

GLAPTON PRIMARY AND NURSERY SCHOOL
HANDWRITING POLICY
January 2004

STATEMENT OF BELIEF.

At Glapton 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 in the early years of their education.

We believe that children should be introduced as early as possible to the making of letters through pattern and then discover letter shapes and movements in these forms. The shapes and movements should then be developed into making letters in connected forms.

Aims

We want our children to develop a legible style of handwriting that is based on sound letter formation. We want their skills in handwriting to be reflected in the presentation of their work and their joy of writing.

Objectives.

To achieve our aims we will give our children opportunities to develop their handwriting through the following:- by using 'A Hand For Spelling' by Charles Cripps as a handwriting scheme, by using the National Literacy Strategy to link handwriting to phonics and by monitoring and assessing handwriting as part of the marking process. We need to ensure correct letter formation for both left and right handed children.

In the Foundation Stage children need to start with large-scale motor movements. By the time they begin phonic teaching in the Reception year they will be familiar with the three critical movements upon which most letter shapes are based. Handwriting can then be taught alongside phonics making use of the kinaesthetic learning to help children to internalise the letter shapes that go with the sounds. Sky-writing and other large-scale practise is best to start with and then start children writing on wide-lined paper when they have the hand control to do it confidently. Lined paper is important because so much about handwriting is to do with the letters' orientation to the line.

The N.L.S. suggests a sequence for teaching the letters sounds in the book 'Progression in Phonics' which introduces digraphs from step 3. Handwriting can thus be coordinated with phonic teaching where two letters stand for one sound. The

digraphs can be taught as a joined unit so that the visual and kinaesthetic learning reinforces the idea of the digraph.

During the Foundation Stage a meeting will be held to inform parents of the school handwriting policy and give guidelines and information on how to help their children with handwriting.

Overall handwriting skill and development.

Foundation Stage :- Nursery and Reception.

Provide pre-writing activities to promote pencil control and awareness of letter shapes and orientation e.g.

- Making letters in play dough, plasticine,
- Tactile letter tracing using textured shapes.
- Writing with a stick or finger in sand.
- Using paints, chalks or large felt tips.
- Use sky-writing and large-scale practise
- Ensure correct posture
- Practise tracing over lines and shapes
- Trace over letters and simple words
- Practise copy writing own name
- Use a comfortable and efficient pencil grip
- To produce a controlled line which supports letter formation
- To write letters using the correct sequence of movements.
- Introduced joined script for writing child's name - practise writing name in joined script using laminated name cards.

Year 1

- To form lower case letters correctly in a script that will be easy to join
- To practise handwriting in conjunction with phonics, spelling and independent writing, ensuring correct letter orientation, formation and proportion, in a style that makes letters easy to join
- Use joined script for spelling and diary work.

Year2

- To practise handwriting patterns from Yr 1.
- To practise the four basic handwriting joins
 1. diagonal joins to letters without ascenders eg. ai, ar, un,
 2. horizontal joins to letters without ascenders, eg. ou, vi, wi

- 3. diagonal joins to letters with ascenders eg- ab, ul, it.
- 4. horizontal joins to letters with ascenders eg- ol, wh, ot.
- To practise handwriting in conjunction with spelling and phonic patterns.
- To use joined script consistently in their writing

Year 3

- To use joined handwriting for all writing except where other special forms are required
- To practise correct formation of basic joins from Yr 2
- To ensure consistency in size and proportion of letters and spacing between letters and words.
- To build up handwriting speed, fluency and legibility through practise.

Year 4

- To know when to use;
 - 1.- a clear neat hand for finished, presented work.
 - 2.- informal writing for everyday informal work, rough drafting etc
- To ensure consistency in size and proportion of letters and spacing between letters and words.
- To use a range of presentation skills eg:
 - 1.-print script for captions, sub-headings and labels
 - 2.-capital letters for posters, title pages, headings
 - 3.-a range of computer-generated fonts and point sizes.

Years 5 and 6

- To practise, reinforce and refine skills taught in previous years.

Resources for teaching handwriting:-

- Cripps 'A Hand for Spelling'
- Cambridge 'Pen Pals' scheme (Foundation Stage & KS1)

Targets for 2004

- To monitor planning for evidence of regular handwriting sessions
- To monitor handwriting and presentation throughout the school in order to raise standards
- All children from year 2 to Year 6 to write using a blue ink pen

