



# Handwriting Policy

Review Date	
Reviewed By	
Next Review	
<i>Summary of changes</i>	

Head Teacher ..... Date .....

Chair of Governors ..... Date .....

# Gnoll Primary School

## Handwriting Policy

We believe in the importance of clear and neat presentation in order to communicate effectively. Pupils should be able to write legibly in both joined and printed styles with increasing fluency and speed by:

- Having correct pencil grip
- Knowing all letters start from the top, except d and e which start from the middle
- Forming all letters correctly
- Knowing the size and orientation of letters.

### Teaching time

- Handwriting practise should happen daily. Included in this there should be a minimum of 3 x 15 minute taught sessions (to include teacher modelling).
- Some children will be targeted for more intensive intervention.

### Model used

Gnoll Primary School uses the Nelson Thornes Handwriting scheme with the following letter formation. This is modelled using the 'join-it' application which is installed onto each of the school's computers.

### Lower case letters:

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

### 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

### Numbers:

1 2 3 4 5 6 7 8 9 10

### The four joins:

1. To letters without ascenders
2. To letters with ascenders
3. Horizontal joins
4. Horizontal joins to letters with ascenders

For order of teaching the letters and joins, see appendix 4.



abcdefghijklmnopqrstuvwxyz

The break letters (letters that aren't joined from) are:

b g j p q x y z s

(note: the s is different from the Nelson scheme – see appendix 3)

### Handwriting books

In Reception/Year 1 pupils Year 1, children use small plain or lined books, depending on ability.

In Year 2 and in Key Stage 2 pupils use A4 handwriting books with 4 lines which give guidance for correct height of ascenders and descenders.

Teaching sequence (ideas)

- Hand and finger strength
- Physical preparation
- Tracing
- Patterns
- Over teachers writing or laminated cards
- Under teacher's writing
- Independence

### Getting ready to write

Seating and posture (also see appendix 1 and 2):

- Chair and table should be at a comfortable height
- Encourage children to sit up straight and not slouch
- Left hand should be used to steady the paper for right handers
- Tables free of clutter
- Room well lit
- The paper should be placed to the right, slightly tilted to the left

**Left handers:**

- Paper should be tilted to the right
- Right hand should be used to steady the paper
- Left handers may need to use a different pen to avoid smudging on the page (See SENCO for resources)
- Left handed pupils should sit to the left of their partners



- Pencil grip:
- Children should write with a pencil in Foundation Phase or pen in KS2 with a rounded nib. Pencils should be sharp.
- A tripod grip is the most efficient way of using a pencil and should be encouraged in early writing.

### **Assessment**

- Is the writing legible?
- Are letters correctly shaped and proportioned?
- Are joins made correctly?
- Are spaces between letters, words and lines appropriate?
- Is size of writing appropriate?

Children should be observed as they write during handwriting sessions – the teacher should circulate, monitor and intervene.

### **Display**

Where possible, lesson slides, displays, letters home and worksheets should be written using the compatible Nelson handwriting font.

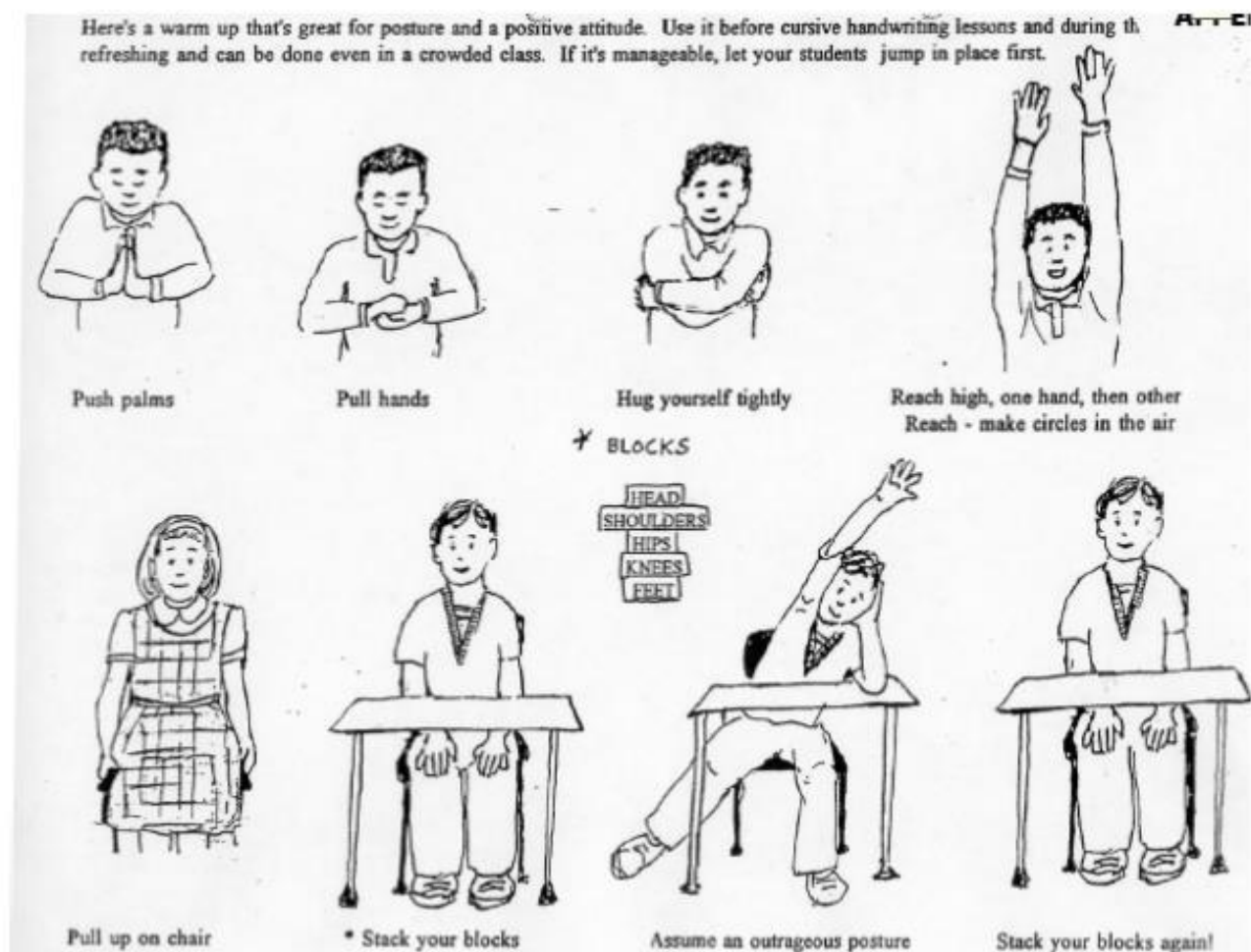
### **Appendix 1:**

Getting ready for writing rhyme

1,2,3,4 are your feet flat on the floor?  
 5,6,7,8 make your back nice and straight,  
 9,10,11,12 this is how our pencil's held,  
 13,14,15,16 now we're ready for our writing!

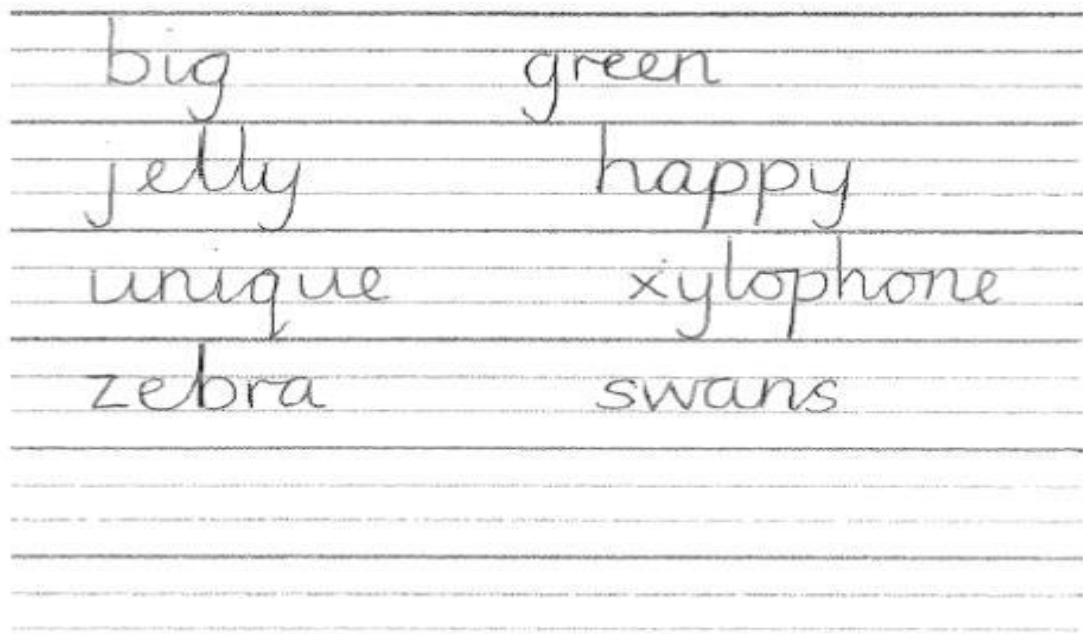


## Appendix 2:



## Appendix 3 - The break letters





#### Appendix 4

Order of teaching

Single letters (Foundation Phase) To be taught alongside phonics.

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 Y3 (including more able Y2s)**

(Nelson developing skills book yellow level will provide some resources)

#### Introduction of the four handwriting joins

- First join- To letters without ascenders; un um ig id ed eg an or ing ung
- Second join- To letters with ascenders; ch sh th tl ll ill sli slu ck ack st sti ink unk
- Third join- Horizontal joins; od pg re ve oon oom
- Fourth join- Horizontal joins to letters with ascenders ; wl vl of ff fl flo
- Practise the break letters b p g q y j z
- Practise capital letters

#### Supporting activities

- Match and copy captions
- Trace and copy patterns
- Copy words
- Copy sentences
- Write out menu
- Copy poem
- Alphabetical ordering.



## Joins Y4

(Nelson developing skills book 1 can provide some resources)

### Revision

- Practise the break letters **b p g q y j z**
- Practise capital letters

Further practise of the four handwriting joins

- in ine
- ut ute
- ve vi
- ok oh
- sh as es (practising two ways of joining the letter s)
- ri ru ry (practising joining from the letter r)
- oa ad as (practising joining to and from the letter a)
- ee ea ed (practising joining from the letter e)
- ow ov ox (practising joining from the letter o)
- ky hy ly (practising joining to the letter y)
- ha ta fa (practising joining to the letter a)
- od oo og (practising joining from the letter o)
- er ir ur (practising joining to the letter r)
- ai al ay
- o you oi
- re oe fe (practising the horizontal join to the letter e)
- fu wu vu (practising the horizontal join to the letter u)
- ot ol ok (practising joining to ascenders)
- ai al ow ol (practising all the joins)

### *Supporting activities*

- copy words
- copy sentences
- copy poem • match questions to answers





## Year 5

(Nelson developing skills book 2 can provide some resources)

- ning ping ting
- oc od oo
- ake ome are
- fla flo fle
- who wha whe
- ie in il
- inly ky ny
- ap ar an
- ick uck ack
- practise writing with a slope
- he
- we
- re
- fte fir fin
- wra wri kni (silent letters)
- ii ll tt rr nn mm cc oo dd ss ff ee
- ew ev ex (spacing)
- th ht fl (proportions)
- ac ag af
- Capital letters
- Decorated capital letters
- Practising with punctuation ! ? – “ ” , ‘

### Supporting activities

- Copy words, sentences, poems
- Trace and copy
- Copy tongue twisters
- Copy instructions



## Years 6

Nelson developing skills books 3 and 4 can provide some resources

- Practise consistency and size of letters
- Practising using a diagonal joining line
- Practising leaving an equal space between letters
- Practising joining to the letter y
- Practising using a horizontal joining line
- Practising the size and height of letters
- Practising joining from the letter i
- Practising joining to and from the letter v
- Practising consistency in forming and joining letters
- Practise speedwriting
- Practising crossing double tt on completing the work
- Practising joining to and from the letter e
- Practising joining to and from the letter w
- Practising printing
- Practising drafting and editing
- Practising joining to the letter t
- Ensuring letters are consistent in height and size
- Practising with punctuation
- Practising break letters
- Practising joining from the letter m
- Ensuring the ascender on the letter t is the correct height
- Practising spacing within words
- Developing fluency
- Practising printing
- Practising forming and joining the letter f
- Practising presentation
- Practising speed writing
- Revision
- Looking at different handwriting styles



## **Handwriting**

Handwriting needs to be taught to pupils, with teacher modelling letters/joins to class. In Foundation Phase this should form part of literacy carousel, with pupils practising letter formations and using handwriting books when confident.

In Key Stage 2 handwriting should be a Guided Reading carousel station, with join modelled to class prior to starting. If pupils are using handwriting books/Guided Reading books, teachers should write examples for pupils to use.

For order of letters/joins taught see appendix sheets provided. Using handwriting assessment sheet, should be able to gauge overall starting point for class.

Rec/Y1 – practising correct individual letter formation mainly through multi-sensory approaches, visual aids, interactive programmes

Y2 – individual letter formations

Y3 – introduction of joins, break letters, capital letters

Y4 – further joins, including joining from letters

Y5&6 – more complex joins, fluency and speed writing

**Y2 + - all pupils to complete handwriting assessment sheet at beginning of year to identify starting point for teaching of handwriting and individual pupils to target.**

**Pupils with concerning handwriting – discuss with ALNCo (may need to access fine motor skills warm-ups/programmes e.g. Write from the Start, Smart moves and/or OT referral)**

In classrooms:

- Where possible, use font Nelson PreCursive FK font for all typed work
- Have 'handwriting letter/join of the week' displayed on board/literacy display so pupils can practise joins as early finisher task
- Share success using 'Wall of Fame/Display boards' – give dojos/certificates for pupils work displayed
- When writing date & Learning Objective ensure teacher's/LSA's handwriting follows school's decided letter/join formation
- When writing in pupils' books ensure teacher's/LSA's handwriting follows school's decided letter/join formation
- Spend time on 'presentation lessons' – once a half term. Encourage pupils to write out a piece of work on display paper using best handwriting.



## Presentation

Encourage and promote high quality presentation in all aspects of work – it is an important skill for pupils to have pride in how they present their work!

In books:

- Pupils write in...
  - o Foundation phase – pencil
  - o Years 3 & 4 – **black** pen for all subjects except for mathematics
  - o Years 5 & 6 – **black** pen for all subjects
  - o Rainbow Rooms – **black** pen
- Dates should be written in correct format at the top left hand corner of page, with Learning Objective's written underneath
- - o Literacy – English date (Monday 2<sup>nd</sup> March 2020)
  - o Maths – digital date (02.03.20)
  - o All other subjects – Welsh date (Dydd Llun 2ain Mawrth 2020)
- Date and LO's to be underlined in pencil. In Foundation Phase pupils use self-assessment coloured sticker next to the LO. In Key Stage 2 LO box to be coloured in with pupils' traffic light self-assessment.
- Pupils to respond to marking/edit and check work **in green pen**.
- If pupils need to cross out work, this should be done using a ruler and pencil with a single line through the work.
- Encourage pupils to start writing by the margin, and if writing question numbers, put these in the margin followed by a bracket.
  - o e.g 1)
    - 2)
    - 3)
- In Maths books, pupils to write using 1 number per square.

Signed : \_\_\_\_\_ Headteacher

Signed; \_\_\_\_\_ Chair of Governors

Reviewed:

