



# Hockliffe Lower School

## Handwriting Curriculum Statement

### Intent

We believe that handwriting is a skill which, like reading and spelling, affects written communication across the curriculum. Ultimately children must be able to write with ease, speed and legibility. There will be a whole school approach to the teaching of handwriting using the Nelson Handwriting script which will be applied consistently by all staff.

### Aims

All children will...

- Achieve a neat, legible style with correctly formed letters in accordance with the Nelson handwriting font.
- Develop flow and speed.
- Eventually produce the letters automatically and in their independent writing.
- Be encouraged to develop a sense of pride in the presentation of their work

### Implementation

Handwriting is a cross curricular task which will be taken into consideration in all lessons.

Formal handwriting lessons will take place regularly( 2-3 times a week) in order to enable pupils to achieve targets as set out in the National Curriculum 2014

#### Year 1

- Sit correctly at a table holding a pencil comfortably and correctly
- Begin to form lower case letters in the correct direction, starting and finishing in the correct place
- Form capital letters
- Form digits 0-9
- Understand which letters belong to which handwriting 'families' ( letters that are formed in similar ways

#### Year 2

- form lower case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflect the size of the letters

## Year 3 and 4

- Use the diagonal and horizontal strokes that are needed to join letter and understand which letter, when adjacent to one another, are best left unjoined
- Increase the legibility, consistency and quality of their handwriting, for example, by ensuring that the down strokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.

When teaching and learning handwriting the following principles will be applied...

### **The three P's ( see diagrams Appendix 1)**

- Posture
- Pen hold
- Paper position

### **Letter formation**

- Letters will be taught in handwriting families according to the way they are formed
- The language for the formation of lower case and capital letters will be use consistently (see Appendix 2)
- Children will be taught a joined script according to the Nelson Handwriting scheme using the four joins, short diagonal, horizontal join
- The letters b, g, j, p, q, s, y, z will be break letters that do not join
- Capital letters will not join

### **Resources**

- EFYS and Year 1 will use triangular jumbo pencils
- Year 2 will use hexagonal pencils
- KS2 children will use hexagonal pencils until they earn their Pen Licence through the consistent use of a joined up handwriting style
- Children using pencils will be encouraged to sharpen them before use in order to improve presentation.
- In formal lessons paper or books with handwriting lines will be used with lines of different size according to handwriting dexterity
- In other lessons lined or plain exercise books will be used as appropriate.
- On occasion to present work for display older children will use plain paper with guidelines underneath

## **Knowledge, Skills and Understanding**

### **Early Years**

Children take part in activities to develop their fine and gross motor-skills and recognition of patterns, for example, to form letters using their index finger in sand, using paint, or writing on the clevertouch boards with their finger. Children should begin to learn how to correctly hold a pencil, then how to use a pencil, and hold it effectively to form recognisable letters most of which are correctly formed. Letters are taught in families known as: Long Ladder, Curly Caterpillar, One Arm Robot and Zig Zag letters these are displayed showing starting points and direction of movement.

### **Key Stage 1**

Children will continue to develop fine and gross motor-skills with a range of multi-sensory activities. Handwriting is taught formally, discussed within and linked to phonics sessions and reinforced across the curriculum. Teachers and support staff guide children on how to form letters correctly, using a comfortable and efficient pencil grip. Children will be encouraged to leave spaces of the appropriate size between words and sit correctly at tables. By the end of Key Stage 1 children will be able to write legibly, using upper and lower-case letters appropriately and correct spacing between words. Some children will have learned how to join letters using the four handwriting joins from the Nelson Handwriting scheme.

### **Key Stage 2**

During this stage the children continue to have direct teaching and regular opportunities to practise handwriting. We aim for them to develop a clear, fluent style and by the end of Year 4, to be able to adapt their handwriting for different purposes, such as: a neat, legible hand for finished, presented work, a faster script for note making and the ability to print for labelling diagrams etc.

### **Inclusion**

The vast majority of pupils are able to write legibly and fluently. However, some pupils need more support and provision will be made for this through intervention using 1-1 support sessions. Teachers of children, whose handwriting is limited, by problems with fine motor skills, will develop an individual programme designed to meet the specific needs of the individual child. Special pencil grips will be available for children who need support to develop the correct hold of the pencil and to apply the correct pressure

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

All teachers are aware of the specific needs of left-handed pupils and make appropriate provision:

- paper should be positioned to the left for right handed pupils and to the right for left handed pupils and slanted to suit the individual in either case;
- pencils should not be held too close to the point as this can interrupt pupils' line of vision;
- pupils should be positioned so that they can place their paper to their left side;
- left-handed pupils should sit to the left of a right-handed child so that they are not competing for space;
- extra practice with left-to-right exercises may well be necessary before pupils write left-to-right automatically.

## **The Role of Parents/Carers**

Parents/Carers are made aware of our agreed handwriting style and encouraged to practice this with their children at home.

## **Impact**

A uniformed handwriting style should be consistent throughout the school; this will be evident on display boards and in book scrutiny. Children are encouraged to self-assess their handwriting during lessons to see where they have made improvements and where they can improve further. Children will all produce a piece of handwriting for presentation each term to demonstrate the progress they have made. These will be judged for the best handwriting and most improved handwriting in each year.

Monitoring - This policy will be reviewed every two years