

Ballysillan Primary School

Handwriting Policy



2017-2018

Nursery-P7

At Ballysillan we aim to:

- Make clear the expectations for handwriting.
- Embed continuity and coherence across the school.
- Highlight the schools approach to handwriting through a systematic teaching programme, strongly adhered to and valued by all.
- Ensure good handwriting skills are evident in all writing activities and not just in hand writing lessons.
- Endeavour that all children have an attractive and legible style of writing allowing them to feel pride and pleasure in the standard of appearance of their work.
- Ensure that teachers and teaching assistants are following the hand writing policy e.g. when writing in children's books, on the white board etc.

Objectives

- How to hold a pencil/pen.
- To write from left to right and top to bottom of a page.
- To start and finish letters correctly.
- To form letters of regular size and shape.
- To put regular spaces between letters and words.
- How to form lower and upper case letters.
- Join letters
- The importance of clear and neat presentation in order to communicate their meaning effectively.
- Write legibly in both joined and printed styles with increasing fluency and speed (when letter formations are clear and children are ready to use joined style).
- Use different forms of hand writing for different purposes.

Factors for good handwriting

It is recognised that these factors are essential elements of writing across the school;

- **Pre-Writing Skills**

Fine and Gross motor skill development is vital to reinforce concepts taught. The finger gym is used in the nursery to focus upon the development of key fine motor muscles. This is extended and developed within foundation stage through a writing area. During play children have opportunities to practice their pre-writing skills. It is important to note that direction and correct formation is more important than neatness at this stage.

- **Knowledge of letters**

Pupils need to have good, sound knowledge of phonemes and letter names.

- **Perception**

We recognise the need to explain how to use the page, print concepts, left to right, top to bottom.

- **Hand dominance and grip**

This is usually well established by age of 5 but preference may appear earlier and hand dominance must be taken into consideration in teaching tasks. If children are to develop a fluent and fast handwriting style, they must learn to hold a pencil with grip that is relaxed but allows for efficient control of the pencil.

*Research suggests that pencil grip is very difficult to change after a year or 2.

- **Letter formation**

Most LHL naturally draw a circle in a clockwise direction which has implications for letter formation. Extra time and attention is given to ensure they are able to form letters as RHL are able to.

- **Sitting position**

The pupil must be sitting comfortably with feet flat on the floor and the body upright, leaning forward slightly. The non-writing hand should rest on the paper, supporting the upper body, facing slightly to the dominant side. The eyes should be approx, 30 to 40 cms from the paper.

POSTERS DISPLAYED IN ALL ROOMS

Nursery

- Finger gym to develop key fine and gross motor muscles.
- Establish comfortable grip.
- Begin to make marks and write name.

Foundation Stage (P1 and P2)

- Fine and gross motor activities
- Begin to write most letters, correctly formed and orientated.
- Establish a comfortable and efficient pencil grip.
- Begin to write with spaces between words.

Key Stage 1 (P3-P4)

- Write with consistency in the size and proportion of letters and spacing within and between, using correct letter formation.

In KS1 pupils should be taught the conventional ways of forming letters in both lower case and capitals. They should build their knowledge of letter formation to join letters in words. They should develop an awareness of the importance of clear and neat presentation, in order to communicate their meaning.

Key stage 2

(P5-P6)

- Use different styles of handwriting for different purposes with a range of media.
- Maintain a consistent and a personal legible style.

P7

- Develop joined cursive skills through prescribed series of hand writing lessons.

Levelled Handwriting Achievement Grid

Key Stage	Level Descriptors	Year Group	Targets	Focused Intervention
Foundation	Q4: Actively participate in marking, using writing tools and mixed media Q5: Begin to write little-like shapes with increasing accuracy and proficiency.	Nursery	-I can copy my name. -I can trace a pattern using tripod grip	
		P1	I can write my name independently. -I can write all the small letters of the alphabet. -I can write all the capital letters of the alphabet. -I can write 1 sentence by myself	
	Level 1: Form upper and lower case letters. Pupils should show some control over the size, shape and orientation of letters.	P2	-I can write words on a line. -I know when to use capital letters. -I can write more than one sentence by myself.	
KS1	Level 2: Produce legible hand writing. Pupils show control over the physical process of writing and write so that they work can be easily read.	P3	-My small letters and tall letters are the correct size. -All my ascenders and descenders are correct.	
		P4	-I can use a ruler to underline my work. -My writing is neat and tidy.	
KS2	Level 3: Hand writing is accurately formed and consistent in size.	P5	-I can write from dictation	
		P6	-I can make notes on a presentation. -I can make notes on a research project	
		P7	-All my work is presented using joined writing and all letters are sized correctly. (pen licence certificate)	

