



OMBERSLEY ENDOWED FIRST SCHOOL HANDWRITING POLICY

Document Purpose and Audience

At OEFS, we aim to equip children with the necessary skills to develop a fluent and legible handwriting style which can be adapted to a variety of tasks. Although we need to recognise the three objectives of legibility, character and speed, it is important that children take the necessary time and care with their writing in the early stages so that correct habits are formed. When a smooth, flowing, functional style becomes habitual, speed will increase without effort and without loss of legibility. It is hoped that by following our scheme a basic, attractive handwriting style will be produced which will take on individual character as it matures and can be adapted to fast note-taking and communication.

The rationale for our scheme is that when reliable handwriting is established, thinking, letter and word sequencing and movements for writing can be brought together which aids spelling difficulties and helps children with dyslexic tendencies. In Foundation Stage children will be taught correct letter formation. From the end of year one a fully cursive style will begin to be introduced.

Handwriting Scheme

In order to achieve these aims, we intend that:

- ❖ Handwriting will be taught daily as part of our Read Write Inc.(RWI) lessons in Foundation Stage (FS) and Key Stage One (KS1).

- ❖ In FS letters will be taught through the RWI scheme with a lead out. During Year One term three, children will be taught how to join letters and will start to use these joins in their own writing in Year Two and beyond.

- ❖ A joined script will be introduced in Year 1 and the use of different styles for different purposes will be covered throughout Key Stage Two (KS2). We aim for all children to be joining fluently by the end of KS1.

- ❖ Children will be taught a fully cursive script in which **ALL** letters apart from capital letters will be joined. Letters will be taught in an upright position, vertical to the line. As writers become more fluent, some children will naturally slope their writing particularly as speed develops and this is quite acceptable as it gives individual character to the writing. However, any sloping must be consistent throughout, and not so exaggerated that legibility is affected.

- ❖ Left-handers should have no greater difficulty in learning to write well than right handers. They will automatically move the paper slightly to be at a more comfortable angle so that their writing is visible. They should be reminded to start on the left of the page.

- ❖ We aim to provide opportunities for using a variety of paper and a range of writing tools. Children will have the opportunity to use paper with a centre guide line while correct size relationships are being taught. In FS a ruled base line for the 'sitting' of letters' is sufficient. Children should also be given opportunities for using plain paper with and without guide sheets.

❖ In Year Four handwriting pens will be provided for use during the teaching and practice sessions. It is suggested that ball point pens should be avoided completely as they slip on the paper and leave smudges. In KS1 special triangular pencil huggers will be provided for children who have difficulty holding the pencil correctly.

❖ FS and KS1 classes will display the simple/complex speed sound charts in classroom and KS2 will display an A3 copy of the handwriting scheme.

❖ The order of introducing letters in FS will be as follows:

Term One - The letters taught will be related to the children's 'Read, Write Inc' work – **m, a, s, d, t, i, n, p, g, o** and so on.

Letter formation needs to be taught in conjunction with the letter formation handbook which all teachers and TAs have a copy of.

❖ Correct formation of capital letters will be taught alongside lower case. Plenty of practice with the correct formation of capital letters will be provided so that children learn to make large, bold capital letters in their writing. This should lead to more thoughtful use and avoid the meaningless and haphazard proliferation of capitals.

❖ FS children will be given opportunities for pre-writing activities to develop fine motor control, left/right hand eye co-ordination patterns with entry strokes.

❖ Correct formation and orientation of numbers will also be taught (use jingle, see appendix).

❖ Writing around school i.e. on displays and teachers' own writing will reflect the school scheme.

❖ Great emphasis will be placed on teaching the correct posture, position and grip from the beginning and this should be carefully monitored and corrected where necessary.

Foundation Stage

Pre-Handwriting

- Finger printing inside a shape.
- Using a pencil, ensuring that it is held correctly and children will colour in shapes trying to keep inside the lines.
- Using a pencil, ensuring that it is held correctly, tracing over the outline of a picture.
- Playdough – moulding this will help develop fine motor skills.
- Threading beads – this will help develop their hand eye co-ordination.
- Exercises to develop gross motor arm actions, use dowling with a ribbon attached to twirl.
- Chalk writing on a larger scale- play grounds, during outdoor play etc.

Resources

- RWI 'Get Writing' Handbook- RWI phonics scheme

Pattern Writing

- Paint the table and then using large brushes make patterns.
- Make patterns in the sand- letter cutters to be available to support letter shapes/formation.
- Use water bottles and make patterns outside on the floor.
- Use water pots and paint brushes and draw patterns on the floor outside.
- Use felt tip pens, chunky and fine, and strips of paper and draw patterns on the line.
- Mark making in flour, shaving foam, gloop.
- Use whiteboard and marker pens to create patterns and simple shapes.
- Drawing patterns could fit with other curricular areas e.g. Numeracy, Geography and PE.

Letter Formation

Letter formation will be taught through RWI using the handwriting phrases as each new sound is introduced. E.g. 'm' 'Maisie, mountain, mountain as you go down Maisie and then over the two mountains.' Children will be taught to air-write before writing on a larger scale, slowly encouraging letters to decrease in size and sit on the line. Handwriting will take place daily and 'sound writing' will be sent home to support formation.

Name cards need to be used in FS so that they can see what their name looks like and how the letters of their name are shaped/formed. Then they need to explore this

by tracing over the letters with their fingers, pencils, pens etc and then try and copy write.

Children will be taught how to hold the pencil correctly and how to have the correct writing posture.

Numbers

Teach number formation in groups. This needs to be taught when children can hold a pencil correctly.

Make number posters using felt tip pens and pencils on plain paper. Write out all the numbers, teacher model.

Numbers need to be taught in the correct order (See Jingle)

Then begin to write the numbers on lines by practising writing a line of each number.

Key Stage 1

Objective

By the end of Year Two children will be joining their handwriting fluently. They will be able to form capital letters and numbers correctly. This will depend on the level they are working at in RWI.

Key Stage 2

Objective

Children will continue to develop a legible, fluent script which will be able to be adapted for different purposes.

Activities

In KS2 introduce children to the fact that different forms of handwriting can be used for different purposes, e.g. speed for note-taking, capitals and printing for notices etc. Continue to reinforce correct posture and grip.

Signed: *C Moore*

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Review due: June 2017

Number Jingle

1. Straight down.
2. Up, over, down, straight across.
3. Curly round, back, curly round.
4. Straight down, straight across, take the pen off _ and down.
5. Straight down, out and round- go back and put the hat on.
6. Down and curl it in.
7. Straight across, straight down.
8. Do a 's', back up and down.
9. All the way round, straight down.

Cursive script

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