



**Newall Green
Primary School**

Aiming High To Reach Our Goals

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Handwriting Policy

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NEWALL GREEN PRIMARY SCHOOL HANDWRITING POLICY

Aims

- We aim for all of our children to write with fluent and legible joined handwriting.
- Children are aware that writing is produced for another to read and are made aware of the purpose for their writing and the audience.
- Correct letter formation is a priority.
- We have high expectations for the presentation of written work and encourage our children to achieve the maximum possible marks for handwriting in written assessments.

Foundation Stage

Children are taught a variety of strategies to develop gross motor control prior to formal handwriting. They then move on to developing letter shapes using gross motor movements with the accompanying vocabulary of movement. Children are taught good gross and fine motor control, recognition of pattern, language to talk about shape and movements and the main handwriting movements involved in the three basic letter shapes. Children are introduced to patterns which build on the three basic letter shapes (l, c and r). They make patterns using a variety of media and activities. Dexterity is developed through these activities. A variety of activities are available for the children to encourage practising writing through play with a variety of writing tools and surfaces. Children are introduced to paper and then lined paper for writing letters on. Handwriting will be taught formally when a child is ready. In the Summer term of the final year of Nursery children begin the Read Write Inc [RWI]. We use mnemonics – memory pictures – [See Appendix 1]to help children visualise the letter before they write it. A phrase is used, linked to the picture, to say as we write the letters. [See Appendix 2]

School Handwriting Style

We follow the RWI scheme to teach handwriting until the end of Year 2 when the children should have developed a joined, cursive handwriting style. The school uses the cursive style of writing from Year 2 onwards.

All adults who use handwriting in school for children to read will act as role models and use the school handwriting style, for example: writing on whiteboards; marking children's work; handwriting for display; scribing for children. Adults will model the cursive style from Year 2, writing from left to right and will model how to begin writing on lines from the left-hand margin. Once the children are confident to use cursive letter formation; proficient writers in the Upper KS2 may begin to develop their own cursive style of writing at the discretion of their teachers.

Foundation Stage and Key Stage 1

From Reception to Year 2 the Handwriting is taught following RWI in Stages linked to the Storybook level they are on.

Stage 1

These lessons are taught while children read the Red, Green, Purple, Pink and Orange Storybooks. The online 'checklists' for each letter are in the Handwriting files in Read Write Inc. Phonics Online and in the Handwriting Folder in All Staff.

Stage 1a: Children practise correct letter formation.

Stage 1b: Children learn where to place the letters on the writing line.

Stage 2

Decision has been made to omit this Stage.

Stage 3

These lessons are also taught while children read the Yellow, Blue and Grey Storybooks. The online 'checklists' for each letter are in the Handwriting files in Read Write Inc Phonics Online and in the Handwriting Folder in All Staff.

Children learn the two basic joins: the arm join (diagonal) and the washing line join (horizontal) and the two variables for each join.

If a child's handwriting is not ready to progress to Stage 3 because of issues with fine motor control then differentiate appropriately within the group.

Handwriting Position

We teach children that when you use the handwriting signal they automatically go into the perfect handwriting position: • feet flat on the floor • bottom at the back of the chair • body one fist from the table • shoulders down and relaxed • back leaning forward slightly • left/right hand holding the page • left/right hand ready in a tripod grip.

Grip

In order to develop a fast and fluent style, children need to learn to hold a pencil with the correct grip. This should be relaxed but allow good control over the pencil. If they grip too tightly they will tire quickly and will not achieve a free-flowing movement. The correct grip will be between the thumb and forefinger with the pencil resting on the third finger. Children are taught the correct grip and children who find this difficult may be given a special pencil grip to help them. Pictures of the correct grip are available in the Handwriting folder and there is a 4 stage assessment used in EYFS from cylindrical grasp to tripod grasp.

Left-handed children

Writing from left to right is more difficult for left-handed children. Left handed children are placed so that they are next to each other or on a corner of a table to avoid knocking elbows with right-handed children. They are taught to slant their work appropriately and to hold the pencil with the correct grip. This avoids the danger of smudging their work. They pull their pencil when right handed people push theirs.

Resources

Younger children may practise writing on a variety of lined paper or whiteboards as well as worksheets and the media/activities described above. HB pencils are used for writing. Younger children or those with difficulties with their grip will use learner pencils which are fatter and may be triangular. Some children will have grips attached to their pencils. Older children may use handwriting pens or ink pens and use their whiteboards and exercise books to practise their handwriting. There will be a minimum of 2 teacher-led handwriting session per week.

Developing speed and accuracy

As children progress through the school they are expected to produce longer pieces of writing across the curriculum and therefore need to improve speed and stamina. This is practised through a variety of activities including dictation and timed writing activities.

Using Pens

In key stage 2 when children are able to write neatly in fluent, legible and even-sized joined writing in the school handwriting style consistently over a period of time they are awarded a handwriting pen. The child takes their Literacy book to a member of senior management to confirm they can be awarded a handwriting licence. They are also given a certificate at the achievement assembly on a Friday. Certificates are available from Lucy Evans.

Special Educational Needs

Children with SEN may have a provision for handwriting as part of their School or Class Action Plan. The SENCO may advise staff who work with individual or groups of children who have specific needs or difficulties with handwriting.

Interventions

Children who need extra practise with handwriting may be taught outside the classroom by a teaching assistant or other trained adult. This work will be targeted specifically to the child's needs using a variety of the activities outlined above. Some children may be given extra handwriting practise for homework and parents may be actively involved in helping or encouraging their children in this. In KS1 the clever fingers intervention builds up fine motor skills and hand muscles.

Handwriting for different purposes

The expectation at NGPS is that the style of a child's handwriting is consistent across every subject and for every genre. Children write in a variety of exercise books and on a variety of paper. Lined exercise books may have wider spaced lines in KS1 with lines becoming closer together in Key Stage 2. Maths books are squared with the squares becoming smaller in Key Stage 2. Children will write on a variety of different papers for different publishing purposes across the curriculum, eg. plain or coloured paper for producing booklets, leaflets. Children are taught to vary the font and presentation of their work for different purposes and genres.

Appendix 1 – RWI Mnemonic Letter pictures

Appendix 2 – RWI Handwriting Phrases

Literacy Focus Group, July 2022

Head Teacher:

Chair of Governors:

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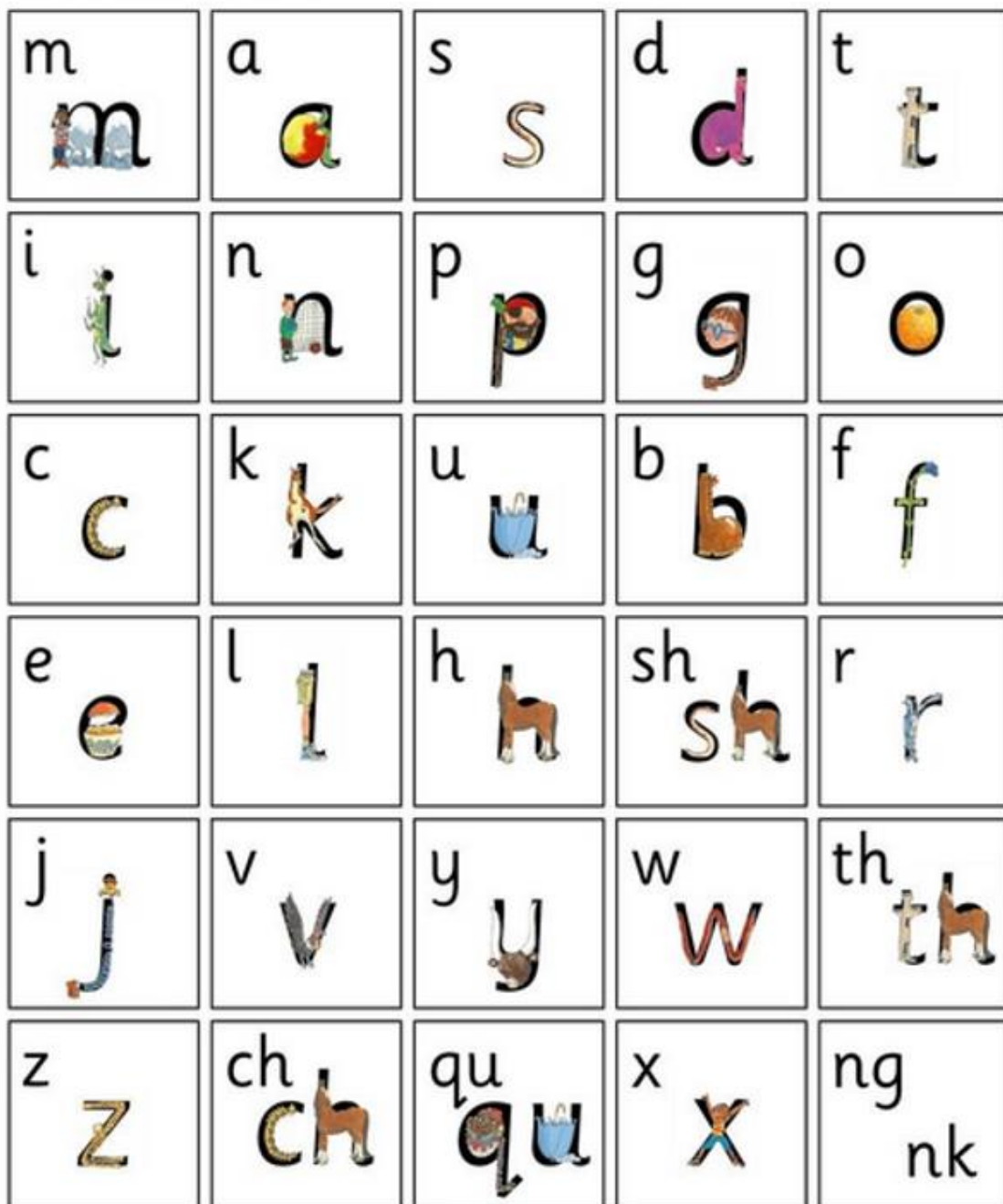
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Appendix 2 - RWI Handwriting Phrases



Handwriting phrases for helping your child to form letters

This works best if your child practises for a short time every day.

1. Show the picture side and air-write as you say the phrase.
2. Ask your child to practise in the air with you.
3. Using a sharp pencil and sat at a table, encourage your child to have a go.
4. Praise your child for their efforts.

- m Maisie, mountain, mountain
a round the apple, down the leaf
s slither down the snake
d round his bottom, up his tall neck and down to his feet
t down the tower, across the tower
i down the body, dot for the head
n down Nobby, over his net
p down the plait and over the pirate's face
g round her face, down her hair and give her a curl
o all around the orange
c curl around the caterpillar
k down the kangaroo's body, tail and leg
u down and under, up to the top and draw the puddle
b down the laces to the heel, round the toe
f down the stem and draw the leaves
e lift off the top and scoop out the egg
l down the long leg
h down the head to the hooves and over his back
r down his back and then curl over his arm
j down his body, curl and dot
v down a wing, up a wing
y down a horn, up a horn and under his head
w down, up, down, up
z zig-zag-zig
q round her head, up past her earrings and down her hair
x down the arm and leg and repeat the other side

