



Newington Community Primary School Handwriting Policy



Amended:	Term 1 2023
Updated by:	Kayleigh Stanley
Approved by the Governing Body:	
Signed:	(Chair of Governors)
Review:	Term 1 2024

Children must be able to write with *ease, speed and legibility*. If they have difficulty, this will limit fluency and inhibit the quality and quantity of their work. Handwriting is a complex skill which involves a wide range of cognitive, linguistic and perceptual motor abilities. This document aims to ensure that there is a *consistent approach* to the teaching of handwriting at NCPS which follows the handwriting programme, *Letterjoin*.

Handwriting Progression through the school (Nursery - Year 6)

<u>Year Group</u>	<u>Handwriting activities</u>	<u>Regularity</u>
NURSERY	<ul style="list-style-type: none"> • Gross and fine motor skills • Patterns • Letter formation for letters in own name (use RWInc pneumonics and formation*) 	Daily practice
RECEPTION	<ul style="list-style-type: none"> • Patterns • Letter formation linked to letters being learned in RWInc 	Daily sessions.
1	<ul style="list-style-type: none"> • Discrete work on letter formation linked to RWInc • Letter formation in letter family groups* • Formation of capital letters • Formation of numerals in maths lessons as well as handwriting 	3 x half hour sessions per week - timetabling at discretion of teachers (use planning sheet)

2	<ul style="list-style-type: none"> • Discrete work on letter formation linked to RWInc • Lower case letter formation and height* in letter family groups • Upper case letter formation and height in letter family groups • Numeral formation (also taught in maths lessons) • First join* (once all lower case and upper case are correctly formed at correct height) 	3 x half hour sessions per week - timetabling at discretion of teachers (use planning sheet)
3	<p>By Year 3 letter formation and height should be correct and consistent. If not these need to form part of the teaching as well.</p> <ul style="list-style-type: none"> • First join • Second join • Third join • Fourth join • Double letters that join • Break letters* • Double letters that do not join • Tricky joins • Print and cursive • Slope • Revise all four joins 	1 x half hour session each week - PM timetable
4	Revise Year 3 focusing on the areas the children need to practise the most	1 x half hour session each week - PM timetable
5	<ul style="list-style-type: none"> • Revise all four joins* (speed should be present throughout teaching) • Break letters* • Tricky joins • Print and cursive • Decorated capitals • Speedwriting • Other forms e.g. bubble writing 	1 x half hour session each week - PM timetable
6	Revise Year 5 focusing on the areas the children need to practise the most	1 x half hour session each week - PM timetable

(* - further information detailed separately)

Points to Note:

- All classrooms must have an appropriate Key Stage handwriting formation chart on display. This must be visible to all and referred to when writing.
- In the lower school Read Write Inc letter friezes should be displayed in all classrooms. Further up through the school, displays should have a wide variety of different fonts so that children become familiar with the different styles of writing and print available.
- All lessons should follow the same criteria- pattern, practise, apply.

SEN

Some children may need access arrangements in order to handwrite effectively. This may include: sloping boards, cushions, special pencil grips, pencils with thicker grips, outside professional advice, exercises before writing for muscular rigidity or weakness. 'Write Dance', 'fizzy' and 'clever hands' groups.

EAL

Children who enter the school with a different alphabet will need to adopt the English alphabet gradually and will benefit from starting from the early stages as stated in the progression table.

New Children

New children to the school may have a different but acceptable handwriting style. Teachers will make their own judgements and implement the policy where appropriate at the relevant stage.

Left Handers

Left handed writers will need to sit next to each other or on the left of a right handed writer. Teachers should attempt to write using the same hand when demonstrating to a left handed writer. These children may need a higher seat.

Teachers as models

All adults who write in front of, or for the children, should always use the same style of handwriting as the children are asked to develop. This also applies to the marking of pupil's work.

Paper

Lined paper should be used apart from the very young. Landscape format is good for the earlier stages. Handwriting books for Years 1 and 2 and lined books from Years 3-6.

Posture

Upper body must be upright and squarely facing the writing surface. Feet should be on the floor and the non-writing hand supporting the work.