



MANOR INFANT SCHOOL

Approval By: School Review Frequency: 3 years Next Review Due: September 2018 Last Reviewed: September 2015
CHAIR OF GOVERNORS & HEADTEACHER TO COMPLETE <p style="text-align: center;"><i>Chair of CoS</i></p> Review Approved (signature): <i>To Gale</i> Date Approved: September 2015

HANDWRITING POLICY

'Valued as Individuals, Inspired as Learners'

Aims

At Manor Infant School we aim to develop a fluent and legible handwriting style that empowers children to write with confidence and creativity.

The Process

Handwriting is a developmental process with its own distinctive stages of sequential growth. We have identified 5 stages that form organisational structure of our handwriting scheme.

- 1. Readiness for handwriting; gross and fine motor skills leading to pattern and letter formation.**
- 2. Beginning to join**
- 3. Securing the joins**
- 4. Practicing speed and fluency**
- 5. Presentational skills**

Children will progress at different rates; some children will need more practice than others.

- Handwriting must be actively taught for example in association with phonics and spelling. Learning to associate the kinaesthetic movement with the visual letter pattern and the aural phoneme will help the children with learning to spell.

At Manor Infant School we have adopted a multi-sensory approach to teaching handwriting. We believe by using a variety of mediums our method of teaching handwriting will motivate pupils and ensure we are meeting the needs of the individual.

The script

The children will be taught a cursive script from the Foundation Stage.

- **Upper case letter**

All capital letters should be the same size as an ascender and they should not join.

- **Lower case letters**

Lower case letters are taught in 'clubs'. Every lower case letter starts on the line. All lower case letters join. Children learn from example. They should be exposed to a range of different fonts in the school environment. However, pupils and teaching staff's handwriting should conform to the school's adopted style.

- **Writing Tools**

Reception and year 1: Pencil

Year 2: Moving from pencil to pen when the child is ready.

- **Posture**

Correct body posture is essential as it affects the quality of handwriting produced. Children should:

- Sit square at the table
- Sit with legs together, with feet resting on the floor.
- Have both arms resting on the table
- Use the tripod grip: relaxed grip with fingers clear of the nib and the hand resting on the table
- Slant their paper slightly

Benchmarks for handwriting

Reception: Majority of letters formed correctly

Year 1: All letters formed correctly. Name and high frequency words joined. Capital letters stand alone. Begin to form lower-case letters in the correct direction, starting and finishing in the right place.

Year 2: Consistent size and orientation. Majority joined. Form lower-case letters of the correct size relative to one another.

Left hand writers

Teachers should be aware of the specific need of left handed children when teaching handwriting. These are:

- **Posture**-left handed children can often be seen on the edge of their seats hanging over their work. This is their effort to get higher over their work in order to allow for more freedom of movement. They may need to raise their seat by using a cushion or having a higher chair.
- **Position of paper**-This should be slanted to the right so that the right hand corner of the paper is nearer to the body.
- **Grip**-The writing tool has to be pushed across the paper towards their body. The writing tool should therefore point to their left shoulder to prevent smudging and allow the child to see their writing.
- **Sitting position**- When possible, left handed children should sit on the left hand side of the table to avoid arm crashing.

Detailed below is a progressive sequence for handwriting. However, opportunities need to be planned for children to practice and consolidate whilst maintain pace and a high expectation.

Curly Bouncers: c, a, d, o, s, g, q, e, f, x	In joins:
One- armed robots; r, b, n, h, m, k, p	Diagonal join, no ascender to an anti-clockwise letter: ice, ide
Capitals from the Curly Bouncers	Horizontal join. No ascender: ow, ou, oy, oi
Capitals for the Line Ladders	Horizontal join, no ascender, to an anti-clockwise letter: oa, ode
Zig zags: z, v, w	Diagonal join to r: ir, ur, er, or, oor
Capitals for the one armed robots	Horizontal join from r to ascender: url, irl, irt
Capitals for the zig-zags	Horizontal join from r: ere
Diagonal join to ascender: at, all, th, ch, cl	Joining to and from r: air
Diagonal join, no ascender: in, im, cr, tr, dr, lp, mp	Diagonal join to s: dis
Diagonal join, ascender: to an anti-clockwise letter: id, ig, nd, ld, ng	Horizontal join to s: ws
Diagonal join, no ascender: ee, ai, ay, ime, ine	Introducing diagonal join from s to ascender: sh
Horizontal join, no ascender: op, oy, one, ome	Diagonal join to anti-clockwise letter: ea, ear
Horizontal join, no ascender, to an anti-clockwise letter: oa, og, wa, wo	Horizontal join from f, no ascender: fu, fr
Horizontal join to ascender: ol, ot, wh, oh	qu
Horizontal and diagonal joins to ascender, to anti-clockwise: of, if	rr
Joining words: Monday to Sunday	ss
Diagonal join to ascender: eet	ff
Diagonal join, no ascender: a_e	Capital letter practice: height of ascender and capitals