

## Handwriting Policy

### Intent

Our handwriting intent is to enable children to build the strength, stamina and skills to write in a fluent, legible style, which enables them to present their work to a high standard. Through taught skills such as correct letter formation, accurate joins and good handwriting habits, we intend that by the end of KS2 to begin to develop a distinctive style.

Handwriting is a taught skill and it is important that teachers are seen to put a high value on teaching and sustaining good handwriting. We believe that children's self-esteem and pride in their work can be raised by good quality presentation.

Each aim is considered equally important:

- To teach children to write with a flowing hand that is legible, swift and pleasant to look at.
- To enable children to develop their own style of handwriting as they progress through Key Stage 2.
- To support the development of correct spelling and to aid in the elimination of letter reversals by the learning of word patterns and the correct joining of letters.
- To ensure that children of differing abilities are provided with appropriate and achievable goals.
- To assist children in taking pride with the presentation of their work.
- To teach correct letter formation.
- To appreciate handwriting as an art form.
- To display excellent examples of handwriting in every classroom and around the school.
- To adopt a common approach towards handwriting by all adults when writing in children's books, on the IWB, or on displays/resources.

### Implement








#### Early Years – Handwriting

In our EYFS setting, children learn correct letter formation (non-cursive) using the Red Rose Phonics formation rhymes. (See below)

Regular opportunities for gross motor and fine motor development are provided to enable children to begin writing as their physical development progresses.

In EYFS, large pencils can be used in conjunction with lined/unlined paper. Pencil grips for correction of pencil hold are also used where appropriate. As an introduction to letter formation, patterns are practised with wide-lined paper and thinner pencils being introduced where appropriate. Teachers model correct letter formation and children practise this alongside their phonics. Correction of letter formation takes place on an individual basis. Children practise writing in EYFS in non-joined style.

Letter formation rhymes in EYFS:

<p>a</p>  <p>Round the anchor and down the rope.</p>	<p>b</p>  <p>Down the bat and round the ball.</p>	<p>c</p>  <p>Curl round the cat.</p>	<p>d</p>  <p>Back round the dogs body, up to his ears and down to his tail.</p>
<p>e</p>  <p>Across the shelf and over the elf.</p>	<p>f</p>  <p>Follow down the flamingo and fly.</p>	<p>g</p>  <p>Go round the gorilla and swing from the vine.</p>	<p>h</p>  <p>Down the hill and over the hedge.</p>
<p>i</p>  <p>Down the insect and don't forget his cap.</p>	<p>j</p>  <p>Jump off the jetty and don't forget your cap.</p>	<p>k</p>  <p>Down the koala's body, arm and leg.</p>	<p>l</p>  <p>Down the long ladder.</p>
<p>m</p>  <p>Down the mound and over the moles.</p>	<p>n</p>  <p>Down the nose and over the nostrils.</p>	<p>o</p>  <p>Back around the octopus.</p>	<p>p</p>  <p>Down the path, up the path and round the pond.</p>
<p>q</p>  <p>Quick! Back round the pond, down and splash.</p>	<p>r</p>  <p>Rain down to the ground and over the rainbow.</p>	<p>s</p>  <p>Slip down the slide.</p>	<p>t</p>  <p>Down the tree and across the branch.</p>
<p>u</p>  <p>Down under the sea, up for breath and down again.</p>	<p>v</p>  <p>Down the vase, up the vase.</p>	<p>w</p>  <p>Down the wave, up the wave, down the wave, up the wave.</p>	<p>x</p>  <p>Cross the box, cross the box.</p>
<p>y</p>  <p>Down the yo-yo, up the yo-yo and swing.</p>	<p>z</p>  <p>Zip, zap, zoom!</p>		

Following EYFS, 'joined up' handwriting (continuous cursive script) is taught with a sequential and progressive approach. Children are introduced to this style from Year 1 as it is considered to be the most natural development of children's earliest attempts at writing.

Teachers, Support Staff and students are expected to model the handwriting style.

We seek to fulfil the requirements of the National Curriculum 2014 and EYFS Curriculum. Planning is based on objectives taken from these, which ensures a progressive structure. In their short term planning teachers outline specific objectives for groups of children and individuals in order to ensure progress.

Handwriting is taught regularly and at least weekly, as a class and/or group lesson in all year groups.

During lessons we ensure that children sit, position their paper/book and hold their pen/pencil correctly using their other hand to hold their work firmly. It is important that in the Early Years and at Key Stage 1 children are observed closely during the lesson to ensure that letter formation is correct.

In addition to specific handwriting lessons children are expected to apply their learning in their exercise books and to show care for the presentation of their work. Regular opportunities for children to produce presentation work are also planned, for example in learning journeys or for display.

Staff model the handwriting style and use the appropriate joins, demonstrating the fluency and legibility of the style. Children are expected to show care for their workbooks, present their work with care, date work, underline where necessary and not make any marks on the covers.

### Handwriting Progression

The 2014 National Curriculum says pupils should 'start using some of the diagonal and horizontal strokes needed to join letters' from Year 2. It also encourages schools to teach children 'to write with a joined style as soon as they can form letters securely with the correct orientation.'

At Worsthorne we have the following progression for handwriting (See writing example as Appendix):



#### Handwriting Progression Document

	Early Years Foundation Stage	KS1		KS2			
	Reception Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Letter Formation, Placement and Positioning	<ul style="list-style-type: none"> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> <li>Form lower case and capital letters correctly.</li> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Write recognisable letters, most of which are correctly formed.</li> </ul>	<ul style="list-style-type: none"> <li>To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.</li> <li>To sit correctly at a table, holding a pencil comfortably and correctly.</li> <li>To form the digits 0-9.</li> <li>To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</li> </ul>	<ul style="list-style-type: none"> <li>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</li> <li>To form lower case letters of the correct size, relative to one another.</li> <li>To use spacing between words that reflects the size of the letters.</li> </ul>	<ul style="list-style-type: none"> <li>To use a neat, joined handwriting style with increasing accuracy and speed.</li> </ul>	<ul style="list-style-type: none"> <li>To increase the legibility, consistency and quality of their handwriting by ensuring that the down strokes of letters are parallel and equidistant and by ensuring that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</li> </ul>	<ul style="list-style-type: none"> <li>To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say.</li> <li>To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.</li> </ul>	<ul style="list-style-type: none"> <li>To write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters and by choosing the writing implement that is best suited for a task.</li> </ul>
Joining Letters		<ul style="list-style-type: none"> <li>To begin adding the 'lead in' to each letter, using the formations of EYFS.</li> </ul>	<ul style="list-style-type: none"> <li>To begin to use the diagonal and horizontal strokes needed to join letters.</li> </ul>	<ul style="list-style-type: none"> <li>To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.</li> </ul>	<ul style="list-style-type: none"> <li>To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.</li> </ul>	<ul style="list-style-type: none"> <li>To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.</li> </ul>	<ul style="list-style-type: none"> <li>To recognise when to use an unjoined style (e.g. for labelling a diagram, for writing an email address or for algebra) and capital letters (e.g. for filling in a form).</li> </ul>

### Key Stage 1

Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly.
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters; form digits 0-9
- understand which letters belong to which handwriting families (i.e. letters that are formed in similar ways) and practise to these.

### Key stage 2

Pupils should be taught to:

- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.
- Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. By choosing the writing implement that is best suited for a task.

### Expectations

#### Year 1/Key Stage 1

Children work on handwriting skills daily and in a variety of activities, e.g. writing in books, multi-sensory approaches, through phonic work and writing in their books. Wide-lined exercise books, handwriting paper and standard-size pencils are used. Children who struggle with letter sizing, spatial awareness and organisational problems will be given paper with highlighted yellow lines to help guide their letter formation. Practise takes place on a weekly basis.

Year 1 continue to use the Red Rose Phonics formation phrases, which are introduced in EYFS. These now include the phrase and direction 'Lead in' from the line, to begin pre-cursive handwriting.

#### Year 2/Key Stage 1

Children are encouraged to use joined-up handwriting in their daily work. Handwriting practise takes place weekly and the correction of mistakes is dealt with on an individual basis. Children are encouraged to take pride in the presentation of their work. In addition, handwriting is often practised through the teaching and learning of phonics.

### Key Stage 2

At this stage children are given the choice of writing in either pen or pencil, whichever the child feels more comfortable using. Handwriting practice takes place weekly and the correction of mistakes is dealt with on an individual basis. Children are encouraged to take pride in the presentation of their work.

However, during spellings, children are expected to use print rather than joined in order to ensure every letter is legible. This ensures children are not penalised for handwriting during a spelling test and tests are marked fairly.

Pencils should continue to be used throughout the school for notes, drafting, all maths work, diagrams, charts and maps. Children should be encouraged to always write with a sharp pencil and to correct mistakes by crossing out using a single drawn line.

## Provision for Left-Handed Children

At least 10% of the population are left-handed. All teachers are aware of the left-handed pupils in their class 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;
- Pencils should not be held too close to the point as this can interrupt pupils' line of vision;
- 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 well be necessary before pupils write left-to-right automatically.

Teachers are aware of the fact that it is very difficult for left-handed pupils to follow handwriting movements when a right-handed teacher models them. Teachers demonstrate to left-handers on an individual or group basis, even if the resulting writing is not neat.

## Capital Letters

Capital letters stand alone and are not joined to the next letter. Children must practice starting sentences and writing names using a capital letter and not joining the subsequent letter. This should be modelled by the teacher during all Curriculum sessions.

## SEND Provision

Pupils identified as needing extra support in Handwriting will be given the appropriate help in the classroom. Providing for pupils with special educational needs should take account of each pupil's particular learning and assessment requirements and incorporate specific approaches which will allow individuals to succeed, such as using texts at an appropriate level of difficulty and planning for additional support.

The vast majority of pupils are able to write legibly and fluently. However, some pupils need more support and provision will be made for this on intervention provision maps. Teachers of children, whose handwriting is limited, by problems with fine motor skills, should liaise with the SENDCO to develop a programme designed for the individual child.

## **Impact**

Children's handwriting is monitored by the class teacher and appropriate action is taken when needed. If a child's handwriting is significantly behind their year group expectations then a discussion with the SENDCO may be needed. Handwriting will be part of termly monitoring by SLT.

This policy will be reviewed annually by the English coordinator, in consultation with the staff, and as and when elements of English are identified or prioritised within the School Development Plan.



# Worsthorne Primary School

## Handwriting Progression

### EYFS -

unlooped with no lead-ins

*l, i, u, t, y and j*

---

*a b c d e f g h i j k l m n o p q r s t u v w x y z*

---

### Key Stage 1 -

looped with lead-ins

*l, i, u, t, y and j*

---

*a b c d e f g h i j*  
*k l m n o p q r s t*  
*u v w x y z*

---

### Key Stage 2 – Continuous Cursive

*The five boxing wizards jumped quickly.*

*The quick brown fox jumps over the lazy dog.*

*The jay, pig, fox, zebra and my wolves quack.*

<b>Date of Policy</b>	<b>November 2023</b>
<b>Person Responsible</b>	<b>Amanda Cockett</b>
<b>To be reviewed</b>	<b>Annually</b>
<b>Review Date</b>	<b>November 2024</b>