

Kiwi Primary School



Handwriting Policy

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'Handwriting is a tool that has to work. It must be comfortable, fast and legible.' (Angela Webb, Chair, National Handwriting Association)

Introduction

At Kiwi we want our children to leave us with the skill of writing clearly, accurately and coherently. We believe it is our responsibility to develop the core literacy skills of all our pupils. The ability to fluently and legibly convey ideas allows children to share their thoughts and concepts easily. Therefore, handwriting is a skill which should be consistently taught and embedded in all areas to allow children to convey their work in a style which is easy to produce and read.

Aims

- Provide all children with equal opportunities to develop their handwriting and achieve success
- Develop clear and legible handwriting in all areas of the curriculum
- Encourage children to show pride in the work they have produced
- Develop accuracy and fluency in their letter formation
- Have a consistent whole school approach for handwriting which is clearly modelled and followed by all members of staff

To achieve this, we explicitly teach the four areas vital for handwriting:

Making bodies stronger	Learning the letters	Holding the pencil	Flow and fluency
Physical strengthening of the body	Dynamic movements for learning letters	Optimal pencil hold for comfort and legibility	Stamina to write at length
Motor and spatial preparation	Text organization	Strategies for left and right handers	Economy of movement and rhythm for speed

Enabling writing positions	Sensory experiences for memory and recall	Diagnostic tools for addressing errors	Joining letters consistently
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From phase 2 of our phonics scheme, Little Wandle, children learn letter formation phrases as part of their phonics sessions. Additionally, in In the Early Years and Key Stage 1, children have a separate discrete handwriting session weekly. In these sessions, the focus is on correct pencil grip, letter formation, letter orientation and good writing posture. Outside of the handwriting sessions, we provide opportunities for children to develop the muscles required for good handwriting: core, fine motor and gross motor.

In Key Stage 2, children practice handwriting daily, at the start of each English lesson. The focus here is on increasing the legibility, consistency and quality of handwriting with a joined style. By the time they leave us, children will be able to write legibly, fluently and with increased speed.

As well as regular explicit teaching of handwriting, teachers ensure that they model good handwriting practice across subjects and have the same high expectations of writing from the children whenever they put pen to paper. Children who struggle with their handwriting will be identified and given targeted intervention.

At Kiwi we recognise the importance of predictability and consistency for our learners. Therefore, we use a consistent approach to handwriting in order to encode success for our children. We do this through using a common language from EYFS to year 6 (lexicon) as outlined below.

Kiwi lexicon:

Making bodies stronger

To develop core muscles we encourage children to perform different poses designed to work their core:



Good writing posture

Follow the 90/90/90 rule: sit with your hips, knees, and ankles at 90° angles.

Feet flat on the floor: place your feet flat on the floor.


Back straight: sit with a straight back and a stable core.







Elbows level with the desk: rest your forearms on the desk with your elbows level with the desktop.

Paper position: position your paper about 2 inches above your elbow level. For right-handed writers, place the paper to the right of your body's midline, and angle it to the left. For left-handed writers, place the paper to the left of your body's midline, and angle it to the right.

Wrist position: Keep your wrist in a neutral position and try not to flatten it into the page.





Seating arrangements: left-handed children always sit on the left side of right-handed children, to prevent elbows bumping together.










Pencil grip 








- 1  pencil on table pointing at me
- 2  index finger
- 3  and thumb
- 4  pinch, pinch, pinch
- 5  flip
- 6  resting finger underneath





Learning the letters

Children learn to form letters correctly using the Little Wandle formation phrases and this is used across school when supporting children to form individual letters correctly:

	<p>Down the snake from head to tail.</p>
	<p>Around the astronaut's helmet and down into space.</p>
	<p>Down the tiger and across its neck.</p>
	<p>Down the penguin's back, up and around its head.</p>

	<p>Down the iguana and dot the leaf.</p>
	<p>Down, up and over the net.</p>
	<p>Down, up and over the mouse's ears.</p>
	<p>Round the duck's body, up to its head and down to its feet.</p>
	<p>Round the goat's face and curl under its chin.</p>
	<p>All around the octopus.</p>
	<p>Curl around the cat.</p>
	<p>Down the kite, up to the top corner and down to the bottom corner.</p>
	<p>Around the elephant's eye and curl down its trunk.</p>

	<p>Down and around the umbrella, and back to the ground.</p>
	<p>From the cloud to the ground and over the rainbow.</p>
	<p>Down, up and over the helicopter.</p>
	<p>Down the bear's back, up and round its tummy.</p>
	<p>Down the flamingo to its foot and across its wings.</p>
	<p>Down the lollipop stick.</p>
	<p>Down the jellyfish and dot its head.</p>
	<p>Down to the bottom of the volcano and back up to the top.</p>

	<p>Down and up and down and up the waves.</p>
	<p>From the top, across the box to the bottom. From the top again across the box to the bottom.</p>
	<p>Down, around the yo-yo and curl around the string.</p>
	<p>Across the top of the zebra's head, zig-zag down its neck and along.</p>

Letter	Capital letter formation phrase
A	From the top, diagonally down to the left, up to the top, diagonally down to the right. Lift up and across.
B	From the top, down, back to the top. Round to the middle, round to the bottom.
C	From the top, curl around to the left to sit on the line.
D	From the top, down, back to the top. Curve right, down to the bottom.
E	From the top, down, back to the top. Across, back. Lift up and across the middle. Lift up and across the bottom line.
F	From the top, down, back to the top. Across, back. Lift up and across the middle.
G	From the top, curl around to the line, carry on up, then straight down. Lift up and across.
H	From the top and down. Space. From the top and down. Lift up and join the lines across the middle.
I	From the top to the bottom and stop.
J	From the top, all the way down, then short curl to the left.
K	From the top, down, up to the middle. Diagonally up, back and diagonally down to the line.
L	From the top, down and across the line.
M	From the top, down, back to the top. Diagonally down, diagonally up. Straight down to the line.
N	From the top, down, back to the top. Diagonally down, then straight up to the top.
O	From the top – all around the o.
P	From the top, down then back up. Curve right to halfway down.
Q	From the top – all around the o. Lift off. Short line diagonally down.
R	From the top, down, then back up. Curve right to halfway down. Diagonally down to the line.
S	From the top, under the snake's chin, slide down and round its tail.
T	From the top, down and stop. Lift up and from the left, make a line across the top.
U	From the top, down and curve right, then straight up to the top.
V	From the top diagonally right to the bottom, then diagonally up to the top.
W	From the top diagonally right to the bottom, diagonally up to the top, diagonally down to the line, then diagonally up again.
X	From the top, diagonally right to the bottom. Space. Start at the top, then diagonally left to the bottom.
Y	From the top diagonally right to the middle. Space. From the top diagonally left to the middle. Straight down to the bottom.
Z	From the top go across, diagonally down to the left and across the bottom.

Classroom displays

All classes will have on display the formation phrases and images as well as the strong body positions. Teachers will refer to these during explicit handwriting sessions and use them as a tool to remind both themselves and the children of expectations.