

The Victory Primary
School

Handwriting Policy

Handwriting Policy – The Victory Primary School

HANDWRITING

- A handwriting scheme is used across the school which all staff and children use.
- EYFS to use RWI mnemonics to teach letter formation in Autumn and Spring.
- All letters are derived from 6 patterns with the exception of z
- Pre-writing fine motor skill activities develop handwriting proficiency.
- Pencil grips are used when needed.
- Adaptations such as sloping boards and coloured paper can be used as appropriate.
- Children are given the opportunity to learn and use printed letters with exit strokes, which will lead easily into a cursive script.
- Handwriting will be taught in a multisensory way
- We encourage fluency and pencil/pen control
- Pupils are taught different forms of handwriting and their uses (e.g. print for labels, a faster script for note taking).
- FMS programmes, such as BEAM and clever hands will be used as interventions to develop hand control.
- A4 handwriting books can be used to support transfer of skills into all lessons in KS1.
- In KS2 where handwriting interventions are needed, children to use normal lined exercise books.

Classroom Management

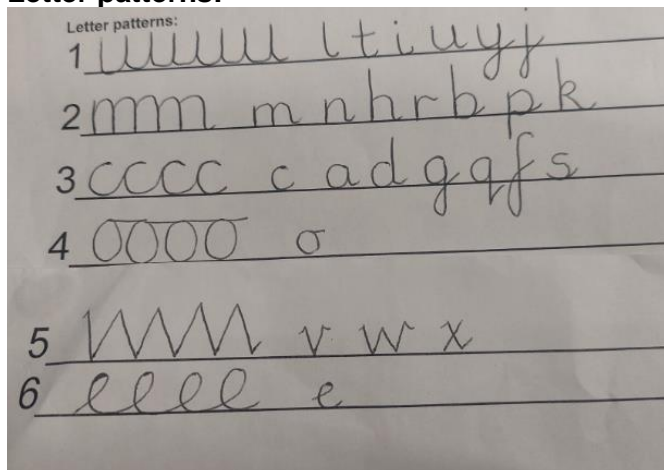
- Handwriting will be taught discretely a minimum of twice a week – In EYFS (Summer term), Year 1,2 and 3.
- It will be modelled by the teachers Children will use a variety of writing implements ranging from pencils, chalk,
- Pencils of various sizes in the Foundation Stage and Key Stage One to handwriting pens in the later stages of Key Stage Two.

Resources

- Laminated letter pattern sheets.
- Sand, gloop, lentils, flour, chalk, plastic bottle
- Whiteboards and pens
- Interactive whiteboards
- Computer software eg penpals

The teaching of handwriting

Letter patterns:



Teaching points:

1. All patterns sit on the line. Start at the top and go down to the bottom.
2. All patterns are equidistant
3. All vertical lines both down and up look as one line
4. Pattern 2 needs a 'ladder' at the beginning
5. Correct terminology needs to be used. It is NOT a flick, it is an exit, just like going out of a door.
6. The height of the letters are important
7. All handwriting must be modelled and corrected
8. A multisensory approach must be used as appropriate:
 - Chalks
 - Wide crayons
 - Broad felt tips
 - Sand
 - Shaving foam
 - Water bottles
 - Paint
 - Paint brushes and water
 - Lentils
 - Flour
 - In a line on each others backs
 - On the carpet / chair / air
 - Big imaginary pens
9. Always start with a warm up, penpals can support that
10. Always model the handwriting
11. When modelling use lined boards
12. Model mistakes (balloon, shark, wind ideas)
13. Follow a set format
14. Observe children and correct formation
15. Always start with a pattern that is related to the letters, teach in sequence. All letters must be grouped by pattern
16. After all letters mastered use phonics ,CEW and Year group words as appropriate

Teaching sequence:

Early Years – EYFS to use RWI mnemonics to teach letter formation in Autumn and Spring.

In Summer - Focus on patterns, individual letters, forename and surname

Year 1 and 2 – Today is, pattern, letter, name

Year 3 - Day, date (Wednesday 5th April), pattern, letters, name

Year 4, 5 and 6 – If intervention required: Day, date, pattern (as appropriate) letters, words

Teach at a pace appropriate to cohort and child.