



Park Junior Academy Handwriting Policy

Aims

- For all children to be able to write clearly and legibly
- For all children to write fluently and at an acceptable speed
- For all work to be presented neatly and for pupils to have a positive attitude to handwriting
- For all children to feel proud of the presentation of their writing
- To enable children to develop their own joined handwriting style
- To teach the correct letter formation, modelling effective examples of handwriting at all times

Handwriting

Handwriting practice takes place three times a week discretely, reinforcing specific joins and every day in Year 3 until at least the end of the Autumn term. In Years 5 and 6, this may reduce as children become more competent at a joined handwriting style. The teacher will model the particular join being taught to the whole class and may provide extra support for individuals as appropriate.

In order to help each child develop a fluent, legible style, children are taught to:

- Hold a pencil comfortably; promoting a legible style that reinforces writing from left to right, from the top to the bottom of the page and with a regularity of spacing between letters and words
- Develop a consistent size and shape for each letter
- Join letters correctly, developing greater control and consistency as they progress
- Consider their pencil grip and the amount of pressure that is transferred to the page
- Consider their body posture - their chair should be tucked in, their body should be aligned with the table, they should be sat up straight and have both feet on the floor

Children are encouraged to take pride in the presentation of their work and have a 'writing book' to emphasise the importance of presentation in every subject. To encourage neatly presented handwriting, children are issued with their pen license when they have produced at least 4 pieces of writing at an acceptable handwriting standard. Providing their handwriting and presentation remains at this standard or better, the child will keep their pen license for the rest of the school year. However, if the handwriting standard deteriorates, the pen license should be removed until standards have sufficiently improved.

Technical vocabulary used and taught: Capital letters, ascenders, descenders, ligatures, cursive, flourish, exit stroke, mid-line, diagonal, horizontal, vertical,

Progression

Pupils are taught the following skills in this order, in order to consolidate on, or build cursive script where it has not been taught at Key Stage One:

- Sitting correctly at the table, holding a pencil comfortably and correctly
- Correct orientation, formation and proportion - including formation of capital letters and digits
- Ensure that children understand which letters belong to which handwriting 'families' (that are formed in similar ways) and practise these.
- That presentation of writing is as important as content
- To form lower case letters that are the correct size relative to one another
- To start using diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined

We will follow the Nelson handwriting scheme to ensure progression throughout the Key Stage. Please see appendix two and three for progression of teaching and appendix one (below) for correct posture to teach for best handwriting.

Intervention

Some children or classes may require extra time practicing handwriting during the week, so those children may have a 15-20 minute handwriting lesson or intervention group to teach specific skills. In school, we teach 'Fit to Learn', 'Speed Up' and 'It's In a Bag' which all impact on development of fine and gross motor control that is needed for effective handwriting. A baseline sample of handwriting is taken for each child as 'entry criteria' and a second sample is taken to decide whether a child is ready to complete the intervention -after six weeks.

Resources to support the teaching of handwriting

- Thick bodied pencils, or pencil grips to help with correct finger position
- Range of pens suitable for left-handed writers as well as right
- Handwriting pattern sheets for further practice where motor control is lacking

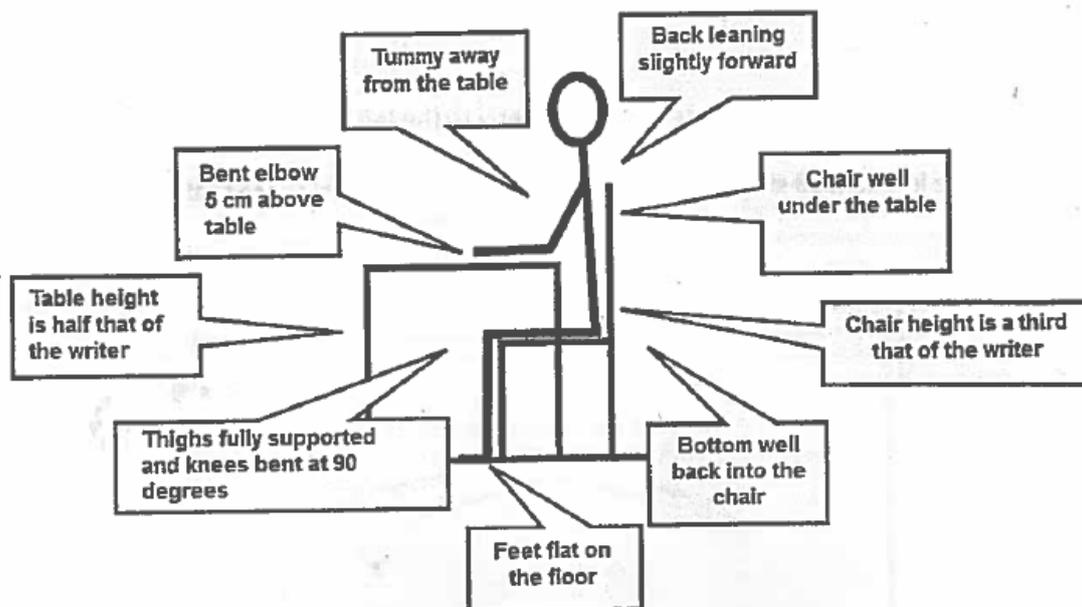
Reviewed Oct 2016

Appendix One

POSTURE AND POSITION FOR WRITING

Posture

It is acknowledged that it is vital to develop good posture for writing as well as a good pencil grip. During any writing task children should be seated in a comfortable upright position.



In order to sit comfortably at a desk for a duration children need good posture muscle strength. This can be developed through various activities to develop a core strength (see below).

 <p>Crab Walk You need An area of floor or grass and a bean bag or soft toy. How to do it Get your child to sit on the ground with their hands and feet on the floor, fingers pointing behind them, raise their bottom off the floor to make a table shape. In this position get them to walk backwards, like a crab, to a destination and back again. Put a beanbag or soft toy on their tummy - make sure they keep their bottom up otherwise the toy will fall off! As this activity is quite demanding only ask your child to go 2 to 3 metres at their first attempt, as your child's endurance increases you can increase the distance. To add variety you can add an obstacle course or follow-my-leader to the game.</p>	 <p>Tummy Skittles You need A large/medium sized ball, skittles or empty 1 litre or 2 litre plastic drinks bottles and space enough for your child to lay flat on their tummy and the skittles to be about 2 metres away. How to do it Get your child to lie on their stomach, lift their head up and then lift their arms above their head. Throw the ball at the skittles, then lower the body gently back to the floor, ready to throw again.</p>	 <p>Bridge Games You need An area of floor or grass and some small toys to pass under the bridge such as vehicles or animals. For older children a stopwatch or clock with a seconds hand. How to do it Laying on their back with their knees bent and feet flat on the floor get your child to raise their bottom off the floor to form the bridge. Pass the toys under the bridge. For younger children get them to make the noise of the toys, for older children set them time challenges. As this activity can be quite demanding start by just playing for between 30 seconds and one minute. As your child gets stronger and can play for longer why not turn it into a family competition?</p>
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Position

Children should have a clear view of the whiteboard being used to model and teach. They should be encouraged to use their non-writing hand to support the paper/book they are working on and this should be angled with a slight tilt for ease of writing.

Right - handed

Children should have their writing material tilted slightly to the right with the top right-hand corner raised slightly.

Left - handed

Children should have their writing material tilted slightly to the left with the top left-hand corner raised slightly.

Children who are left handed should be seated so they have additional space to their left.

