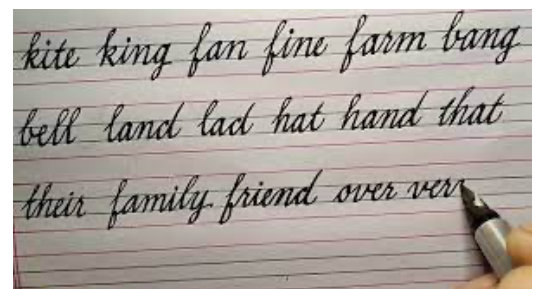




Handwriting Policy



Objectives

1. To develop within all pupils a legible style of handwriting where:
 - the size and shape of letters is consistent,
 - flow and movement are fluent, smooth and of an appropriate speed.
2. To raise children's self motivation and esteem through the establishment of best handwriting practice.
3. To establish and maintain a high profile of handwriting and presentation skills by displaying and rewarding work that meets the standard.

Handwriting starts immediately in Foundation Stage, where children learn how to form letters correctly in a variety of media: from trays of sand, foam on desks, writing in the air, on sandpaper, in paint to using ICT. We follow a 'version' of Marion Richardson print although have adapted a few letters to suit our pupils best. Copies of our print, how to form each letter, hold a pencil and sit correctly are all available on our website as well as being supplied to parents in their 'Welcome to School' packs in Primary 1.

Tools

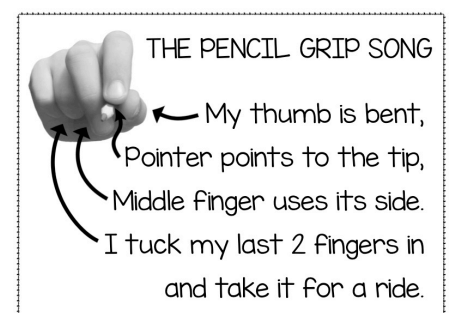
Pencil and Pens

- We recommend the use of a good quality HB or H handwriting pencil. Some teachers may make use of the triangular pencil or pencil grips for their pupils.
For older children, teachers may prefer the sharper, lighter grey H to HB. Other teachers - and children- a propelling pencil.
- Ensure it is always sharp and is not too short in length.
- Some Key Stage 2 writers make use of the Berol Handwriting pens at the Class Teacher's discretion.



Grip

- The tripod grip of the writing tool is recommended.



(Pick up the pencil between thumb and forefinger then push it back, using the third finger as a rest.)

- Some children may need to use a pencil grip to aid correct finger placement. Further advice is available on our school website.

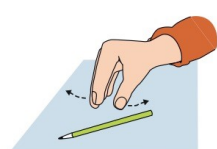
Gripping the pencil too tightly and therefore pressing too hard can lead to strain injuries of the ligaments of the hand and wrist. One solution for children who hold the pencil too tightly is to give them a hard pencil (H or 2H), which will tear the paper so encouraging a more relaxed grip.



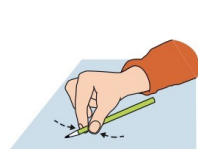
Tripod Pencil Grip

How to hold a pencil correctly for handwriting.

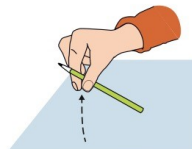
Right handed grip



1. Point away the pencil,



2. Pinch it near the tip,



3. Lift it off the table,

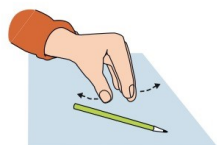


4. Spin it round...



5. ...and grip.

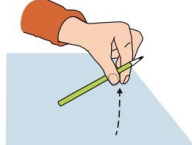
Left handed grip



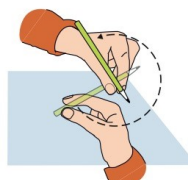
1. Point away the pencil,



2. Pinch it near the tip,



3. Lift it off the table,



4. Spin it round...



5. ...and grip.

Modelling

- The teacher should use modelling of both right and left handed movements and vocalise the size, shape and movement of the pencil.
- The Interactive White Board gallery contains tramlines for the modelling of correct letter formation and joins.
- Children should be encouraged in self and peer assessment.

Recommendations

- Handwriting must be regarded as valuable and time must be found to teach it effectively and successfully.
- All teachers and support staff should become familiar with the expected handwriting style.
- Cursive letters should be displayed for the children beginning joined writing.

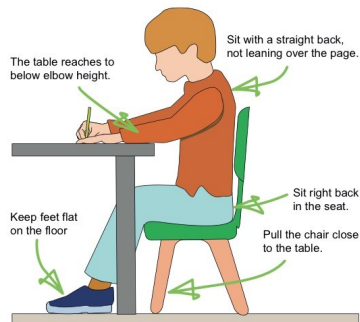
Handwriting tips for teachers

- Insist on a correct, balanced seating position.
- Two hands to be used at all times (one writing one holding the paper)
- All six 'feet' on the floor, the chair's and your's!
- When children are writing with pencil, make sure it is always sharp.
- Ensure that paper or book is correctly positioned at an angle.
- Teacher to class demonstrations should be followed by practices.
- Letters 'shapes' should be taught in an organised way e.g. c becomes o or a, g or d, learn to loop L before f or k or h/
- While children are writing, constantly re-enforce teaching points and good practice - praising, assessing and correcting where individual help is needed.
- Tall letters must not exceed the top line and should be double the height of small letters.
- Small letters should reach halfway and all be a regular size.
- Hanging or 'tag' letters should extend only halfway down to the space below.

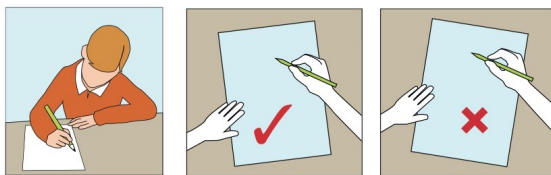
Comfortable Sitting Position and Correct Paper Position

Right handed children

How to sit correctly to be comfortable for handwriting.

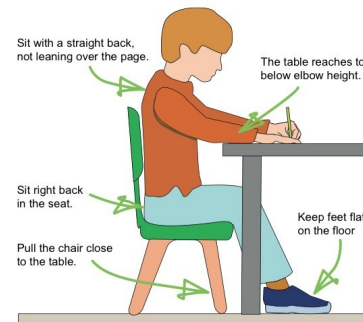


How to hold and position the paper.

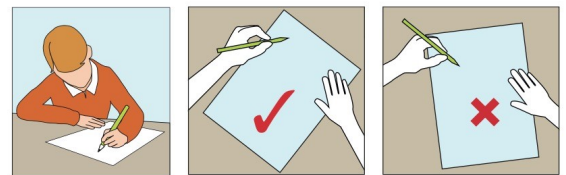


Left handed children

How to sit correctly to be comfortable for handwriting.



How to hold and position the paper.



Greenisland Primary School moves from the printed letter to cursive or joined writing in the second term of Primary 4. This script is based mostly but not exclusively on Spencerian or the Palmer method. Most children gain a sound foundation, which is built on further in Primary 5. A total immersion in cursive writing usually guarantees they become proficient hand writers quickly.

Current practice in most schools is to teach a script where letters which end on the base line have an exit stroke. This enables a child to progress naturally and quickly

from learning to form a single letter correctly to using the mastered letters in a joined script. To join a letter after forming one letter correctly, the pencil is kept on the paper and a trace is made to where the next letter starts. The joining stroke should be a light movement and the trace should be at approximately 45 degrees.

Children with Special Educational needs may require different arrangements but research has shown that a cursive script aids spelling and should be encouraged in all but the weakest children. Obviously pace of learning will be tailored to the needs of the child.

Teaching Cursive Letter Order

It is logical to teach the children letters with a similar pattern or shape together.

Lower case - i v u w e

Curving - c a d g o q

Smalls - m n r x

Talls - l t h k b

Hangers - f g j p y z

Tricky joins - ai oi ra ri ro ru rs re ba bi br bs bo

Tricky doubles - ss ff rr bb pp

Capitals that do not join on

B D F I O P S T V W

Capitals that do join

A C E G H J K L M N Q R U X Y Z

A separate appendix details these letter shapes.

Assessment

It is an essential part of this policy to assess handwriting at several levels:

1. Whole school assessment
2. Class assessment



3. Individual assessment
4. Self assessment
5. Peer assessment

Our Marking and Feedback Policy encourages positive comments and the identification of good practice. The Star and a Wish tool may be used whilst assessing handwriting.

Whole school and class assessment

1. Is the writing generally legible and pleasant?
2. Are the letters correctly shaped and proportioned?
3. Are the joins made correctly?
4. Are the spaces between letters, words and lines appropriate?
5. Is the writing properly aligned?
6. Is the child able to write with an appropriate speed for their needs?

