



Ivy Road Primary School

Handwriting policy

Date: February 2017

Revise: February 2019

By Literacy Co-ordinator

Aims

- To know the importance of clear and neat presentation in order to communicate effectively.
- To improve handwriting across the school.
- To write legibly in both joined and printed styles with increasing fluency by:-
 - ✓ Having the correct pencil grip
 - ✓ Knowing all letters start at the top, except d and e which start in the middle.
 - ✓ Forming all letters correctly
 - ✓ Knowing the size and orientation of letters.

Teaching time

Handwriting should be taught daily. 20 minutes.

Foundation stage - Daily mark making activities.

KS1/KS2 - Working through the Nelson book assigned for their class.

Children who are really struggling will require interventions.

Model used

Ivy Road Primary have chosen to use the Nelson Handwriting style.

This consists of 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 x y z q

Children must be taught these letters first so they can see them as individual units before learning to join.

Teaching sequence

- Hand and finger strength
- Physical preparation
- Tracing
- Patterns
- Over teacher's writing
- Under teacher's writing
- Independence
- For order of joins see appendix 2.

Techniques for teaching letter formation

- Model good handwriting with the correct joins all of the time.
- Demonstrate
- Address misconceptions
- Talk through the process
- Encourage children to verbalise the process
- Children to draw letters in the air
- Children to draw letters on each other's backs
- Finger trace over tactile letters
- Write in the sand with a finger or stick
- Write on whiteboards
- Pencil walks and grips
- Any other used by the teacher.

Getting ready to write

Seating and posture

- Chair and table at a comfortable height
- The table should support the forearm so that it rests lightly on the surface and it's parallel to the floor.
- Encourage children to sit up and not slouch
- The height of the chairs should be such that thighs are horizontal and feet flat on the floor
- Tables should be free of clutter
- Rooms well lit
- Left handed pupils should sit on the left of their partners
- **bbc** bum back on chair
- **fff** feet flat on the floor

Pencil grip

- Children should write with a pencil (or pen when appropriate) with a rounded nib. Pencils should be reasonably sharp. A tripod grip is the most efficient way of holding a pencil.

For right handers - Hold pencil lightly between thumb and forefinger 3cm away from the point. The paper should be placed to the right slightly tilted to the left. Use the left hand to steady the paper.

For left handers - Hold the pencil lightly between the 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. Use the right hand to steady the paper.

Assessment

The Literacy co-ordinator and SMT will monitor the presentation of handwriting in books every half term.

Focusing on:-

- ✓ Is the writing legible?
- ✓ Letters correctly shaped and proportioned?
- ✓ Are the joins made correctly?
- ✓ Are the spaces between the letters and words and lines appropriate?
- ✓ Is the writing correctly aligned?
- ✓ Are the standards achieved in line with target tracker objectives?

Links to spelling

Linking handwriting to spelling is one of the most powerful ways of developing visual memory. Handwriting should be practised using letters, blends, strings or diagraphs so that patterns are internalised.

Use **look-say-cover-write-check**.

Appendix 2

Order of teaching

Single letters (R and Y1)

- c a d g q p
- e s f
- i l t
- u y j k
- r n m
- h b p
- v w x z

Joins Y2

Introduction of the four handwriting joins.

- First join; un um ig id ed eg an or in gung
- Second join; ch sh th tl ll sli slu ck ack st sti ink unk
- Third join; od pg re ve oon oom
- Fourth join; wl vl of ff fl flo
- Practise the break letters; b p g q y j z x

Y3

- Practise break letters b p q g y j z x
- Practise capital letters
- Further practise of handwriting joins
- in ine
- ut ute
- ve vi
- ok oh
- sh as es (practise two joins for the letter s)
- ri ru ry (practise joining from the letter r)
- oa ad as (practising to and from the letter a)
- ee ea ed (practising joining from the letter e)
- ow ov os (practise joining from the letter o)
- ky hy ly (practise joining to the letter y)
- od oo og (practise joining to the letter o)
- ha ta fa (practise joining to the letter a)

- ei 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 joins)

Y4

- ning ping ting
- o cod oo
- ake ome are
- fla flo fle
- who wha when
- ie in il
- inly ky ny
- ap ar an
- ick uck ack
- he we re
- fte fir fin
- wra wri kni (silent letters)
- ill l tt rr nn mm cc o odd ss f fee
- ewe v ex (spacing)
- th ht fl (proportions)
- ac ag af
- Capital letters
- Decorated capital letters
- Practising with punctuation

Y5/6

Practise following:-

- Consistency of letter size
- Using diagonal joining line
- Leaving equal space between letters
- Joining to the letter y
- Using horizontal joining line
- Size and height of letters
- Joining from the letter i
- Joining to and from the letter v
- Consistency in the forming and joining of letters
- Crossing double tt on completing the word.

- Joining to and from the letter w
- Joining to and from the letter e
- Printing
- Drafting and editing
- Joining to the letter t