



POLISI LLAWYSGRIFEN

HANDWRITING POLICY

PARATOWYD PREPARED	Mawrth 2022 / <i>March 2022</i>
CADARNHAWYD RATIFIED	Mawrth 2022 / <i>March 2022</i>
ADOLYGWYD REVIEWED	DD/B / <i>N/A</i>
CYLCH ADOLYGU REVIEW CYCLE	3 blynedd / <i>3 years</i>

Ysgol Gymraeg Llundain
Polisi Llawysgrifen

Amcanion

Bwriad Ysgol Gymraeg Llundain yw addysgu ffurfiant cywir llythrennau yng Ngham Cynnydd 1, ac i addysgu'r disgyblion i reoli ac i fireinio ffurfiant y llythrennau yng Ngham Cynnydd 2. Arweinia hyn at lawysgrifen redol sydd yn rhugl ac yn effeithlon yng Ngham Cynnydd 3.

Cam Cynnydd 1

Meithrin

- Addysgir y disgyblion i adnabod eu henwau trwy gydol y flwyddyn yn y feithrin gan ddefnyddio amrywiaeth o weithgareddau.
- Ymarferir llawysgrifen o dan oruchwyliaeth tan sicrheir ffurfiant y llythrennau.
- Defnyddir amrywiaeth o weithgareddau echddygol manwl er mwyn hybu ffurfiant cywir.
- Rhannir taflen ffurfiant llythrennau gyda rhieni/gofalwyr er mwyn iddynt helpu eu plant i ymarfer ysgrifennu eu henwau.

Dosbarth Derbyn

- Datblygir rheolaeth echddygol manwl ymhellach trwy amrywiaeth o weithgareddau megis: gweithgareddau gwnïo a gwehyddu; torri a philio wrth ymgymryd â gweithgareddau coginio; defnyddio rhigymau bysedd; edafu mwclen; chwarae strwythurol gyda dŵr a thywod; defnyddio paent ac ati.
- Datblygir rheolaeth echddygol manwl gan ddefnyddio amrywiaeth o weithgareddau gan gynnwys: siarad am y symudiadau mae'r plant yn gwneud; annog ysgrifennu yn yr awyr; a, gwneud patrymau yn yr awyr; hambwrdd tywod; ewyn eillio; reis; blawd; paent; sglein; saws ac ati.
- Cysylltir siâp llythrennau a sain llythrennau trwy annog y plant i ddysgu ac i wrando ar, ac i wahaniaethu rhwng synau yn eu hamgylchedd, yng ngherddoriaeth ac yn rhigymau. Addysgir siapiau llythrennau ochr yn ochr â gweithgareddau cinesthetig. Mae'r dulliau a defnyddir yn cynnwys: ysgrifennu yn yr awyr; ysgrifennu â phaent; defnyddio byrddau gwyn a peniau.
- Mae'r plant yn parhau i ysgrifennu eu henwau (gweler Meithrin) neu blant heb brofiad Meithrin yn cael eu cyflwyno i ysgrifennu eu henwau.
- Mae ffurfiant cywir llythrennau eu henwau yn parhau i gael eu hannog.
- Cyflwynir y plant i ffurfio pob llythyren yn ystod y flwyddyn, gan ddechrau gyda c, o, a, d, g ac ati.

Deunyddiau a argymhellir:

Brws paent; pennau; pensiliau trionglog mawr; byrddau gwyn; hambyrddau tywod; pennau ffelt; papur gwag a phapur mawr gyda llinell.

Cam Cynnydd 2

- Yng Ngham Cynnydd 2, cysylltir gwaith llawysgrifen gyda gwaith ffoneg a sillafu.
- Ym Mlwyddyn 1, datblygir ffurfiant llythrennau o'r Feithrin a'r Dosbarth Derbyn. Addysgir y plant i uno llythrennau eu henwau a llythrennau dwbl (ch, ll, ng, dd, th, rh).
- Ym Mlwyddyn 2, datblygir ffurfiant llythrennau o Flwyddyn 1. Addysgir y plant i uno llythrennau sy'n ymddangos mewn patrymau sillafu allweddol megis; wy, ae, ai, au, oi, oe ac ou.
- Ym Mlwyddyn 3, datblygir ffurfiant llythrennau o Flwyddyn 2. Addysgir y plant i uno misoedd y flwyddyn, geiriau allweddol (e.e roedd, mae, mynd a.a.) diwrnodau'r wythnos, lliwiau ac ati.

- Ni fydd y plant yn uno o brif lythyren.
- Ni fydd y plant yn uno o lythrennau ff, s, b a p: addysgir hyn yng Ngham Cynnydd 3.
- Dulliau a defnyddir: ysgrifennu yn yr awyr; defnyddio byrddau gwyn a peniau byrddau gwyn; patrymau marblen; saws; ewyn eillio; sialc a thywod.
- Pan yn addas, bydd yr athro/awes yn modelu arfer da i'r plant gopïo.

Deunyddiau a argymhellir:

Pennau fawr trionglog; pensiliau HB safonol; byrddau gwyn a phennau byrddau gwyn; pennau ffelt; pennau; cyflwynir papur llinellau a llyfrau llawysgrifen.

Cam Cynnydd 3

- Addysgir dulliau cywir o uno trwy gyflwyniad patrymau sillafu Saesneg, e.e. ee, ie ac ati.
- Addysgir y plant i uno ff, s, k, q, v, x ac i uno oddi wrth lythrennau b a p.
- Addysgir llawysgrifen trwy bob pwnc a modelir arfer da llawysgrifen gan yr athro/awes trwy gydol yr amser.
- Ymarferir a mireinir llawysgrifen er mwyn ffurfio ac uno yn gywir.
- Datblygir llawysgrifen redol gyflym, rhugl a darllenadwy a defnyddir pennau lle bo'n briodol a phan gytunwyd gyda'r plentyn.
- Dechreu'r plant ddatblygu arddull personol o lawysgrifen.

Deunyddiau a argymhellir:

Llyfrau llawysgrifen; pensiliau HB safonol; pennau llawysgrifen; taflenni gwaith llawysgrifen.

Gafael Pen neu Bencil

- Anogir gafael cywir pen neu bencil - dal rhwng y bawd a'r bys cyntaf, gorffwys yn erbyn y bys canol. Gellir defnyddio gafaelion pencil er mwyn rhoi cymorth i blant ag anawsterau.
- Bydd angen gosod y papur neu lyfr yn gyfforddus gyda'r llaw ni ddefnyddir i ysgrifennu er mwyn atal y papur neu'r llyfr rhag symud.

Plant Llaw Chwith

- Yn ystod Cam Cynnydd 1, dylai'r plant ddechrau dangos eu llaw ddominyddol ar gyfer ysgrifennu pan maent yn defnyddio adnoddau ysgrifennu. Bydd angen modelu ffurfiant llythrennau ar gyfer plant llaw chwith trwy ddefnyddio dulliau megis yr athro/awes yn ysgrifennu yn yr awyr gan ddefnyddio llaw chwith.
- Gallwch nodi marc ar ochr chwith y tudalen er mwyn dynodi ble i ddechrau ysgrifennu oherwydd mae rhai plant llaw chwith yn drych-ysgrifennu o'r dde.
- Dylai plant llaw chwith eistedd i'r chwith i blant llaw dde er mwyn rhwystro eu breichiau rhag bwrw yn erbyn ei gilydd wrth iddynt ysgrifennu.

Rheolaeth Echddygol Manwl Gwan a Dyspracsia

- Bydd angen cyfeirio unrhyw blentyn sydd â rheolaeth echddygol manwl gwan i'r SENDco er mwyn iddynt gael ei sgrinio ar gyfer dyspracsia, ac os yn addas, bydd angen darparu ymyrraeth rheolaeth echddygol manwl gwan.

Arfer Da yn y Dosbarth

- Mae angen cyfnodau o ymarfer byr a rheolaidd er mwyn sefydlu, datblygu a chynnal arfer da llawysgrifen.
- Arddangosir esiamplau da o lawysgrifen disgyblion ac oedolion o gwmpas y dosbarth.
- Defnyddir geirfa gywir yng Ngham Cynnydd 3 (esgynnydd, disgynnydd, dolennau, ffurfiant, rhedol, bylchiad, maint, uno)
- Ffurfiant cywir o'r holl lythrennau, cadw at bolisi'r ysgol ar gyfer llawysgrifen.
- Eistedd yn gywir - yr holl ddisgyblion yn gyfforddus ac yn wynebu'r athro/awes wrth iddo / iddi fodelu arfer da.
- Anogir gafael cywir pen neu bensil - dal rhwng y bawd ar bys cyntaf, gorffwys yn erbyn y bys canol. Gellir defnyddio gafaelion pensil er mwyn rhoi cymorth i blant ag anawsterau.
- Gosod y papur yn gyfforddus i'r plant – dylent ddefnyddio'r llaw annominyddol i reoli'r papur.
- Lle bo'n briodol, gwela'r plant yr athro/awes yn modelu arddull llawysgrifen yr ysgol.
- Offer ysgrifenedig addas a chywir ar gael i'r disgyblion – pensiliau HB neu bennau llawysgrifen.
- Tystiolaeth o lawysgrifen gywir yn llyfrau gwaith y plant.
- Yr athro/awes i ddadansoddi gwaith y plant er mwyn chwilio am wallau uno/ffurfio.
- Tystiolaeth o wahaniaethu – ystyriaeth arbennig i blant llaw chwith.
- Yr athro/awes i sicrhau bod plant sydd angen gwisgo sbectol yn gwneud.

Ysgol Gymraeg Llundain
Handwriting Policy

Objectives

Ysgol Gymraeg Llundain's intention is to teach correct letter formation in Progression Step 1, and to teach pupils to control and refine letter formation in Progression Step 2. This will result in rudimentary handwriting that is fluent and efficient in Progression Step 3.

Progression Step 1

Nursery

- *Pupils are taught to recognise their names throughout the year in the nursery using a variety of activities.*
- *Handwriting is practised under supervision until the formation of the letters is ensured.*
- *A variety of fine motor activities are used to promote accurate formation.*
- *A letter formation sheet is shared with parents/carers so they can help their children practice writing their names.*

Reception

- *Fine motor control is further developed through a variety of activities such as: sewing and weaving activities; cutting and peeling while engaged in culinary activities; using finger rhymes; mucin thread; structural play with water and sand; using paint etc.*
- *Fine motor control is developed using a variety of activities including: talking about the movements children make; encouraging writing in the air; and, making patterns in the air; sand tray; shaving foam; rice; flour; painter; gloss; sauce etc.*
- *Letter shape and letter sound are linked by encouraging children to learn and listen to, and to distinguish sounds in their environment, in music and rhymes. Letter shapes are taught alongside kinesthetic activities. Methods used include: writing in the air; writing with paint; using whiteboards and pens.*
- *Children continue to write their names (see Nursery) or children without Nursery experience are introduced to writing their names.*
- *Correct formation of the letters of their names continues to be encouraged.*
- *Children are introduced to the formation of all letters during the year, beginning with c, o, a, d, g etc.*

Recommended materials:

Paintbrush; pens; large triangular pencils; whiteboards; sand trays; felt pens; blank paper and large paper with a line.

Progression Step 2

- *In Progression Step 2, handwriting is associated with phonics and spelling.*
- *In Year 1, letter formation from Nursery and Reception is developed. Children are taught to join the letters of their names and double letters (ch, ll, ng, f, th, rh).*
- *In Year 2, letter formation is developed from Year 1. Children are taught to join letters that appear in key spelling patterns such as; wy, ae, ai, au, oi, oe and ou.*
- *In Year 3, letter formation is developed from Year 2. Children are taught to join the months of the year, keywords (e.g. roedd, mae, mynd etc.) days of the week, colors etc.*
- *Children will not join from a capital letter.*

- *Children will not join from letters ff, s, b and p: this will be taught in Progress Phase 3.*
- *Methods used: writing in the air; using whiteboards and whiteboard pens; marble patterns; sauce; shaving foam; chalk and sand.*
- *When suitable, the teacher will model good practice for the children to copy.*

Recommended materials:

Large triangular pens; standard HB pencils; whiteboards and whiteboard pens; felt pens; pens; line paper and handwriting books are introduced.

Progression Step 3

- *Correct methods of joining are taught through the introduction of English spelling patterns, e.g. ee, ie etc.*
- *Children are taught to join ff, s, k, q, v, x and to join from letters b and p.*
- *Handwriting is taught through all subjects and the good practice of handwriting is modelled by the teacher throughout lessons.*
- *Handwriting is practiced and refined to form and join correctly.*
- *Quick, fluent and readable cursive handwriting is developed and pens are used where appropriate and agreed with the child.*
- *Children begin to develop a personal style of handwriting.*

Recommended materials:

Handwriting books; standard HB pencils; handwriting pens; handwriting worksheets.

Pen or Pencil Grip

- *Correct pen or pencil grip is encouraged - holding between the thumb and the first finger, resting against the middle finger. Pencil grips can be used to provide support to children with difficulties.*
- *The paper or book will need to be placed comfortably with the hand not used to write to prevent the paper or book from moving.*

Left-handed Children

- *During Progression Step 1, children should begin to show their dominant hand for writing when they use writing resources. Letter formation for left-handed children will need to be modelled using methods such as the teacher writing in the air using a left hand.*
- *You can mark on the left side of the page to indicate where to start writing because some left-handed children mirror-write from the right.*
- *Left-handed children should sit to the left of right-handed children to block their arms bumping against each other as they write.*

Weak Fine Motor Control and Dyspraxia

- *Any child with weak fine motor control will need to be referred to the SENDco for screening for dyspraxia, and if suitable, weak fine motor control intervention will need to be provided.*

Good Practice in the Classroom

- *Short and regular periods of practice are required to establish, develop and maintain good handwriting practice.*

- *Good examples of pupil and adult handwriting are displayed around class.*
- *Correct vocabulary is used in Progression Step 3 (escalator, descent, loops, formation, run, spacing, size, merge)*
- *Correct formation of all letters, adherence to school policy for handwriting.*
- *Sit correctly – all pupils are comfortable and facing the teacher as he/she models good practice.*
- *The correct grip of a pen or pencil is encouraged – holding between the thumb on a first finger, resting against the middle finger. Pencil grips can be used to provide support to children with difficulties.*
- *Set the paper comfortably for the children – they should use the non-dominant hand to control the paper.*
- *Where appropriate, the children will see the teacher modelling the school handwriting style.*
- *Suitable and accurate written tools available to pupils – HB pencils or handwritten pens.*
- *Evidence of correct handwriting in children's workbooks.*
- *The teacher to analyse the children's work to look for joining/formation errors.*
- *Evidence of differentiation – special consideration for left-handed children.*
- *The teacher to ensure that children who need to wear glasses do.*

ARWYDDWYD GAN:		
SIGNED BY:		
G Roberts	Cadeirydd Bwrdd y Cyfarwyddwyr <i>Chair of the Board of Directors</i>	Mawrth 2022 <i>March 2022</i>
T Sugg	Athro Arweiniol <i>Lead Teacher</i>	Mawrth 2022 <i>March 2022</i>