



North Ridge High School

Handwriting Policy



Curriculum Policy for Handwriting 2022

Equality Statement

Equalities Act 2010

The Equality Act 2010 has been drawn up to tackle inequality and prevent discrimination against people on the basis of 'protected characteristics'. It brings together several existing laws and aims to make understanding the law simpler. It also introduces a new single public sector equality duty, which requires public bodies to actively advance equality. All policies at North Ridge take account of this Act.

UNICEF Rights of The Child

Article 29:

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

INTENT

Purpose/Rationale

English has a pre-eminent place in education and in society. A high-quality education in English will teach students to speak and write to the best of their ability, so that they can communicate their ideas and emotions to others. Language and communication skills are essential in enabling students to participate in society. Being able to present writing in a legible form is a very important part of preparing our students for adult life. Handwriting is an important skill for the work place as well as being a useful skill for everyday life.

Overview

Every student has the statutory right to access literacy teaching until the age of 16. At North Ridge, we expand this into our KS5, until the age of 19.

Students are taught to develop and employ writing skills, which they are then expected to apply across the curriculum. All teachers are responsible for the teaching of handwriting.

Handwriting is an important skill which, when well developed, will allow students to write fluently and legibly. For our most able students, a fluent and legible handwriting style will ensure they can communicate their knowledge and ideas. For emergent writers handwriting should be taught alongside phonics, so that they become used to thinking about letter shapes and sounds together. As students join letters to write, their writing and spelling will become increasingly accurate.

At the front of each student's work book / folder should be an example copy of their best work (including handwriting and presentation), this will serve as a model to students and staff of what is expected. This should be updated whenever a new, higher-quality piece of work is produced.

Aims

As far as possible students should be able to:

- To be able to hold a pen / pencil effectively.
- To form letters of consistent size and shape, with an awareness of ascenders and descenders.

- To correctly form upper and lower case letters.
- To write legibly, in either print or joined style, with increasing speed and confidence.
- To understand the importance of neat and clear presentation in order to communicate meaning effectively.

IMPLEMENTATION

Teaching & learning

Expectations:

Handwriting should be taught through both short discrete sessions and as part of English (phonics) lessons. Handwriting practise should be undertaken through homework which links to weekly spellings.

Teachers and teaching assistants should model the correct pre-cursive / cursive handwriting style when writing on the board or marking work.

Students should use correct letter formation and be given opportunity to develop writing in all subjects.

The cursive style used should be taken from the font: HfW cursive or precursive.

Where possible students should begin with cursive, however, the majority of experiential students will need to begin with precursive.

There are a number of variations to support students in developing their handwriting using HfW, with dotted examples for students to overwrite. See examples below:

Font:
HfW big dot cursive
HfW big dot precursive
HfW dotted lines
HfW precursive arrows

Pre Writers:

Before students are able to write legibly and fluently, they first need to develop skills:

- good gross and fine motor control
- a recognition of pattern
- a language to talk about shapes and movements
- the main handwriting movements involved in the three basic letter shapes as exemplified by:
- l, c, r.

Gross motor control is the term used to describe the development of controlled movements of the whole body, or limbs (arms or legs). Of particular importance in relation to handwriting is the development of good posture and balance. Consolidate the vocabulary of movement by talking about the movements children make, such as going round and round, making curves, springing up and sliding down, making long, slow movements or quick, jumpy movements.

Fine motor control is the term used to describe smaller movements, usually of the hand and fingers.

Gross Motor Activities	Fine Motor Activities
<ul style="list-style-type: none"> • Dance • Football • Using small apparatus • Cycling 	<ul style="list-style-type: none"> • Art • Mark making

- Gripping climbing frames
- Building large scale construction kits
- Making large movements with arms, hands and shoulders
- Swirl ribbons in the air
- Make different body shapes / actions in response to music

- Use a range of materials, e.g. wax crayons, markers, pencils, sponges, brushes, cotton wool, shaving foam, etc.

Emergent Writers:

At this stage students should still be developing their gross and fine motor skills. You should teach the following letter patterns:

- down and off in another direction, exemplified by the letter l (long ladder): letters i, j, l, t, u (v, w with rounded bases)
- down and retrace upwards, exemplified by the letter r (one-armed robot): letters b, h, k, m, n, p, r; (numbers 2, 3, 5 follow a clockwise direction)
- anti-clockwise round, exemplified by the letter c (curly caterpillar) letters: c, a, d, e, g, o, q, f, s; numbers: 0, 6, 8, 9
- zigzag letters: letters: v, w, x, z; numbers: 1, 4, 7

Gross Motor Activities	Fine Motor Activities
<ul style="list-style-type: none"> • Skywrite with both hands. • Let children make patterns in the air or on each other's backs. • Make a letter shape in the damp sand tray. Invite each child in the group to trace over the shape, going a little deeper each time. The object is to get down to the base of the sand tray without the sides falling in. • Reinforce the vocabulary of movement, for example the curly caterpillar, the long ladder and the one-armed robot. Talk about the movements as you make them. • Reinforce a letter movement by asking the children to write the letter with their eyes closed. 	<ul style="list-style-type: none"> • Use a variety of tools and paper, indoors and outdoors for purposeful writing. e.g. role play, labelling, making cards • Roll 'n' write letters • Pencil grip practice • Patterns using pegboards. • Sewing and weaving • Chopping and peeling • Woodworking tools - pliers, screwdrivers, hammers • Finger rhymes, counting fingers, playing with words and sounds, etc. • Small construction toys. • Sand and water play - sieving, pouring, picking up toys using tools, etc. • Pincer movement - use tweezers to pick up and sort sequins, small beads, etc., • Paint and finger paint patterns on differently shaped paper, for example fish, balloons, kites. • Develop the curly caterpillar, long ladder and one-armed robot. • Strengthen fingers using clay, play dough, Plasticine, etc., for modelling and making letter shapes and patterns • Cut out large letter shapes or patterns. Circles and curly caterpillars need to be traced from the top and anti-clockwise.

Developing Writers:

At this stage students should be taught:

- to use a pen/pencil and hold it effectively
- to sit up straight with their feet on the floor
- to use the non-writing hand to steady the book or paper
- to write from left to right, and top to bottom on a page
- to start and finish their letters correctly and form their letters of regular size and shape
- to be aware of how to form upper and lower case letters
- how to join letters
- to write legibly in both joined and printed style

Key Stage 3

English lessons include discrete weekly sessions of phonics / SPAG (spelling, punctuation and grammar). Handwriting and letter formation is explicitly taught within these lessons

Key Stage 4

Handwriting is taught through discrete sessions and forms a part of all lessons where appropriate.

Sixth Form

Handwriting forms a core part of all lessons where appropriate. Handwriting is also taught and embedded through work-related learning opportunities in the school café, community café, community shop and hospital placements.

Planning

Handwriting planning will be in line with the school planning policy. Teachers will follow the Non Nonsense Phonics Skills programme, adapting the planning and delivery of the programme to meet the needs of the students at North Ridge. Lessons will cover topics set out in long term plans and teachers will follow the guidance provided in Rubrics.

Planning will have clear learning objectives, success criteria and be suitably differentiated.

IMPACT

Knowledge, Skills and Understanding

- Students will be able to hold a pen / pencil effectively.
- Students will form letters of consistent size and shape, with an awareness of ascenders and descenders.
- Students will correctly form upper and lower case letters.
- Students will write legibly, in either print or joined style, with increasing speed and confidence.
- Students will understand the importance of neat and clear presentation in order to communicate meaning effectively.

Assessment, Recording and Reporting

KS3:

- Work files / work books
- Records of Achievement
- B-Squared assessment tool

KS4:

- Work files

- Accreditation (AQA Entry level / Level 1 certificates)
- ASDAN Transition Challenge / Bronze
- B-Squared assessment tool

Sixth Form / ASD / Experiential:

- Work files
- Learning logs
- Onwards & Upwards assessment tool
- B-Squared assessment tool
- ASDAN Personal Progress (PP)
- ASDAN Transition Challenge / Bronze

Staff Development

All staff receive training in handwriting, which is developed throughout the year. New staff receive training on handwriting. Peer mentoring and observations are well used to support the development of staff skills in teaching handwriting.

Resources

All planning and lesson resources are available on the staff shared area. In 'Resources - English' there are resources from the No Nonsense Phonics Skills programme to support the teaching of handwriting.

Monitoring and evaluation

The Head teacher, Deputy Head Teachers, Assistant Heads, the English Co-ordinator, Assessment Co-ordinator and teachers, monitor handwriting across the curriculum, having identified priorities, the SMT and English Co-ordinator construct an action plan that may form part of the School Development Plan. This forms the basis for any monitoring activities and will clearly identify when, who and what is to be monitored and how this will take place e.g. classroom observation, planning scrutiny, work sampling etc.

Review

Date approved by *Governors*:12.7.22

Date of review: July 2024