

# Queensway Handwriting Policy



## Rationale

As a school we recognise that handwriting is an important skill and children's ability to write fluently for the rest of their lives depends on a good foundation of taught handwriting from the early years of their education. We believe that handwriting is a developmental process with its own distinctive stages of progression from readiness for handwriting, through to letter joins, practising speed and fluency and higher presentation skills. A flexible, fluent and legible handwriting style empowers children to write with confidence and creativity. This is an entitlement that needs skilful, rigorous teaching if everyone is to reach their full potential.

The teaching and practice of handwriting also reflect our core values of respect, kindness and resilience. These values underpin our expectations that children support one another, take pride in the presentation of their work, persevere when developing new skills, and contribute to a positive and nurturing learning environment.

## Aims

At Queensway our aims in teaching handwriting are:

- For all children to develop a well-formed, legible style of handwriting in both joined and printed styles, with increasing fluency, confidence and speed
- To raise attainment for all pupils in handwriting through a consistent approach, guided by Little Wandle in EYFS and Year 1 and Nelson Handwriting Scheme in Years 2 to 6
- That all teachers and support staff use and model the agreed style of handwriting when writing on the board or marking work
- That teachers, support staff and pupils use all opportunities for writing as handwriting practice in all writing across the curriculum
- To make provision for left-handed children to develop free flowing writing
- For all children's skills in handwriting to be reflected in the presentation of their work
- To promote automaticity to free cognitive load for composition and spelling
- To enable all learners, including those with SEND, to access handwriting successfully.

In order to achieve this, children will be taught:

- To develop fine motor control
- The importance of correct posture and paper position whether right or left-handed
- The importance of the correct pressure
- To use a pencil and to hold it effectively
- To write from left to right and top to bottom on a page
- To start and finish letters correctly
- To form letters of consistent size and shape
- The language of writing and how to use the correct terminology, (e.g. ascenders)
- To put appropriate spaces between words
- How to form upper and lower case letters
- How to join letters correctly
- How to write legibly in both joined and printed style
- How to form numbers correctly
- The importance of neat and clear presentation in order to communicate meaning effectively
- To develop greater control and fluency as they become increasingly confident.

## Teaching of handwriting

**EYFS:** In the Foundation Stage children need to develop skills which will later enable them to acquire a legible, fluent and fast handwriting style. In Nursery and Reception children will develop:

- Gross and fine motor skills through sensory activities
- Recognition of pattern and language to talk about shapes and movement e.g. forming shapes and letters in sand
- Shaping of patterns and basic letter movements
- A comfortable tripod pencil grip (between the thumb and forefinger with the pencil resting on the third finger) that allows for efficient control of the pencil
- Correct formation of all lower-case letters (taught through Little Wandle Phonics Scheme)

**Teaching handwriting in Key Stage One and Two (See Appendix One for further information):** In every classroom there should be opportunities for the children to see guidance for accurate letter formation and later the correct joins. Additionally, there should be a reminder poster about the 4 Ps-posture, paper, pencil and pressure. Some children may benefit from having relevant visual resources at their table.

The highest priority is given to teaching correct letter formation before any attempt is made at joining. Each handwriting lesson should have a clear focus. This should be shared with the children supported by specific modelling from the teacher. Children should have immediate, live feedback to address any misconceptions. Letter formation and joining will be taught in 'families.'

**Key Stage One:** In Year 1, teachers will continue to use the mnemonics from Little Wandle to support correct letter and number formation. In Year 2, using their professional judgement, teachers will begin to use the Nelson Handwriting Scheme as children learn how to join letters. At the beginning of any opportunity for writing children should be reminded about the 4 ps.

**Key Stage Two:** Children will continue to have regular practice of handwriting, securing joins and developing speed and fluency. At every opportunity, children will be reminded of the '4 Ps' (posture, pencil, paper, pressure). By the end of Year 6, children should have a clear, fluid handwriting style that they are able to apply across the curriculum.

### Timetable Expectation for handwriting

Year Group	Each week
<b>Nursery</b>	Daily activities to develop gross and fine motor skills. Accurate letter formation where appropriate with individual children.
<b>Reception</b>	Daily handwriting (15mins)
<b>Year One</b>	Daily handwriting (15 mins)
<b>Year Two</b>	Daily handwriting (15 mins)
<b>Year Three</b>	Handwriting x2 lessons (15mins)
<b>Year Four</b>	Handwriting x2 lessons (15 mins)
<b>Year Five</b>	Handwriting x2 lessons (15 mins)
<b>Year Six</b>	Handwriting lesson x1 20 mins

## Inclusion and Equality

For all children who have been identified as needing further support to achieve a legible and fluid handwriting style, teachers use their professional judgment to decide the most suitable support. This may include 'Write from the start,' bespoke targeted interventions, additional practice sessions, rest breaks, additional time or

activities that develop children's gross and fine motor skills. Further intervention may be arranged with specialist advice from the Inclusion Manager and other specialists such as Occupational Therapists, who may provide targeted support for individual children. Additional resources will be provided by the Inclusion Manager, where deemed necessary, such as sloping surfaces, special seat cushions and pencil grips.

### **Provision for left-handed children**

**(See Page 19 Nelson Teachers' Handbook for further guidance)**

Left-handed children (approximately 10% of the population) are supported by being encouraged to:

- Sit with light coming from the right-hand side, to avoid working in the shadow of their hand.
- Sit slightly to the right of the desk space so they have plenty of room to their left.
- Sit on the left-hand side of right-handed writers – to avoid their paper and elbows bumping.
- Not sit in a hunched or stiff way. Usually this happens because the paper position is not correct.

### **Assessment and Progress**

On-going assessment in handwriting (using information from handwriting lessons, writing in English and other areas of the curriculum) gives staff the chance to spot errors or inconsistencies that are likely to impede a fast, fluent handwriting style. These errors will be addressed appropriately through marking and feedback.

In Reception, teachers will keep a record of the numbers of children with the correct pencil grip. In all year groups, any formative assessment will inform future planning and provision. Additionally, teachers and children will use the Nelson Handwriting checklist as appropriate to age and need.

The checklist includes the questions:

- *Are you forming your letters correctly?*
- *Are any letters too short or too tall?*
- *Are the descenders too long or too curly?*
- *Is there space between your words?*
- *Is there space between your letters?*
- *Is there space between your words?*
- *Are you making the four joins correctly*

### **Resources**

The Writing Leader has all the school resources relating to the Nelson Handwriting Scheme including worksheets and workbook examples and the Teacher Handbook. All staff have access to the Little Wandle Resources via a website log in. Teachers have been encouraged to use guidance from the National Handwriting Association, including the document 'Good Practice for Handwriting.'

Please also refer to these policies:

- Special Educational Needs and Disabilities policy
- Accessibility Policy and Plan
- Equality Policy

### **Review**

This policy will be reviewed every 3 years by the Head Teacher and the Senior Leadership Team.

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

## Appendix One: Single letter formation Nelson Handwriting Scheme

## Lower-case cursive letters

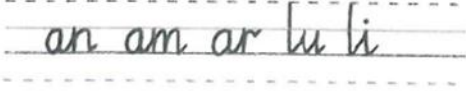
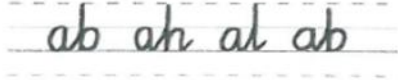
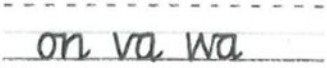
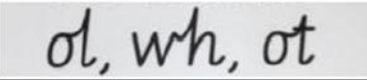
a b c d e f g h i j k l m  
n o p q r s t u v w x y z

## The capital 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

## Nelson Handwriting Joins Checklist

abcdefghijklmnopqrstuvwxyz

<b>Join 1</b>	Diagonal upwards join from letters than finish with upstrokes to letters <b>without</b> ascenders e.g. a to n / l to i 
<b>Join 2</b>	Diagonal upwards join from letters than finish with upstrokes to letters <b>with</b> ascenders (to b, f, h, k, l, t) 
<b>Join 3</b>	Horizontal join across the top of letters to letters without ascenders (o v and w). 
<b>Join 4</b>	Horizontal join to letters with ascenders (to l, h, t etc.) 
<b>Break Letters</b>	Joins are not make <b>from</b> these letters. Appropriate joins are made <b>to</b> these letters: b g j p q x y
<b>Mean Letter</b>	The only mean letter is z. Children should not join to or from this letter.

**Appendix 2: Number Formation (Followed by both Little Wandle and Nelson)**

**Spots** indicate the starting position of the pencil. The pencil should remain on the paper, following the arrows. For the numbers four and five, the pencil must be raised before completing the second part of each number. **Crosses** indicate the second starting positions.

