

Handwriting Policy

2023 - 2024



Handwriting Policy



Ysgol Gynradd Groes-wen Primary School

Stronger Together

Stronger together, Groes-wen bilingual school will establish an inspiring, warm and welcoming community that celebrates Welshness while developing an inclusive and sustainable environment.

Our children will develop into creative, confident, principled, ambitious and bilingual individuals!

Policy approved by:

Headteacher:	Chairperson of Governors:
<i>Ruth Ials</i>	<i>D. R. Tiplady</i>
Date: 15.06.2023	Date:15.06.2023

Policy revised by:

Date:	Reviewer:	Details:



Ysgol Gynradd Groes-wen Primary School Handwriting Policy

Objectives

Here at Ysgol Gynradd Groes-wen Primary School we use a simple handwriting method to ensure the success of every pupil. Children are expected to produce handwriting that is readable and clear, and they are encouraged to present their work neatly and practice their writing skills regularly throughout their time at school. Our intention is to teach correct concurrent letter formation in Progress Stage 1, and to teach pupils to manage and master letter formation in Progress Stage 2. It is hoped that this will lead to the introduction of cursive handwriting at the end of Year 2 which will lead to fluency and efficiency by Progress Stage 3 if children select to use it.

Aim

We aim to make handwriting an automatic non-intervention process and creative thinking. As a catalyst for quick handwriting, we encourage parents and guardians to use the same steps back home, which are to:

- have a positive attitude towards handwriting
- understand the need to develop a good handwriting style
- hold writing implements correctly
- achieve handwriting and can be easily read
- be aware that a balance between speed and neatness needs to be maintained in order to achieve an appropriate writing style for performing a task

Method

Our staff are encouraged to use consistent handwriting within the Progress Steps when setting tasks, marking, commenting, modeling and displaying work etc:

- Staff in Progress Phase 1 and a majority of Progress Phase 2 are expected to use legit concurrent writing.

M m	A a	P p	H h	T t	E e	C c	R r	Y y
Th th	N n	B b	G g	W w	L l	O o	S s	
Ch ch	D d	I i	Ll ll	U u				
J j	F f	Dd dd	Ff ff	Rh rh				

- Staff are expected from Year 3 to Year 6 to use running writing.

Pupils handwriting should be cohesive and demonstrate continuity in learning and teaching across the Progress Stages and be encouraged to take pride in the presentation of their work.

Handwriting Frequency

Handwriting is a cross-curricular task and is considered during each lesson. Handwriting learning takes place formally, regularly and systematically within our phonics sessions at CC1 and 2 and then during a reading cycle at CC3 to ensure that Steps of Progress targets are met.

Progress Stage 1

Nursery:

The pupils will

- perform exercises to develop fine motor skills using a variety of tools e.g. scissors, clay, sand, beads, pegs etc.
- use chalk, pastels, paintbrushes, various pencils etc. to make random shapes and marks on paper, whiteboards, blackboards, sand boards, iPads etc using their preferred hand.
- presented how to properly hold stationery using the right or left hand.



- have opportunities for pupils to recognise and practise forming their names.
- be introduced to the letters of the alphabet in order of our phonics schemes.

Reception:

Pupils will:

- further develop fine motor control through a variety of activities such as: sewing and weaving activities; cutting and peeling while engaged in culinary activities; using finger rhymes; musket threading; structural play with water and sand; use paint etc.
- further develop broad motor control using a variety of activities including: talking about the movement's children make; encourage writing and pattern making in the air; sand tray; shaving foam; rice; flour; paint; gloss etc.
- connecting letter shape and letter sound by encouraging children to learn and listen to, and to distinguish between sounds in their environment, in music and rhymes. Teach the letter shapes alongside kinesthetic activities. Methods used include: writing in the air; paint writing; use whiteboards etc.
- be introduced into the formation of all letters of the alphabet during the year following the School's phonic scheme.

In observing the pupils, it will be necessary to identify any areas for improvement in terms of their detailed handicraft skills and practise these further with individuals.

Progress Stage 2

Year 1:

- Pupils will develop letter formations from Nursery and Reception. This is associated with the phonic work of the week.
- Pupils are expected to write on a line remembering which letters are 'lazy'.



- Pupils are expected to be able to produce legible handwriting that is consistent in size.

Year 2-3:

- During the final term of year 2, pupils are introduced to letter mergers.
- The correct method of merging is taught under supervision to hinder the development of bad practise
- In year 3, a cursive letter formation is developed from year 2.
- The children will not join from a capital letter.

Progress Stage 3

Year 4 to 6:

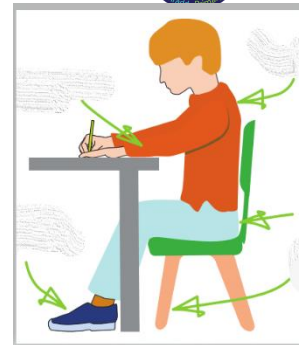
- Cursive handwriting is taught throughout each subject and the teacher's good handwriting practise is modeled throughout.
- Time is allocated at reading circle sessions to refine handwriting to form and merge correctly.
- The modeling teacher must have good handwriting for the pupils to copy.
- Quick, fluent and legible running handwriting is developed and a black pen is used, where appropriate, and when agreed with the pupil

**IF A PUPIL HAS NOT MASTERED THE SKILL OF WRITING LETTERS INDIVIDUALLY IN HERALDIC FORM
THEY WILL NOT BE EXPECTED TO PRACTISE RETICULAR HANDWRITING.**

Holding

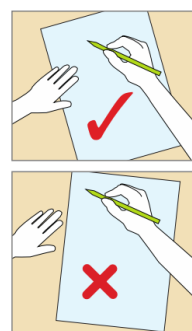
Gesture:

When developing writing skills, it is vital to consider physical position. The pupils sit with their backs straight or lean slightly forward with their feet firmly on the floor. The top of the desk should be no more than two inches above the elbow when the arm is free beside the pupil. If not, the desk can be adjusted, use a pillow and a box or stool so the feet don't hang. Both elbows should be on the table – this is called the "listen and learn" posture.



Paper Site:

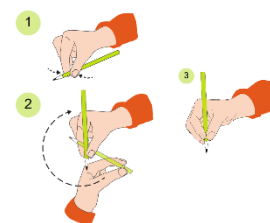
The paper must be at a 45-degree slope so that it is parallel to the writing arm. The arm can then move freely from the elbow as the writing moves across the page. The non-writing hand is held at the top of the page to encourage the paper and move it up – like the roller in a typewriter. Right position is negotiable and important to avoid the left-hand hook.



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Grab the pencil/pen:

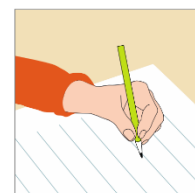
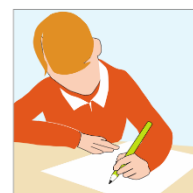
The pencil/pen is grasped between the thumb and indentation, with the middle finger forming a shelf underneath. The top of the pencil/pen should point to the shoulder. All the fingers bent slightly. This is called the "heavier grip" and is the most effective.



Left-hand children:

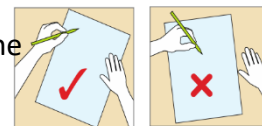
A left-handed child may find it difficult to follow right-hand teachers as they demonstrate how to form letters (and vice versa).

- Teachers should demonstrate how to do that to a left-handed child individually or in a group.
- Left-handed pupils should sit to the left of a right-hand child so that they are not competing for space.
- Pupils should place the paper/book on their left side and on bias, as shown in the diagram



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ar gyfer
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- Pencils should not be grasped too close to the point as that can detract from pupils' 'line of sight'.
- It may be necessary to have additional practice with exercises from the left to the right before pupils automatically write from right to left.



Weak motor control:

Any pupils with dilute motor control will need to be referred to the ALNCo in order for them to be screened for needs similar to dyspraxia, dissection, hypermobility etc, and if suitable, provision will be required for a dilute motor control programme. There will need to be table-like resources on oscillations in class for children to use etc. For these pupils, learning two styles of handwriting can add an extra layer of difficulty and cause confusion. It is therefore much better if a young pupil can learn to use one system of handwriting from the outset, i.e. these pupils are not expected to practise cursive handwriting but have opportunities if they wish.

Typing skills

We encourage pupils to use ICT to perform a few tasks. We will present the letters on the keyboard and ensure that pupils have various opportunities to use them when entering letters, words and sentences on a screen. There will also be opportunities to track letters and words in print on a screen using the Trick and Click phonics layout app.