



# Broughton in Furness CE Primary School

## Handwriting and displays Policy

January 2015

### Aims

1. To know the importance of clear and neat presentation in order to communicate meaning effectively.
2. To write legibly in both joined and printed styles with increasing fluency and speed by:
  - Having a correct pencil grip
  - Knowing that all letters start from the top, except d and e which start in the middle
  - Forming a letters correctly
  - Knowing the size and orientation of letters

### Teaching Time

The amount of time teaching handwriting should vary with the age of the children. The following guidelines are recommended:

Reception and Year 1	Daily for 10-15 minutes
Year 2 and 3	A minimum of 3 times per week
Year 4, 5, 6	A minimum of twice a week for 15 minutes

The amount of time devoted to developing handwriting skills will decrease as the year progresses. Children who find handwriting difficult should be targeted for daily intervention.

## Model used

Broughton in Furness CE Primary School uses the Berol Handwriting scheme with the following letter formation:

## Lower case Letters

**See appendix 4 for example of lower case letters**

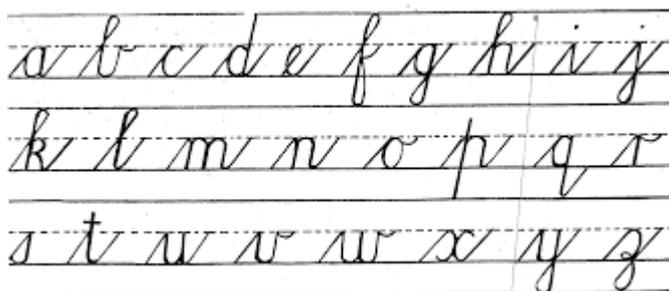
## Capitals

**See appendix 5 for Capitals**

## Numbers

## The four joins

1. To join letter without ascenders
2. To letters with ascenders
3. Horizontal joins
4. Horizontal joins to letters with ascenders



**See appendix 6 for examples of joins**

The break Letters (Letters that aren't joined from) are:

b g j p q x y z s

**See appendix 3 for examples of break letters.**

NB: Children must be taught individual letters first so that they see them as individual units BEFORE learning to join.

## **Paper**

As motor skills increase then the size of writing should decrease. Children should start writing in A4 plain books then as their writing improves then lined exercise books should be introduced.

## **Reception**

All children should write in A4 books. These books should have pencil lines drawn on before the children write. These lines should be well spaced (about 2cm apart).

## **Year 1 and 2**

The majority of children should be ready to start the year in wide lined books. Some children should progress onto narrow lined books as the year progresses. Some children may even start on narrow lined books. However, this will depend upon the ability and maturity of the children.

## **Teaching Sequence**

- Hand and finger strength
- Physical preparation
- Tracing
- Patterns
- Over teacher's writing (highlighter)
- Under teacher's writing (directly under words- write in large letters, leave large spaces between words)
- Independence

**For the order of teaching letters and joins see appendix 2**

## **Techniques for teaching letter formation**

- Model good handwriting all the time
- Demonstrate
- Talk through the process
- Encourage children to verbalise the process
- Children form letters in the air
- Finger trace over tactile letters
- Write over highlighter pen (or dotted letters)
- Draw round templates
- Write in sand with finger or stick
- Write with marker pen on whiteboards
- Wax resist letters

- Form letters with pegs on pegboard
- Form letters with beads in plasticine
- Finger trace the outline of letters on the back of the person in front of you.

## **Getting ready to write**

### **Seating and Posture**

- Chair and table should be at a comfortable height
- The table should support the forearm so that it rests lightly on the surface and is parallel to the floor
- Encourage children to sit up straight and not slouch
- The height of the chair should be such that the thighs are horizontal and feet flat on the floor
- Tables should be free of clutter
- Rooms should be well lit
- Left handed pupils should sit on the left of their partners

**See appendix 1 for warm up exercises**

### **Pencil grip**

- Children should write with a pencil (or pen when introduced in Year 4) with a rounded nib. Pencils should be reasonably sharp.
- A tripod grip is the most effective way of holding pencil.

### **For right handers**

- Hold lightly between the thumb and forefinger about 3cm away from the point
- The paper should be placed to the right tilted slightly to the left
- Use the left hand to steady the paper

### **For left handers**

- Hold tightly between thumb and forefinger resting on the first knuckle of the middle finger
- Hold about 3cm from the tip
- The hand should be tilted slightly to the right at about 20-30 degrees
- Use the right hand to steady the paper

**NB:** It is very important that a right handed child is NOT seated on the left hand side of a left handed child as their elbows will collide!

## **Marking**

It is essential that work in handwriting books is marked and that corrections are given for children who need more practise or haven't formed letters correctly. Miss-spelt words in handwriting books must be corrected so that incorrect spellings are not reinforced. References should be made to the quality of handwriting and presentation within all exercise books and across all subjects.

## **Displays**

It is essential that all displays within the school are used to reinforce and deepen learning. They should be vibrant, interactive if possible and visually attractive-either enhancing or celebrating the learning being developed within the classroom. In order to continue to motivate and enthral children, displays should be changed and renewed at least termly, earlier if possible. Any work displayed should be trimmed and mounted as appropriate to ensure it reflects the high expectations held.

## **Assessment**

The Headteacher and subject leaders will monitor children's writing and presentation in books regularly. They will look for progress over time. The Headteacher will specifically monitor handwriting and presentation of teacher's responses to work to ensure high expectations are modelled for the children. The following should be considered when monitoring handwriting:

- Is the writing generally legible?
- Are the joins correctly shaped and proportioned?
- Are the joins made correctly?
- Are the spaces between the letters, words and lines appropriate?
- Is the size of the writing appropriate?
- Are the writing standards achieved by the majority of pupils in line with the descriptors in the National Curriculum?

## **Individual Assessment**

Children should be set pencil targets with an aim to improve their handwriting and move on to the next level. Children's handwriting should be assessed every half term and progress recorded on the handwriting displays within classrooms. Children must also be observed as they write during handwriting lessons-the teacher must circulate, monitor and intervene.

Teachers also need to monitor and mark whole pieces of writing. The following should be considered:

- Is the posture correct?
- Does the child hold the pencil correctly?
- Does the child use the correct movement when forming and or joining letters?
- Are the letters reversed or inverted?

- Does the child write fluently and rhythmically?
- Is the writing legible?
- Is the pupil's handwriting development in line with age expectations?

### **Links to spelling**

Linking handwriting with spelling is one of the most powerful ways of developing the visual memory. Handwriting should be practised using letters, blends, strings or digraphs so that patterns are internalised.

Remember to use the **Look – Say – Cover – Write - Check**

The child:

**Looks** at the word carefully

**Says** the word

**Covers** the word so that it can't be seen

**Writes** the whole word from memory

**Checks** the word is written correctly

If not, repeat.