

HANDWRITING POLICY

WRITTEN/LAST REVIEWED BY: MONA EL MASRY
RATIFIED BY: SLT
FILE PATH:

DATE: NOVEMBER 2019
IMPLEMENTED:
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Teaching time

Handwriting practice should be taught discretely daily and teachers should constantly model Nelson handwriting at school (writing on the board, labels and displays in the class, comments in books).

A 40-minute session is dedicated for handwriting on the weekly schedule for handwriting from Year 1-4

Some children will be targeted for more intensive intervention.

Model used

GES Cairo uses the Nelson Thornes Handwriting scheme with the following letter formation. This is modelled using the 'Nelson Font' application which is installed onto the school's computers (of which this font is an example).

Lower case:

a b c d e f g h i j k l m n o p q r s t u v w x y z

Capital letters:

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Numbers:

1 2 3 4 5 6 7 8 9 0

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The four joins:

1. To letters without ascenders
2. To letters with ascenders
3. Horizontal joins
4. Horizontal joins to letters with ascenders

For order of teaching the letters and joins, see appendix 2.

Handwriting books

In Key Stage 1, children use handwriting copybooks to learn letter formation, trace letters and write them. Any writing task is done in copy books with tramlines to help guide the students to keep their letters a consistent size. By the end of Year 2, students should have begun to use cursive handwriting.

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In Year 3 and 4, students use handwriting books with 4 lines which give guidance for correct height of ascenders and descenders in their handwriting sessions. Students use normal lined paper for handwritten tasks but are given a pen license only when their cursive handwriting is deemed at an appropriate skill level.

In Year 5 and 6 students are encouraged to develop their handwriting by introduction of a slant once their cursive writing is fluent and accurate. Students who are still unable to write in clear cursive handwriting receive extra support and materials to practise at home.

Teaching sequence (ideas)

- Hand and finger strength
- Physical preparation
- Tracing
- Patterns
- Over teachers writing or laminated cards
- Under teacher's writing (on the line below/next to)
- Independence

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Getting ready to write

Seating and posture (also see appendix 1 and 2)

- Chair and table should be at a comfortable height
- Encourage children to sit up straight and not slouch
- Left hand should be used to steady the paper for right handers
- Tables free of clutter
- Room well lit
- The paper should be placed to the right, slightly tilted to the left

Left handers:

- Paper should be tilted to the right
- Right hand should be used to steady the paper
- Left handers may need to use a different pen to avoid smudging on the page (See LDD for resources)
- Left handed pupils should sit to the left of their partners

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Pencil grip:

- Children should write with a pencil (or pen in upper KS2) with a rounded nib. Pencils should be sharp.
- A tripod grip is the most efficient way of using a pencil and should be encouraged in early writing. (see Appendix)

Assessment

- Is the writing legible?
- Are letters correctly shaped and proportioned?
- Are joins made correctly?
- Are spaces between letters, words and lines appropriate?
- Is size of writing appropriate?

Children should be observed as they write during handwriting sessions – the teacher should circulate, monitor and intervene. Feedback should focus on being positive about what they have mastered and encouraging the necessary steps forward.

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Display

Where possible, lesson slides, displays and worksheets should be written using the compatible Nelson handwriting font.

Appendix I

Getting ready for writing rhyme

1,2,3,4 are your feet flat on the floor?
5,6,7,8 make your back nice and straight,
9,10,11,12 this is how our pencil's held,
13,14,15,16 now we're ready for our writing!

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Appendix 2

Order of teaching

Foundation Stage – Letter formation to be taught alongside phonics.

Year 1 and 2 (pre-cursive) –

- c a o
- d g q
- s f e
- i l t
- u j y
- r n m
- h k b p
- v w x z

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Joins Y2 (going into Y3) Introduction of the four handwriting joins

- First join letters without ascenders;
un um ig id ed eg an or ing ung
- Second join letters with ascenders;
ch sh th tl ll ill sli slu ck ack st sti ink unk
- Third join, horizontal joins;
od pgre ve oon oom
- Fourth join, horizontal joins to letters with ascenders ;
wl vl of ff fl flo
- Practise the break letters
b p g q y j z
- Practise capital letters

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Joins Y3 (going into Y4)

Revision

- Practise the break letters b p g q y j z
- Practise capital letters

Further practise of the four handwriting joins

- in ine
- ut ute
- ve vi
- ok oh
- shases (practising two ways of joining the letter s)
- rirury (practising joining from the letter r)
- oaadas (practising joining to and from the letter a)
- ee ea ed (practising joining from the letter e)
- owovox (practising joining from the letter o)
- kyhyly (practising joining to the letter y)
- ha ta fa (practising joining to the letter a)
- od oo og (practising joining from the letter o)

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- er ir ur (practising joining to the letter r)
- ai al ay
- o you oi
- re oe fe (practising the horizontal join to the letter e)
- fu wu vu (practising the horizontal join to the letter u)
- ot ol ok (practising joining to ascenders)
- ai al ow ol (practising all the joins)

Year 4

- ning ping ting
- oc od oo
- ake ome are
- fla flo fle
- who wha whe
- ie in il
- inly kyny
- apar an
- ick uck ack
- practise writing with a slope
- he
- we
- re

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- fte fir fin
- wra wri kni (silent letters)
- ii ll tt rr nn mm cc oo dd ss ff ee
- ewe vex (spacing)
- th ht fl (proportions)
- ac ag af
- Capital letters
- Decorated capital letters
- Practising with punctuation !? – “ ” , ‘