

St Cyprian's Greek Orthodox Primary Academy



Handwriting Policy

Revised: September 2012

Reviewed and ratified by Full Academy Trust:

Date: 28th November 2012

Academy Mission Statement

The aim of St Cyprian's Greek Orthodox Primary Academy is to provide its children with primary education of the highest quality in a supportive learning environment through the National Curriculum, enriched by the progressive teaching of the Greek Language and Christian Orthodox Religion. The children will be equipped with the knowledge, skills and spirituality to enable them to achieve their full potential and prepare them for successful transition to secondary education and to contribute positively to the challenges of a diverse multicultural society.

Purpose of Handwriting Policy

The purpose of this policy is to ensure that staff, parents/carers, governors and other interested parties are clear about our aims to assist in the development of children's handwriting at St Cyprian's Greek Orthodox Primary Academy.

Handwriting is a means of communication. As an Academy we believe that the teacher should dedicate time to the teaching of handwriting and give children ample opportunity to practise so their writing becomes legible, flowing and effortless to produce.

Aims for Teaching of Handwriting

- i. To teach a basic style of handwriting throughout the Academy
- ii. To have an understanding of the development of children's handwriting at each key stage, and the expectations of them
- iii. To provide a variety of suitable writing instruments that children can be taught to write for a variety of different purposes
- iv. To teach handwriting that follows conventions of English, including; writing from left to right and from top to bottom of the page; starting and finishing letters correctly; regularity of size and shape, regularity of spacing letters and words

Equal Opportunities for development of Handwriting

To ensure that opportunities for the development of handwriting are accessible to all children we will;

- a) Implement our handwriting policy with comprehensive differentiation according to the needs of the individual
- b) Respect and encourage the use of home language-spoken and written
- c) Provide resources that reflect cultural diversity
- d) Provide appropriate resources and activities that enable pupils to achieve

Bilingual Children

Children, for whom English is a second language, are initially identified by the class teacher. Advice is then sought from the EAL coordinator. The child may need an individual programme especially if he/she has joined the Academy from abroad without any early years experience. In this case it may be necessary to help with formation of the English alphabet. The class teacher

and EAL coordinator will liaise on a regular basis in order to plan a learning programme to meet the needs of the child.

Children with special Educational Needs

Children that have been identified by the class teacher as having SEN will need to be provided with appropriate tasks/activities, writing implements and resources. Certain difficulties may need the additional attention of other professionals such as the EP, SENCo or Speech therapist.

The model used at St Cyprians Greek Orthodox Primary Academy

The St Cyprians handwriting scheme is based on the Nelson handwriting style because:

- i. Nelson handwriting is the definitive course for developing a fluent and legible handwriting style
- ii. It provides a clearly structured programme with full technical aspects of writing
- iii. There is provision for both group and individual assessment with emphasis on self assessment throughout the programme

Information from Nelson Website

Nelson handwriting is the most widely used handwriting scheme in Academies throughout the UK. It has a reputation for excellence based on its proven success and the confidence it inspires in teachers, pupils and parents. It provides a clear, practical framework for implementing and developing a whole Academy handwriting policy.

The books are sequenced for progression and contain three levels of differentiation designed for a whole range of abilities. Structured units introduce clear teaching points followed by plenty of opportunities for practise.

- Fluent and legible style
- Provision for the early years includes exit flicks from the beginning
- Introduces and develops the key handwriting skills in meaningful contexts
- Suitable for whole-class, group and individual work
- Aids assessment
- Encourages pupils to monitor their own progress

Practising Handwriting

Handwriting is practised regularly in whole class or group situations either as a focused session or as part of everyday writing. The frequency and duration of the sessions is decided by class teachers and the needs of the children.

Handwriting Books

Every child has their own lined books which help to support the teaching of handwriting, and allows them to see the technical aspects of their writing (letter formation, basic joins, printing, speed writing and slope).

Suggested uses of pencils/pens

Foundation stage: Opportunities will be provided for the children to develop fine motor control, the first and best implement, their hands – so encourage malleable activities e.g play dough, finger

painting. At different times a variety of implements will be offered, combs, tooth brushes, coloured pencils, thick/thin crayons, thin/thick markers, thick/thin felt pens and chinks. Pencil grips are available to encourage correct finger position. A variety of mark making tools are used for this sort of activity.

KS1: Pencils should be used for handwriting practice. Those children who are confident writers and who have developed a 'flow' may use Handwriting pens. Pencil grips are available to encourage correct finger position.

KS2: A variety of pens need to be available (e.g. fountain pens, etc) in writing areas in classrooms to encourage children to explore different writing tools.

A range of general writing implements should be made available for general use within the classroom.

Posture

The child's chair and table should be at a comfortable height. Children are to be encouraged to sit up straight and not slouch. It is essential children sit comfortably at the table with their legs underneath. Tables should be free of clutter. Ideally left-handed pupils should sit on the left of their partners so that their movements are not restricted.

Assessment

Handwriting at St Cyprians is assessed at several levels:

- Whole class assessment
- Class assessment
- Individual assessment
- Self assessment

Whole Academy assessment - Handwriting sample board Years Nursery-Year 6 whole class/individual Assessment- Using Nelson Teaching Assessment Book (photocopiable resources & assessment criteria)

Self Assessment – Children to evaluate their own work during the handwriting session (e.g. select the letter/word they think is the neatest/ well formed)

ADDITIONAL IDEAS & RESOURCES

How to help (some suggestions for foundation stage and KS1)

When a child attempts early writing, he / she is also developing hand control.

Teachers should provide opportunities for pupils to write freely in a writing area where they can go to experiment with a variety of different types of writing implements and paper. Put Pens/Pencils, paper in the home corner. Let children make their own books.

Other activities that can help to develop hand control are:

- Threading beads, sewing, art & craft activities, cooking, model making, plasticine, clay and play dough.
- Tracing and drawing patterns from left to right.
- Model Writing
- Use large physical movements when writing (e.g. in the air to practice letter formation)
- Tracing their name – in print for Early Years and in joined up writing in KS1(use tracing paper and pencils.)
- Copying
- Making letter shapes, using plasticine
- Following words in a book with a finger

- Sequencing pictures from left to right to tell a story
- Playing word games e.g. Lotto, picture / word dominoes.
- Practising forming individual letters correctly.
- Tracing over the top of the letter or copying underneath.
- Using a finger, trace over a sandpaper letter.

How else can we help? (In Academy and at home)

Children should see adults writing. This helps children learn that writing goes from left to right, that words have spaces between them and that letters represent sounds.

They also see that writing has a purpose.

CHILDREN NEED TO SEE HOW LETTERS ARE FORMED.

Children should see good examples of handwriting in Academy e.g. labels on the trays in the classroom, coat peg labels, display writing, comments that are written and notices. These should all reflect the handwriting policy of the Academy. Children should be encouraged to see a variety of print around them and be encouraged to talk about it e.g. labels, signs and posters.

They should also be encouraged to look at pictures and talk about what they can see. They also need to be encouraged to talk about their own pictures. Encourage children to write. Give them a purpose and a reason to write. E.g. a shopping list, a birthday card, a thank you note, a caption for a picture. Some children will need to have a multi-sensory approach for learning letters or writing on the board.

Children can also benefit from talking through the direction of movement when forming letters. They must first understand the language of writing.

Up	Cursive script
Down	Upper case – Capitals
Round	Lower case
Horizontal	Ascender
Vertical	Descender
Diagonal	Clockwise and anti-clockwise

Emergent handwriting develops on an individual basis.

Useful Websites

www.nha-handwriting.org.uk – organisation created to support handwriting progression in Academy. Has a selection of published books relating to the development of handwriting.

www.nelsonthornes.com/nelson_primary/new_html/nelhand_home.htm - Nelsons website, providing some samples of resources in the books and additional information about the scheme the Academy uses.

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