

# Benfieldside Primary School



Handwriting policy  
2014

## Overall Aims

A flexible, fluent and legible handwriting style empowers children to write with confidence and creativity. As such, we actively teach handwriting as part of the English curriculum through daily phonics lessons and discrete weekly lessons, quick reinforcing sessions and application every day. Handwriting is a developmental process with its own distinctive stages of progression from readiness for handwriting, through to letter joins, practising speed and fluency and higher presentation skills. To develop a clear, legible style of writing, children are taught to;

- hold a pencil comfortably; promoting a legible style that encourages writing from left to right, from top to bottom of the page and starting and finishing letters correctly
- develop a consistent size and shape of letters and a regularity of spacing between letters and words
- join letters correctly
- develop greater control and fluency as they become increasingly confident.

Children need to be made aware of:

- (a) Where the letter starts.
- (b) Where the individual letter stands with regard to the baseline.
- (c) Ascenders and descenders.
- (d) Spacing and finger space between words.
- (e) Consistent writing size.
- (f) Capital letters and their appropriate use.

In order to achieve consistency and progression the whole school follows the Nelson Handwriting Scheme.

## Organisation and Planning

KS1 and 2 are timetabled to carry out at least 20 minutes of focused handwriting per week. Classes usually consolidate the skills learnt, in other areas of the curriculum. In EYFS this will be evident in their Letters and Sounds work which takes place daily. The Nelson Handwriting Scheme, relevant for each age group is available on all classroom computers. The books for each year group are as follows:

Reception- Blue level

Year 1 – Red level

Year 2 – Yellow level

Year 3 – Handwriting Book 1

Year 4 – Handwriting Book 2

Year 5 and 6 should be concentrating on developing speed and fluency using the skills taught previously.

This is just a guide and teachers will revert backwards or forwards if it is necessary. If a teacher identifies a child that is struggling, in any aspect of handwriting, they will time table interventions or if appropriate they will discuss this with the SEND Coordinator and a course of action will be implemented.

In Year 3, children can obtain a pen licence if their handwriting in pencil is considered consistently neat and proportionate. By Year 4, all children should be writing in pen unless specific children need to write with a pencil.

### **Assessment and Monitoring**

Pencil grip and letter formation becomes habit at an early age, it is therefore imperative that within EYFS and Year 1 (dependent upon their stage of physical development) children are encouraged to use a tripod grip and corrected if using an incorrect grip. Adults working with children must ensure they visually observe letter formation during handwriting and / or letters and sounds sessions and that incorrect formation is corrected. If appropriate children may be encouraged to use pencil grips to help develop a tripod grip.

Book Trawls will take place by the Literacy Coordinator to monitor the impact and implementation of the policy and the standards of handwriting and progression across the school.

