

Farthinghoe School Handwriting Policy



At Farthinghoe School, joined up handwriting is taught with a sequential and progressive approach. Children are introduced to this style from early years as it is considered to be the most natural development of children's earliest attempts at writing. Teachers TA's are expected to model the handwriting style.

Handwriting is a taught skill and it is important that teachers are seen to put a high value on teaching and sustaining neat handwriting. We believe that children's self-esteem and pride in their work can be raised by high quality presentation.

Our aim in this policy is to teach children correct letter formation, joining and good handwriting habits, so that they can write fluently and legibly and begin to develop a personal and distinctive style.

At Farthinghoe School our **aim** is:

- To **teach** correct letter formation.
- To **teach** children to write with a flowing hand which is legible and to the best of their ability
- To **support** the development of correct spelling and to aid in the elimination of letter reversals by the learning of word patterns and the correct joining of letters.
- To **ensure** that children of differing abilities are provided with appropriate and achievable goals.
- To **assist** children in taking pride with the presentation of their work.
- To **instil** in children the importance of clear and neat presentation in order to communicate meaning effectively.
- To **enable** children to develop their own style of handwriting as they progress through their later primary years.

The letter formation that we use is the same as in Nelson Handwriting.

The following formations should be adhered to.



The Four Joins

1. to letters without ascenders e.g. in, am, on
2. to letters with ascenders e.g. ab, ch, il
3. horizontal joins e.g. o a, wo, og, wi
4. horizontal joins to letters with ascenders e.g. wh, ob, al

abcdefghijklmnopqrstuvwxyz

Teaching Progression and Skill Development

Year Group	Recommendations
EYFS	Letter formation, mainly of lower case (may start looking at capitals towards end of year). Model good handwriting and use correct formation as an adult in the class. Handwriting opportunities should be integrated every day and through play and sensory opportunities.
Year 1	Letter formations – revise lower case and move on to capitals. Handwriting opportunities should be integrated in play and sensory opportunities. 2x 20min taught handwriting sessions per week. Nelson Red Teacher Guide
Year 2	Revise letter formations – capitals and lower case. Teach 4 joins as outlined below. One half hour slot per week of taught handwriting. Handwriting opportunities may still be integrated in play and sensory opportunities. Nelson Yellow Teacher Guide
Year 3	Reinforce good practice of letter formations and joins. One half hour slot per week of taught handwriting. Expectation for joined writing to be transferred to all curricular areas. Nelson Handwriting Book 1
Year 4	Reinforce good practice of letter formations and joins. One half hour slot per week of taught handwriting. Expectation for joined writing to be transferred to all curricular areas. Nelson Handwriting Book 2
Year 5	Maintain consistent fluency and legibility in handwriting across a range of tasks. Continue to develop personal writing style.
Year 6	Writing for a variety of purposes. Handwriting lessons to correct common errors. Nelson Handwriting Book 3 (P6) and Book 4 (P7)

Expectations

- It is essential for teachers to set a good example to children by modelling good handwriting when writing on the board, IWB or when providing written feedback.
- Children are expected to show care for their books, present their work with care, date work and not make any marks on the covers.
- All pupils should have opportunities to watch adults writing and have opportunities to write for themselves.

- All pupils should be encouraged to attempt writing for various purposes using features of different forms such as lists, stories and instructions.
- When using the computers Nelson font is available e.g. NTprecursive, NTcursive etc

Monitoring and Evaluation

It is the role of the Head Teacher to monitor the teaching and learning of handwriting throughout the school and school year. This is done through regular work sampling, analysis of assessment pieces and lesson observations as outlined in the Monitoring Calendar. Feedback from this monitoring is used to inform staff of necessary developments in order to raise standards.