



# RUSHMERE HALL

Handwriting Policy

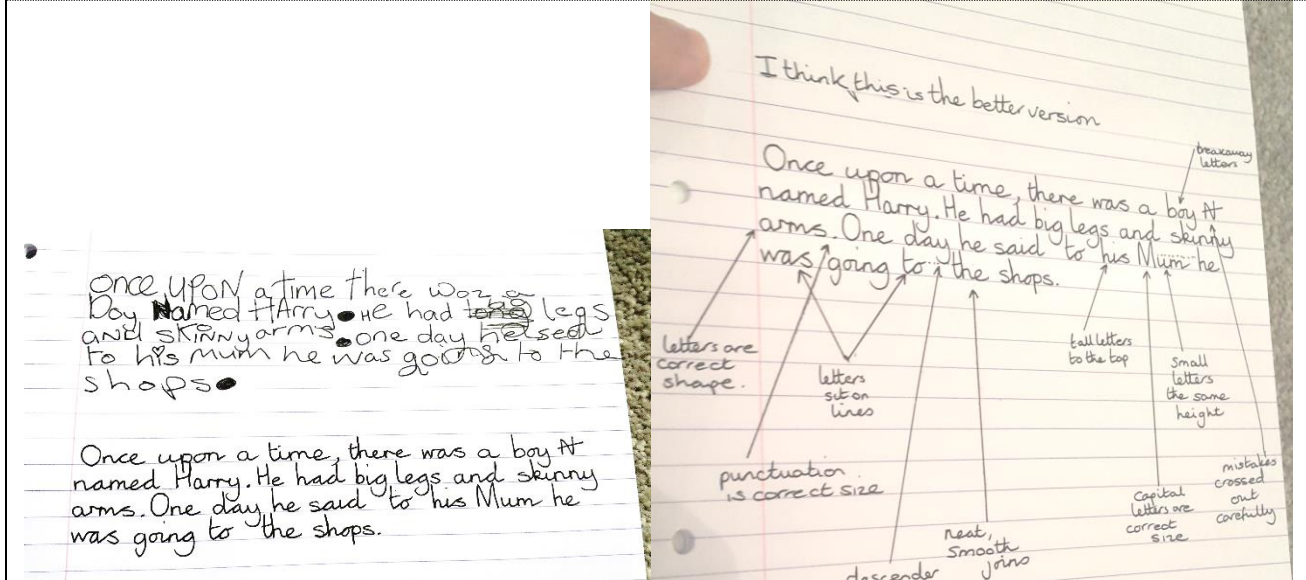
Autumn Term 2017

# RHPS - Presentation & Handwriting

Although quality writing is not particularly dependent on handwriting, teaching children to write using smart, neat joins is essential and time must be spent ensuring children are using the efficient joins every time. Not only does work need to be readable it needs to be **efficient** for the children to use. As a result children will be keener to write and hopefully find it easy to get their ideas down onto the page.

Action	Support	Expectations & Monitoring
<p><b>All teachers plan to deliver new handwriting sessions every week</b></p> <p>Teachers balance the selection of their handwriting focus, between:</p> <ol style="list-style-type: none"> <li>1. Teaching letter formation.</li> <li>2. Teaching joins.</li> <li>3. Teaching capital letter formation and smart presentation.</li> <li>4. Practicing handwriting.</li> </ol>	<p>- Each class teacher using the Nelson Thornes workbooks &amp; interactive material. Nelson Thornes workbooks are differentiated.</p> <p>- Teachers have access to support and extension worksheets in the teacher guides (held by the SLT)</p> <p>- Teachers can access additional resources online at <a href="http://www.teachhandwriting.co.uk">www.teachhandwriting.co.uk</a></p> <p><u>Year 1</u> Pupil book 1a &amp; 1b</p> <p><u>Year 2</u> Pupil book 2</p> <p><u>Year 3</u> Pupil book 3</p> <p><u>Year 4</u> Pupil book 4</p> <p><u>Year 5</u> Pupil book 5</p> <p><u>Year 6</u> Pupil book 6</p> <p>-Class posters are available of particular sets of joins.</p>	<p>Scheduled handwriting session(s) to take place each week and be indicated on timetable.</p> <p><b>All years:</b> 2x25minutes <b>taught</b> sessions per week. <b>Children are then encouraged to apply the learnt skills to following each session.</b></p> <p>Teachers are expected to model, teach and explain the handwriting during the taught sessions.</p> <p>Pupil should complete handwriting sessions in their literacy book in between their composition and SPAG lessons. Progress should be evident not only from one handwriting lesson to the next BUT also in the application within the childrens writing in general.</p> <p><u>Teacher can support weaker pupils by writing the join directly into the pupils book using the correct handwriting style.</u></p> <p>Teachers assess the children's developing handwriting skills through formative assessment tasks at the beginning of a session and then revisit at the end.</p> <p>Teacher's analysis of these assessments are used to inform future planning for handwriting for the class.</p> <p>Children must be picked up for accuracy. Allowing children to repeat poor handwriting will make it more challenging in later years to undo habits.</p>

<p><b>Year group expectations</b> During every single handwriting session, class teachers must refer to the key handwriting success criteria from the year group expectations.</p>	<p>- During the first lesson of every term, the children must use comparison analysis of two handwriting samples. Pupils need to label and annotate the samples linked directly to the year group expectations.</p>	<p>- This lesson should help children to identify what smart handwriting looks like. - The success criteria / standards do not have to be on display during other lessons but do need to be seen during handwriting and literacy lessons so they can be referred to.</p>
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<p><b>Delivery of handwriting session</b> Teachers need to follow a standard format for all handwriting sessions.</p>	<p>-Teachers use format below to ensure pupils are sat correctly, holding the pencil correctly and have a chance to develop their skills with greater success.</p>	<p>- The phase leader will carry out regular checks to ensure: (a) Handwriting sessions are taking place (b) That this is a <b>taught</b> session and that teachers modelling of quality handwriting is evident not only in the handwriting lesson but across all lessons.</p>
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<p><b>Teacher to ensure that pupils are taught to present their work in a smart, effective way</b></p>	<ul style="list-style-type: none"> <li>- Fronts of literacy books must be clean, tidy and free of doodles, scribbles and mess.</li> <li>- All work must include a <b>short date</b> with a title if needed or neatly <b>prepared success criteria label</b> (using the schools format).</li> <li>- <b>Dates</b> and titles are to be underlined with a <b>ruler</b>.</li> <li>- <b>Mistakes</b> made in literacy books should be <b>crossed out</b> with a <b>single line</b>, ideally with a <b>ruler</b>. <u>Rubbers should only be used for mistakes made on diagrams and tables.</u></li> <li>- <b>Brainstorms, diagrams</b> and <b>tables</b> need to be drawn in <b>pencil</b>.</li> <li>- <b>Editing</b> to work should be done using a <b>different coloured pen (red)</b>, in order to make it clear what was included in the first draft and what has been improved.</li> <li>- <b>Handwriting</b> must be <b>neat, resting on the line with correct letter sizes</b>.</li> <li>- <b>Joining</b> must be appropriate to the age/year group of the child.</li> <li>- Children can <b>write in pen</b> from <b>year 3 upwards</b>, providing the <b>quality</b> and <b>joining</b> of their handwriting is at an <b>acceptable level</b>.</li> <li>- <b>Children</b> to use <b>blue ball point pens</b> for writing in their literacy books. No <b>gel pens</b> or <b>glitter pens</b> as they smudge and look messy.</li> </ul>
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	<ul style="list-style-type: none"> <li>- Work that needs to be stuck in the books must be pre cut so that when stuck in books it does not over hand the page and cannot be seen once the books have been closed.</li> </ul>	
<p><b><u>Pen Licenses</u></b> Pens can only be used in literacy by pupils once a child has received a pen license.</p>	<ul style="list-style-type: none"> <li>- The pen license criteria is included in this policy.</li> <li>- Children believing, they are able to achieve a pen license need to show their books to the phase leader who will look for evidence that pen license criteria is being met.</li> </ul>	<ul style="list-style-type: none"> <li>- Phase leader will check that only pupils with pen license are writing in pen.</li> <li>- Those children with a pen license will have it removed IF the pupil's work deteriorates.</li> <li>- Children will be checked to see if they are making good choices about when or when not to use pen. E.g. diagrams OR tables etc</li> </ul>
<p><b><u>Planning for handwriting sessions</u></b> Handwriting lessons do not need to be planned for.</p>	<ul style="list-style-type: none"> <li>- The nelson handwriting material should be used as a basis and teachers can work through this resource, taking 2 sessions to complete one unit.</li> </ul>	<ul style="list-style-type: none"> <li>- Following formative assessment opportunities in the lesson or following recent independent assessments, the teacher may decide to revisit particular letter or join.</li> <li>- The school does not expect to see any planning for this subject. However, it may ask for these session to be planned if despite a number of children not being successful with a particular skill, the teacher has continued to plough on through the activities.</li> </ul>
<p><b><u>Differentiation</u></b> Teachers may decide there is a need to give pupils additional practice on specific joins.</p>	<ul style="list-style-type: none"> <li>- Teachers can differentiate for less able pupils by using the photocopiable sheets in the teacher books OR by utilising activities from younger year groups.</li> </ul>	<ul style="list-style-type: none"> <li>- During the book look, senior leaders will be looking to see that adjustments had been made for weaker pupils.</li> </ul>

## Long Term Planning

Year group	Autumn	Spring	Summer
Weeks	14 weeks	12 weeks	12 weeks
Sessions	28 sessions	24 sessions	24 sessions
Year 2	Pupil book 1a & 1b All units	Pupil book 2	
Year 3	Pupil book 2 All units	Pupil book 3	
Year 4	Pupil book 3 All units	Pupil book 4	
Year 5	Pupil book 4 All units	Pupil book 5	
Year 6	Pupil book 5 All units	Pupil book 6	

# Handwriting Expectations & Success Criteria

## Year 1

### National Expectations

- Sit correctly at a table, holding a pencil comfortably and correctly.
- Begin to form lowercase letters in the correct direction, starting and finishing in the right place
- Form capital letters and the digits 0-9
- Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these

### RHPS Success Criteria

- Letters sit on the line
- Letters and number are shaped correctly
- Letters are the correct height and size

## Year 2

### National Expectations

- Form lowercase letters of the correct size relative to one another
- Begin to use some of the diagonal and horizontal strokes needed to join letters
- Understand which letters, when adjacent to one another, are best left unjoined
- Write capital letters and digits of the correct size, with correct orientation and relationship to one another and to lower case letters
- Use spacing between words that reflects the size of the letters

### RHPS Success Criteria

- Letters sit on the line
- Letters and number are shaped correctly
- Letters are the correct height and size
- *Smooth joins*

## Year 3

### National Expectations

- Use the diagonal and horizontal strokes that are needed to join letters
- Understand which letters, when adjacent to one another, are best left unjoined
- Increase the legibility, consistency and quality of handwriting

### RHPS Success Criteria

- Letters sit on the line
- Letters and number are shaped correctly
- Letters are the correct height and size
- Neat, smooth joins
- *Use breakaway letters*

# Year 4

## National Expectations

- Use the diagonal and horizontal strokes that are needed to join letters
- Understand which letters, when adjacent to one another, are best left unjoined
- Increase the legibility, consistency and quality of their handwriting: down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch

## RHPS Success Criteria

- Letters sit on the line
- Letters and number are shaped correctly
- Letters are the correct height and size
- Neat, smooth joins
- Use breakaway letters
- **Capitals, tall letters and small letters are consistent in size**

# Year 5



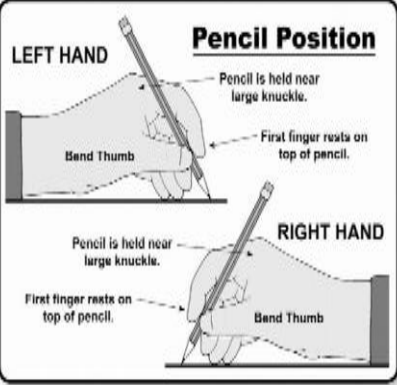
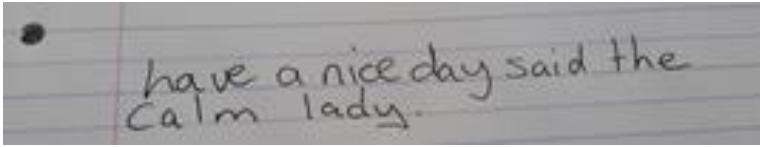
## Build on Year 4 - National Expectations

- Use the diagonal and horizontal strokes that are needed to join letters
- Understand which letters, when adjacent to one another, are best left unjoined
- Increase the legibility, consistency and quality of their handwriting: down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch

## RHPS Success Criteria

- Letters sit on the line
- Letters and number are shaped correctly
- Letters are the correct height and size
- Neat, smooth joins
- Use breakaway letters
- **Capitals, tall letters and small letters are consistent in size**
- write legibly, fluently and with increasing speed developing own style

# Format of a Handwriting session

<p><b>Wake up!</b> Use some or all of these exercises (max. 5mins.) Demonstrate and repeat 5---10 times:</p>	<ol style="list-style-type: none"> <li>1. Shoulders – lift (shrug) shoulders up and down</li> <li>2. Elbows – put clasped hands behind head, stretch elbows back</li> <li>3. Wrists and Fists – shake wrists until floppy</li> <li>4. Flat Hands – clap hands to rhythm</li> <li>5. Fingers and Thumbs – spread fingers out and in</li> <li>6. Grasp and Grip – with the pencil pointing towards the body pick it between thumb and forefinger, place middle finger behind (tripod grasp). Flex and extend fingers so the pencil moves in and out.</li> </ol>
<p><b>Set up!</b> Use the diagrams to ensure pupils are sitting correctly and holding the pencil correctly.</p>	<div style="display: flex; justify-content: space-between;"> <div data-bbox="558 785 821 1444" style="width: 45%;"> <p><b>GOOD POSTURE</b></p> <ol style="list-style-type: none"> <li>1. Both feet on the floor</li> <li>2. Elbows off the edge of desk</li> <li>3. Sit back in chair</li> <li>4. Shoulders slightly forward</li> <li>5. Proper desk height</li> </ol>  <p><b>GOOD HANDWRITING</b></p> </div> <div data-bbox="834 785 1235 1037" style="width: 45%;"> <p><b>PAPER POSITION</b></p>  <p><b>LEFT HAND</b>      <b>RIGHT HAND</b></p> </div> </div> <div style="margin-top: 10px;"> <p><b>Pencil Position</b></p>  <p><b>LEFT HAND</b>      <b>RIGHT HAND</b></p> </div> <p style="text-align: right; margin-top: 10px;">~ Children can also have a go at giving the class teacher instructions for them to be in the correct position. ~ The time taken for this will reduce through the term.</p>
<p><b>Check up!</b> Pupils copy out a sentence that is matched to the skill being taught at the start of the lesson.</p>	<p>~ This will be used again at the end to make a judgement as to how much improvement a child has made in one lesson. The formative assessment letter / join or sentence is included at the top of each page.</p> 



## Listen up!

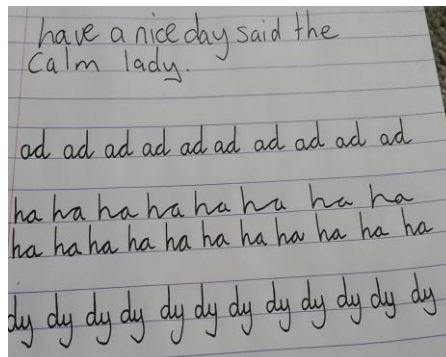
Introduce the skill / join.

- Use visualiser and correct lined paper to model the joins being taught.
- Children can use their fingers to draw the join in the air using the direction modelled in the book.
- Teacher models the join and discusses the movement of the pencil. E.g down up round and flick (Teacher remembers to use the correct handwriting style)
- Teacher refers to the year group success criteria and checks against it.

## Skill up!

Pupils practice a whole line of joins or letter formation.

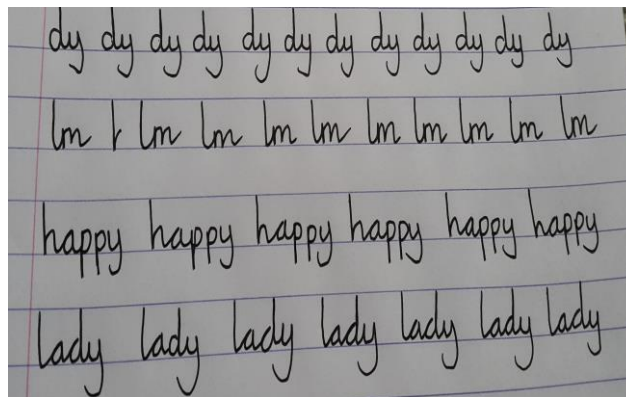
- Teacher walk round and check childrens joins. If children are not completing the joins / letters accurately the adult will model (in the child's book) the join or letter on the next line. The pupil will need to complete the next line before moving on.
- Pupils will be expected to complete full lines of joins (with sensible spaces between each attempt)
- Pupils are encouraged to self assess against the year group success criteria.
- Teacher can share examples of good joins / letter formation on the visualiser.



## Join up!

In most lessons, pupils will then apply these skills and include the particular letter or join within full words.

- Pupils write a line of each join/word and repeat if adult feels that the handwriting is not accurate.
- Teachers can use the **extra** section of the book to do this.



### **Link up!**

In most lessons, pupils will then apply these skills not just to words but full pieces of writing.

- Use the passages included in the nelson books in the **Extension section** to apply these joins to sentences.

### **Check up!**

Pupils copy out a sentence that is matched to the skill being taught and compare to the sentence produced at the start of the lesson.

- This will be used again at the end to make a judgement as to how much improvement a child has made in one lesson.

> have a nice day said the lady. 😊

## RHPS – Monitoring for consistency

To ensure that handwriting is taught consistently across the whole school the following checklist will be used by Senior Leaders in order to check the delivery of handwriting and the standards achieved.

<b>In the books... any 6 chosen at random</b>		
1	Evidence that handwriting is taking place two times per week	
2	A short date is neatly written at the start of every handwriting session	
3	Handwriting sessions are in between the normal cycle of literacy lessons	
4	Evidence of pupils self-assessing and making improvements in every lesson	
5	Almost all of the children completing the FOCUS and EXTRA sections in each handwriting lesson	
6	At least 1/3 of children reaching the extension activity in their lessons	
7	Over a six week period, the quality of handwriting in the selected books has improved in ALL books	
8	Over a six week period, the quality of handwriting in the selected books within literacy lessons has improved in ALL books	
9	For less able, teacher or support staff modelling directly into the child's books will be evident.	
<b>In learning walks ... any 6 chosen at random</b>		
1	Teacher modelling accurate handwriting on the visualiser, whiteboard and in the children's books	
2	Children sitting correctly, all with the correct pencil grip	
3	Evidence of success criteria poster is obvious and regularly referred to by the teacher	
4	Evidence of handwritten work by the teacher on display to conform to the handwriting scheme.	
5	Silent pupils. Focused. Concentrating. Full engagement.	
6	Some evidence of differentiation through support or scaffold.	
7		