minutes each day, simply concentrating on developing accuracy, fluency and speed without the distraction of spelling and composing text. Handwriting practice should be 'little and often', a few minutes at a time to practise a particular set of letters or joins.

Continuity and Progression

The letter formation taught is a taught skill that is progressive and develops at different rates for different children. Early skills are through multi sensory activities and muscle strengthening. Progressing onto correct letter formation with a good pencil grip and then when formation is fluent, children are introduced to simple joins. This ensures an early and smooth transition to joined writing. Line guides or lined paper should be provided to help develop uniformity of size and the correct position of the letters. Wide or narrow lines are used according to the child's needs and at the teacher's discretion.

The role of the teacher:

- To follow the school policy to help each child develop correctly formed, legible and fluent handwriting
- To provide direct teaching and accurate modelling from Foundation Stage.
- To provide resources and an environment which promotes good handwriting;

- To observe pupils, monitor progress and determine targets for development.
- To model appropriate handwriting to the children when using white boards, flip charts or marking books.
- Good examples of modelled handwriting should feature in everyday resources and on display.
- Twinkl font is used in all labelling in school to support early reading and writing

Posture

Developing a good posture is as important as developing a correct pencil grip. Correct posture is taught. Children will be able to sustain writing for longer if they become used to sitting comfortably.

- Ensure that they have a correct pencil grip. Progress diagrams to be stuck into the cover of books, to record progress.
- Ensure feet are flat on the floor.
- Children should be sitting up with their bottoms pushed into the back of their chairs.
- The lighting should be good.
- Children should have a direct view of the teacher/board.
- Children should use their non-writing hand to steady the paper and bear some body-weight.
- The paper should be tilted slightly.

Correct posture and pencil grip for handwriting

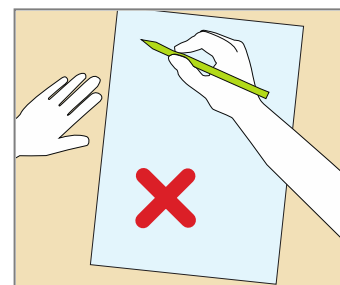
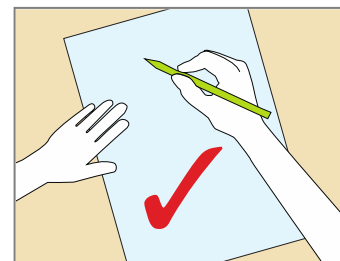
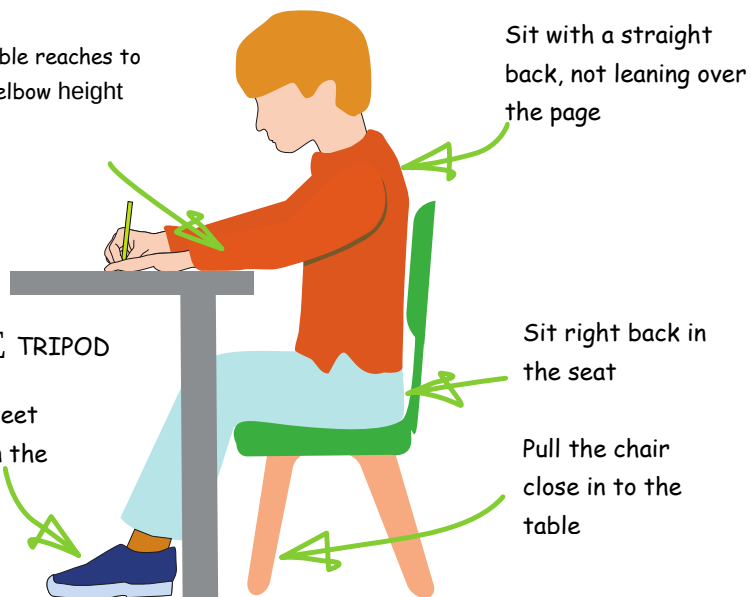
Pupils should be taught to sit correctly at a table, holding a pencil comfortably and correctly.

SITTING POSITION

The table reaches to below elbow height

THE TRIPOD

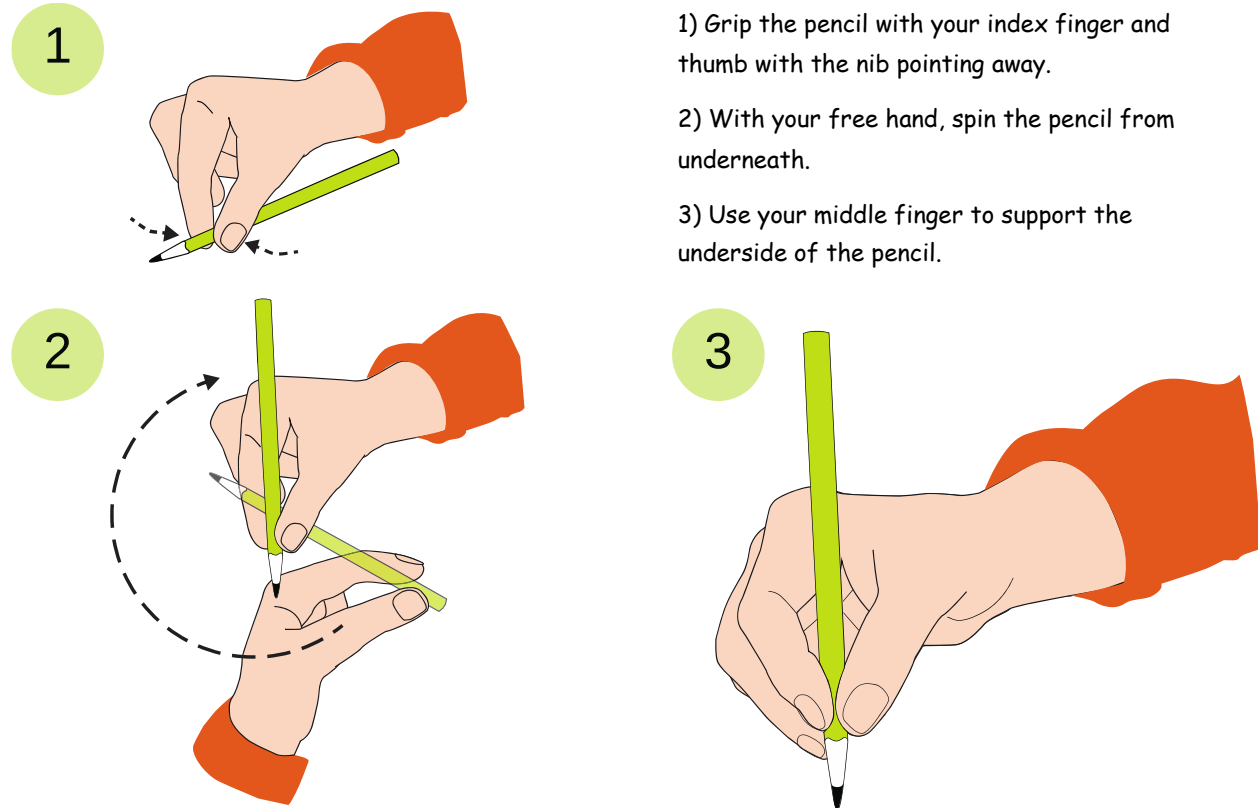
Keep feet flat on the floor



Paper position for right-handed children

PENCIL GRIP

Both right and left handed children should be encouraged to use the tripod grip which allows the pen/pencil to be held securely whilst allowing controlled movements of the pen/pencil nib.



Handwriting patterns and fine motor development

In foundation stage children are taught and encouraged to take part in activities to enhance gross motor skills such as air-writing, pattern making, Massage, Dough disco, Write dancing etc. Exercises to develop fine motor skills such as making marks on paper, whiteboards, blackboards, sand trays, iPads and tablets are also used. Letter learning to familiarise letter shapes, formation and vocabulary takes place in daily phonics sessions and through continuous provision and enhancements from those lessons.

In Key stage one children will take part in more formal handwriting practice and children are encouraged to use that script in all writing with equal expectations for neatness. Fine motor skills development continues especially for those that need it support by balance bike training and sensory circuits.

Where pattern making is taught in all year groups through art and are taught in the handwriting lesson, they are referred to as art work. They are practised using coloured

pencils and soft drawing pencils. They are a pleasurable and creative way of practising handwriting and muscle strengthening. A bank of patterns are available for children to use as decorative borders round pictures or written work.

Assessment and record keeping

Each child produces sample of 'best' handwriting each half term which is stuck on the inside cover of their writing book. The expectation is that all writing is at least as good as the current sample.

Written and verbal feedback is made in accordance with the marking and feedback policy (green - starts, orange - wishes). Children respond to feedback with purple polishing pencils. The handy hands targets act as a reminder to the children for self assessment.

Progression

The letters of the alphabet are sorted into movement groups and taught as families:

1. Long legged giraffe- l, i, t, u, j, y, ll and L, I, T, U, J, Y
2. One armed robot - r, b, n, h, m, k, p and R, B, N, H, M, K, P
3. Curly Caterpillar - c, a, d, o, s, g, q, e, f, ff, ss and C, A, D, O, S, G, Q, E, F
4. Zig zag monster- Z, v, w, x, zz and Z, V, W, X
5. Letter combinations- ck, qu, ai, igh, oo, ee, oa, ow, ch, wh

There are four main joins taught once correct formation is fluent and automatic.

Diagonal join ascender- ch

Diagonal join, no ascender- ai

Horizontal join to ascender- wh

Horizontal join, no ascender- ow

Foundation Stage

The emphasis at this stage is with movement. Children are given the opportunity to experiment with a range of writing materials and implements; a multi-sensory approach is used to help pupils feel the movement in the hand. Gross motor skills are developed through sky writing letters, making patterns in the air and making different body shapes and actions. Fine motor skills are developed through bead threading, play dough modelling, finger painting etc. Pencil control is developed through tracing, pattern copying etc.

Taught progression

EYFS-

- Long ladder letters
- One armed robot letters
- Long ladder letters capitals
- One armed robot letters capitals
- Curly caterpillar letters
- Zig zag letters
- Curly caterpillar letters capitals
- Zig zag letters capitals
- Exploring ch, sh and th

Year One-

- Letter formation practice of long ladder letters, one armed robot letters, curly caterpillar letters and zig zag monster letters
- Practice Vowels
- Practice capitals
- Explore join for ch, sh, th,
- Form Digits 0-9

Year Two-

- Form lower-case letters of the correct size relative to one another
- Start to use 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

Inclusion

The vast majority of children are able to write legibly and fluently. However, some pupils may need more support and provision which can be provided

- work in small groups
- Using earlier units from different year groups as consolidation
- Using pencil grips and increased opportunities to develop fine motor skills

- Handwriting awards are used as an incentive along with handwriting wall/halls of fame to promote neat and effective handwriting

Left handed pupils

Teachers are alert to the fact that it is very difficult for left-handed pupils to follow handwriting movements when a right-handed teacher models them. Teachers demonstrate letter formation to left-handers on an individual or group basis, even if the resulting writing is not neat.

Teachers will ensure that left-handed children sit on the left of right-handed children, otherwise their writing arms will clash.

- Put a mark at the left side of the page to indicate where writing begins as some left-handed children mirror-write from the right.

Resources

Penpals materials and resources are used to support the teaching of handwriting.

