

Hallcroft Infant & Nursery School



Handwriting Policy January 2023

Aims

We aim for our pupils to develop a comfortable, neat, legible, speedy handwriting style that leads to producing letters and words automatically in independent writing.

- The 'Martin Harvey' handwriting approach to be embedded across school.
- Consistency is provided through the use of the same terminology throughout
- Pupils should experience coherence and continuity in the learning and teaching of handwriting across all school years.
- Pupils should be encouraged to take pride in the presentation of their work.
- To know the importance of clear and neat presentation in order to communicate meaning effectively.
- To write legibly in both joined and printed styles with increasing fluency and speed.
- Pupils to be confident in the following:
 - Correct pencil grip
 - Knowing that all letters start from the top, except d and e which start in the middle
 - Forming all letters correctly
 - Knowing the size and orientation of letters

Expectations

All teachers and support staff should:

- Have high expectations; valuing work that is the child's best effort and supporting when it clearly is not.
- Identify left handed children and make sure they have sufficient space in which to work.
- Provide appropriate paper and pencils (i.e. all pencils must be sharp and of a reasonable length).
- Reinforce how to form letters, using a variety of strategies and materials.
- Reinforce how to join letters correctly.
- Model consistently the correct pencil grip.
- Model good handwriting across all areas - on the board, in marking children's work and displays.
- Where necessary, group children and provide differentiated tasks.

- Implement intervention for those children not forming letters or numbers correctly.
- Verbal feedback to be provided during the session. Teacher to model letter formation in a green pen.
- All work needs to be dated using the short date.

Teaching and Learning

All classes will follow the Martin Harvey scheme.

Year group	Expectation	Frequency	Terminology Extended yearly	Resources
Nursery	To develop basic movements for letter formation. To begin to form letters.	Throughout continuous provision. Later in the year progress to 3 weekly sessions. Reinforcement during Phase 1 phonics (ELS).	Crocodile fingers Snap snap Rest in the pencil's bed	Wax crayons, markers, pencils, sponges, chunky brushes, cotton wool balls, shaving foam, finger paints, sand, chalks etc. Whiteboards
Reception	To develop basic movements for letter formation. To refine writing movements and begin to form patterns and letters.	Autumn Term – 5 weekly sessions of 20 minutes. Spring/Summer Term - At least 3 weekly sessions of 20 minutes. Reinforcement during Essential Letters and Sounds phonic sessions.	Magnet eyes on me. Red dot over your shoulder Holding on the black and yellow TNT – tummy near table Top/bottom solid/broken line Tall/short/tail lines Doodlebug	As above. Pencil for writing. Handwriting lines – wide. Handwriting books as when ready. Doodlebug books.

Year 1 Year 2	To form letters correctly and ensure size is consistent. Ensure ascenders and descenders are clear. Ensure capital letters are formed larger. To begin simple joins.	Autumn Term - daily sessions of 20 minutes. Spring/Summer Term - At least 3 weekly sessions of 20 minutes.	BBC – Bottom to the back of the chair Six feet on the floor Flick to join	As above. Handwriting lines – wide. Handwriting lines – narrow. Handwriting books.

Inclusion

Handwriting should be differentiated where necessary to meet all pupils' needs.

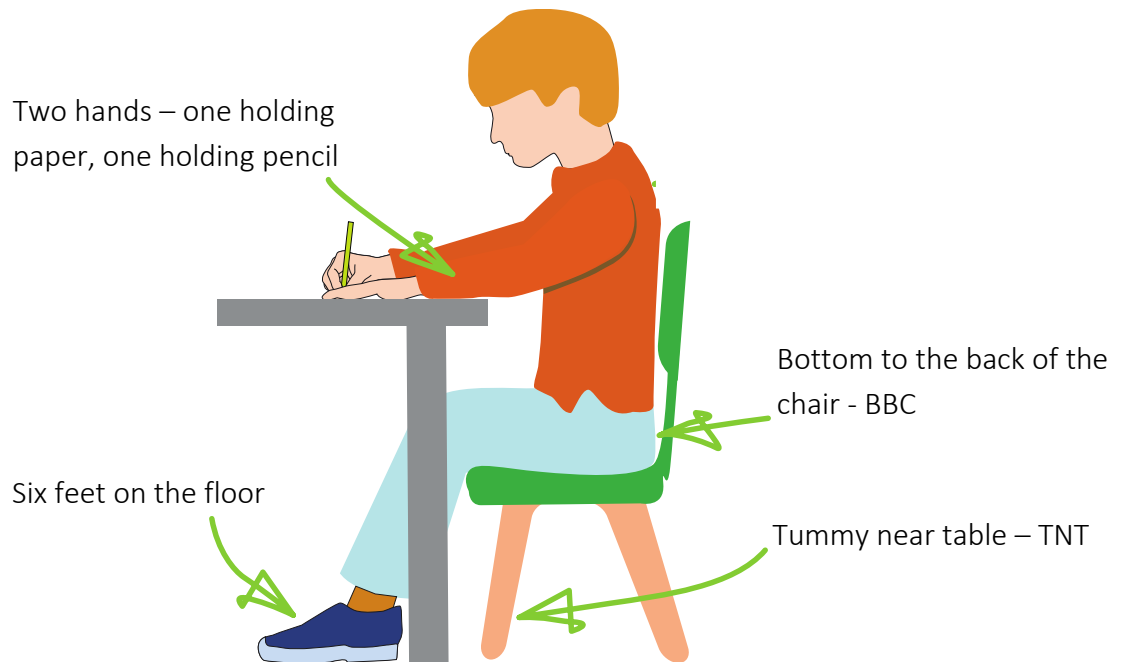
Through continued assessment during sessions some pupils may be identified as needing further support discussions with the SENCO and Provision Maps will address this need. Outside agencies can be contacted where appropriate.

All teachers are to be aware of the specific needs of **left-handed pupils** and make appropriate provision:

- Paper should be positioned to the left for right handed pupils and to the right for left handed pupils and slanted to suit the individual in either case.
- Pupils should be positioned so that they can place their paper to their left side.
- Left-handed pupils should sit to the left of a right-handed child so that they are not competing for space.
- Extra practice with left-to-right exercises may be necessary before pupils write left-to-right automatically.

Appendix 1

Seating Position



Appendix 2

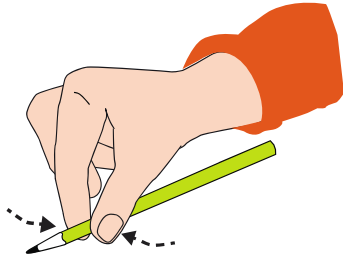
Pencil Grip

1) Pick up the pencil with your crocodile fingers.

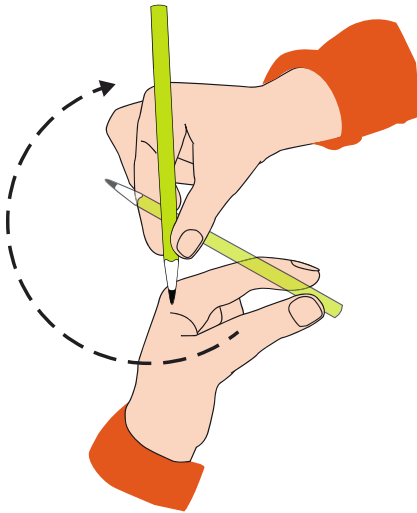
2) Lift up the pencil to rest it in the bed (soft part of hand between thumb and first finger). Use your crocodile fingers to support the pencil.

3) Red tip of pencil should point over your shoulder.

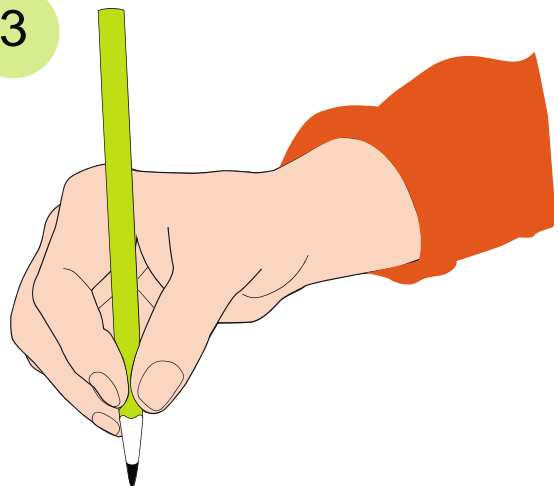
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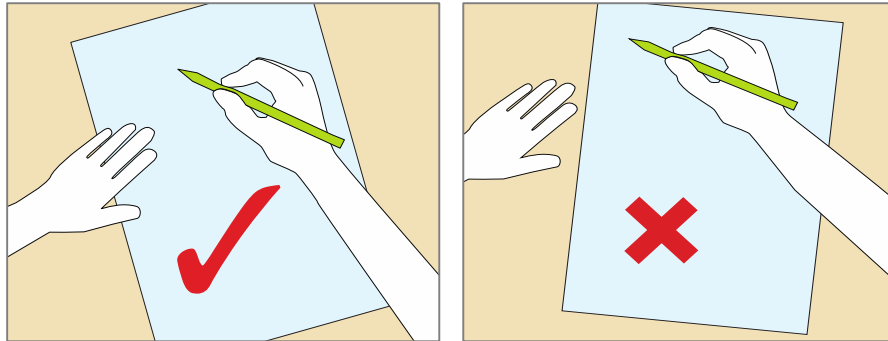


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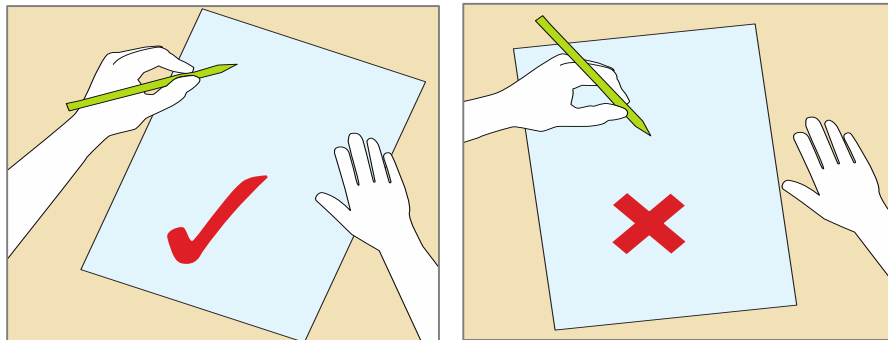


Appendix 3

Paper Position



Paper position for right-handed pupils



Paper position for left-handed pupils

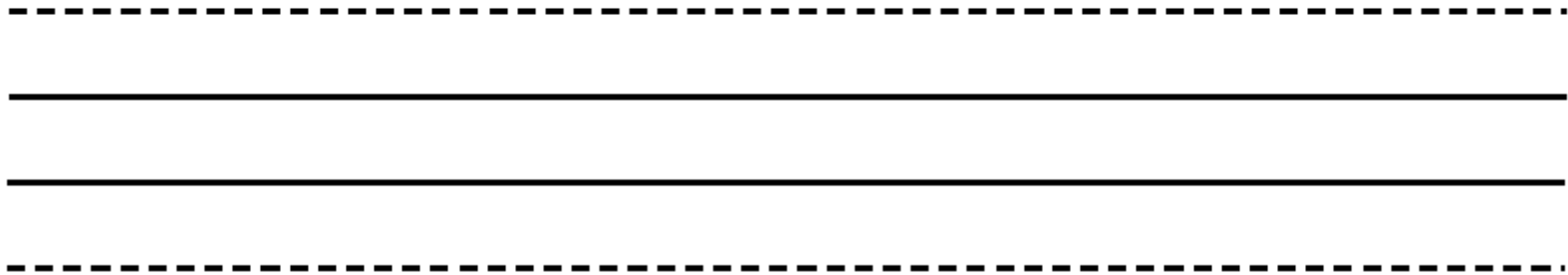
Appendix 4
Hallcroft Letter Formation Mat

Aa	Bb	Cc	Dd	Ee	Ff	Gg
Hh	Ii	Jj	Kk	Ll	Mm	Nn
Oo	Pp	Qq	Rr	Ss	Tt	Uu
Vv	Ww	Xx	Yy	Zz		

The green dot shows where we start our letter formation – ‘Green for go’

Appendix 5

Reception Wide handwriting Lines



Appendix 6
Year 1 & 2 Narrow Handwriting Lines

Top

Handwriting practice lines for Year 1 & 2. The page contains 10 sets of narrow handwriting lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. The lines are evenly spaced and cover most of the page area.

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