



ISAAC NEWTON ACADEMY HANDWRITING POLICY (PRIMARY)

At Isaac Newton Academy our aim is to equip every student with the knowledge, learning power and character necessary for success at university and beyond.

AIMS

In order to raise attainment for all pupils, we have a consistent approach to the teaching of handwriting throughout the school. It should be the aim of every teacher, TA and volunteer to encourage all children to use a well-formed cursive style of handwriting. Teachers and TAs will lead by example and use a cursive script when writing on the whiteboard, flip chart or in children's books when giving feedback. The aim for children is to produce a fluent, consistently formed style of cursive handwriting with equal space between the letters and words.

The aim of this policy is to give guidelines that will be helpful to teachers, TAs, and pupils throughout a pupil's journey at Isaac Newton Academy Primary.

RATIONALE

Even in this technological, computer-literate age, good handwriting remains fundamental to children's educational achievement. If children are to achieve comfortable, legible handwriting styles, they need to be taught to form and join each letter efficiently. Children need good models to copy, lots of practice and feedback to help them fine-tune their performance.

PROVISION

At Isaac Newton Academy Primary the children are taught to write legibly, fluently and at a reasonable speed. The pupils are taught to write in a cursive style (Nelson Handwriting Scheme) with correct letter formation as early as possible. Handwriting is planned for, taught and practised every day from Reception upwards. Every child has a separate, designated handwriting book in which to practise. Daily handwriting practice should include not just focus on the formation of letter formation and joins but also spelling patterns. In Year 3 and 4, pupils' weekly spellings are directly linked to handwriting and are practiced in conjunction.

RECEPTION

In Reception, the children are taught how to use a 'tripod' grip using a variety of mediums. This is reinforced through pre-writing skills involving pattern work and other exercises to help develop fine motor skills. The pupils are then taught individual letters with exit strokes in order



to make small words. Specific attention is given to pencil control, pencil grip and posture. The Read Write Inc. phrases are used to teach the letters e.g. Maisie Mountain for 'm' and to serve as a mnemonic for the children when writing independently. There is an expectation that the children will use the correct letter formation in everything they do and bad habits should not be allowed to develop; instead they must be and picked up quickly.

KEY STAGE 1 & KEY STAGE 2

From Year 1 and once each child is able to form the basic letters, they are introduced to 'joining up' the letters. The Nelson Handwriting Scheme is used to help all staff and pupils with a progressive and consistent approach to the formation of clear, upright style handwriting and a consistent approach to the joining of letters. All staff should be consistent in their approach and model handwriting at all given opportunities. Lessons will focus on modelling handwriting, linking the teaching of handwriting to the teaching of spelling patterns.

Once pupils are able to write in a legible, fluent, neat and consistent style they become a pen writer, at which point they will be awarded a pen licence, until this time pupils should write in pencil.

All pupils should be encouraged to apply and use their handwriting skills in all their writing across subject areas and lessons, demonstrating their progress.

DIFFERENTIATION

Differentiation can be achieved in a number of ways:

- Children working individually with teachers or TAs - may benefit from additional practice on dry-wipe boards
- Children who are not yet joining securely will benefit from extra practice of particular joins
- Some children may benefit from using guidelines
- Higher attaining children can be challenged by higher expectations to control evenness and size of letters
- Children who experience problems writing can use pencil grips, thicker pencils and wider lines.

PENCILS AND PENS

Once pupils are able to demonstrate that they are able to write in a legible and fluent style, they can make the transition from year 2 to writing with a school ink pen. School pens will be issued to pupils; no biros will be allowed. The transition from pencil to pen will be at the discretion of the individual teacher following the guidance in the attached pen license policy.



POSTURE

Children should be encouraged to sit up straight with their feet on the floor. The non-writing hand must be used to steady the book or paper.

PEN GRIP

The pen or pencil should be gripped comfortably between forefinger and thumb (tripod grip) with the second finger below to steady it. If the child picks up a pen or pencil, which is lying on the table in front of them with the nib towards them in line with their forearm, they instinctively pick it up in the correct grip and then need to flip the pen or pencil back into the correct grip.

LEFT HANDERS

Special rules apply for left-handers. They must sit on the left-hand side of double desks or tables. They must be able to rest their left forearms on the edge of the desk. The book or paper must slope in line with the left forearm. As writing is completed down the page, the paper must be moved away from the body in the same line. The aim is to keep the left arm in much the same position at all times to avoid the elbow being cramped by the chest. Moving the paper away from the body avoids writing becoming cramped at the bottom of the page. The right hand must be used to control the movement of the page. The left hand should end up below the line of the writing to avoid smudging and to give a clear view of what is being written. Children should be discouraged from hooking their left hand above the line of writing to avoid smudging.

RIGHT HANDERS

Right Handers do not face the same difficulty as left-handers, but many children find it difficult to slant the paper slightly and to move it away from the body as the page is completed. It is quite easy for right-handers to develop an attractive cursive style.

ASSESSMENT AND RECORD KEEPING

All teachers and TAs have high expectations of children in regards to handwriting and presentation of all work in books, and will encourage children to take pride in their work. The most effective assessment of handwriting progress is on-going and evidenced through a range of exercise books, not just handwriting books. Staff must all be attentive and speedy to pick up on errors as quickly as possible in pupils' work that are likely to impede a fast, fluent hand in the future.



If a child's handwriting is to develop into a pleasing and consistent style, it is helpful to examine key pieces of writing in the light of the following criteria:

1. Eligibility – Are you able to read the work?
2. Shape - Are all letters properly formed and clear?
3. Joining - Are as many letters as possible joined consistently?
4. Spacing – Are spaces between the letters, words and lines appropriate and consistent?
5. Size - Are letters consistent and reasonable size? Capitals can be too big; tall letters too tall, small letters too small.
6. Alignment - Do letters sit on the line? Words sometimes float above or sink below the writing line. This happens because the writing hand is not moving steadily across the page.

Reviewed June 2020



PEN LICENSES

At Isaac Newton we wish to recognise the journey that children go on through all aspects of their learning. We appreciate that motivation is often supported through a targeted goal, and so have introduced pen licenses to celebrate when children are writing in an appropriate and accurate style.

The school has decided that the point to introduce the pen license will be in year two, as this is when children are taught to join their handwriting. It is also the point where children begin to develop their own personal style of writing. However, we recognise that children will develop their writing skills at different rates and so pen licenses will continue to be awarded as the children move through KS2. It would be anticipated that all children will be using pens to write with by the commencement of year five.

REQUIREMENTS

In line with the interim framework stating that children need to:

- use the diagonal and horizontal strokes needed to join letters in most of their writing
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spaces between words that reflects the size of the letters

The school feels that children need to be able to accurately form their letters and demonstrate the appropriate ascenders and descenders within their work. Writing needs to be consistently joined within all aspects of work. Children therefore need to demonstrate their writing in both their English and topic books, not just within their handwriting books. Writing must be consistent, and so multiple pieces of work will need to demonstrate the consistent formation of the child's handwriting. Accuracy is crucial as the children will not be able to rectify mistakes easily. This means that regular crossing out and inaccurate spelling will need to be addressed prior to the awarding of a pen license.

Example pieces of work are attached to this document; these pieces demonstrate the expectation of the standard that needs to be reached within year 2. Examples of outstanding handwriting - which can be shared with children to help build expectations - are also attached to this policy.



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Pen licenses will be awarded within the celebration assembly on a Friday. At this point, the children will be given their pen and accompanying license which they will be able to take home with them.

Management of the pens will be the responsibility of the class teacher, but the expectation should be that each child is responsible for looking after their pen and classroom structures should be in place to support this.

24.4.2016
LO - To proof read to spot errors in spelling, grammar and punctuation.
S.C
I can read my work to check it makes sense.
I can spot errors in spelling.
I can spot errors in grammar.
I can spot errors in punctuation.

Rufaida -

Once upon a time there was a barn owl called Plop. He was afraid of the dark. Plop's mum said "go and ask the boy about the dark." Plop went to the boy and asked the boy about the dark. The boy said the dark is exciting because fireworks happen in the dark. The boy said "why are you so afraid of the dark anyway?" "I don't know" said Plop. The boy invited Plop to see the fireworks. Plop flew home and Plop said to his mummy that the boy said the dark is exciting. Plop asked if his mum would sit beside him. Plop's mum agreed. Later that night Plop ^{saw} the fireworks. "How beautiful the fireworks are!" said Plop. Plop was shocked to see the fireworks and the colourful effects. ✓ Good editing



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28.4.2016

LO - To write a summary of the ending of Plop's story.

S.C

I can write a summary.

I can include the key points in my summary.

While Plop's mum and dad
^{were} asleep Plop ^{wait} smoothly to speak
to a cute, adorable black cat.

Plop asked the cat, "Are you
afraid of the dark?"

"No way! The dark is beautiful come
I'll show you" replied the cat

"OK" Plop said back, & Carefully
they went exploring and they
saw lots of different houses
in their adventure. Plop ~~flew~~

Bravely Plop flew safely to
his kind helpful parents.

Proudly Plop ~~said~~ announced

"I am not ~~af~~ afraid of
the dark, I am a night bird.

Dark is exciting, kind & fun ~~too~~



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Thursday 23rd March

Independent Work

Learning Objective:

To write a five part story.

Success criteria:

I can use adjectives to improve my sentence

I can use a variety of sentence openers

I can describe senses

The child and the headteacher's
adventure through school

Early one bright morning there was
a boy called Kasha and he was
playing football but his ball went in
an old building. He went to get
it but he went through some curtain
and he landed in a school assembly

As soon as he landed in the school
assembly he smelt pure and ~~some~~
food. When he saw the assembly he
said, "what a beautiful school assembly
that is!"



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W/B 10.5.2017

KPI - CEG in non-fiction group related facts and ideas into relevant sections.

LO - To group related facts into relevant sections.

'Barn Owls.'

This text will give you lots of information about barn owls where they live what they eat and much more.

What do barn owls eat?

Barn owls eat mainly small mammals like voles, shrews, rats and mice. On average, a wild barn owl eat 4 small mammals per night, that's 1,400 per year. Food is swallowed whole - bits of fur and bone are then regurgitated (coughed up) as an owl pellet.



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Features of a barn owl:

Their back is tawny, marked with black and white spots. A barn owl's brain is small as a pea. They also have whiskers called villo blossoms.

Where do barn owls live?

Barn owls live in a range of habitats including farm buildings, dovecotes, church towers, hollow trees and ~~in~~ diff sites. Some owls prefer to live in the open grassland, farmlands and woodlands that are no more than 2,000 meters high. In eastern England, barn owls are far more likely to reside in trees than barns.



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W/B 10.5.2017

KPI - CE6 in non-fiction group related facts and ideas into relevant sections.

L.O - To group related facts into relevant sections.

Barn owls

~~the~~ Barn owls are one of the most common owls ~~for~~ found worldwide.

Their food

Barn owls are birds of prey. This means they hunt and catch small mammals, particularly rats, mice and voles. They also eat shrews, bats and rabbits.

Barn owls body

~~So~~ Some barn owls are nocturnal. They have a ~~the~~ white chest, heart-shaped face and ~~on~~ ~~the~~ their chest.

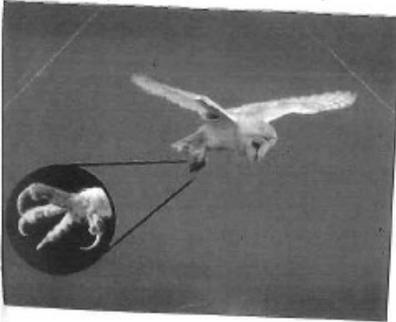


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they have small brown spots.

Features of barn owls

Food is often swallowed whole - bits of fur and bone are then regurgitated (coughed up) as owl pellets. Barn owls screech - they never hoot (that's Tawny owls). The scientific Latin name for barn owl is *tyto alba alba*.



They have powerful talons to catch prey with.



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28.4.2016

LO - To write a summary of the ending of Plop's story.

S.C

I can write a summary.

I can include the key points in my summary.

While Plop's parents were asleep Plop flew
quietly to speak to a fluffy black cat.
Plop asked the cat "do you like the
dark?" The cat replied "dark is beautifully"
& happily they went to explore the dark.
They saw lots of different colored flowers.
Plop flew back to his kind helpful parents.
Proudly Plop said "I am not afraid of the
dark I am a night bird" "dark is exciting
necessary, beautiful and fun" started Plop.
Then while it was dark Plop and his
kind, caring family went to bed.