



Handwriting Policy

Aims

We aim for pupils to:

- Achieve a neat, legible style with correctly formed letters in cursive handwriting.
- Produce the letters automatically and in their independent writing.
- Develop flow and speed so that they can write with ease, speed and legibility. This will support spellings.

Good Practice:

- Handwriting needs to be regularly modelled for children and they should have the opportunity to receive individual feedback in order to prevent bad habits becoming ingrained
- Handwriting is not a 'filler' activity - bad habits can be reinforced if handwriting is taught through the use of worksheets – children needs lots of experience of seeing and practising correct movements and the teacher needs to see and guide children's technique
- Reception will have fine motor skills activities available to the children as part of their daily curriculum.
- Handwriting lessons should take place for 15 minutes three times a week in KS1 and reinforced through consolidation activities. In KS2 handwriting should be taught twice a week for 15 mins and then be built into all curriculum activities.
- Children should practise joined handwriting patterns using the 6 handwriting families

Teachers Will:

- Teach letter formation in letter families
- Encourage and insist on correct hold, posture and letter formation. Children find it very difficult to "unlearn" incorrect habits. (See Appendix)
- Encourage regular spacing between words.
- Use a range of activities to develop and refine gross and fine motor control
- Encourage and insist on joined, cursive script as soon as the children are secure in the movements of each letter e.g. child's name, high frequency words, common letter strings.
- Provide good quality writing equipment suitable to children's ability and needs.
- Develop fluency, consistency and speed of cursive script.
- Differentiate activities in accordance with need.
- Make provision for left-handed children
- Transfer children from pencil to pen only when they are producing clear, and correctly formed joined writing, consistently. (See Appendix)
- Be exemplars of good practice themselves and model good handwriting when marking, writing on the board and in the environment.
- Create learning environments rich in a variety of print and writing. (See Appendix)

Handwriting Families:

All words begin on the line and letters can be introduced in 6 families or groups to help understand the differences between each letter.*

Long Ladder Letters	i l t u j y
Curly Caterpillar Letters	c a d g q s f e
One Armed Robot Letters	n m h b p k
Top joiner letters	o r v w x
Odd letters	z

**Please see later in the policy for guidance on letter formation*

Coverage

• In all curriculum areas children should be expected to keep up to the high standard of fluency they have practised in their handwriting sessions. Poor handwriting should not be acceptable in any exercise book.

Expectations

By the end of Reception:

- Hold a pencil effectively.
- Use fingers effectively to grip pencils in a tripod grip.
- Use correct sitting posture.
- Form most alphabetical letters correctly using the correct orientation.
- Orientate writing left to right.
- Begin to leave spaces between words.

By the end of Year 1:

- Pencils should be gripped correctly and held naturally with fluency and control.
- Upper and lower case letters should be written in cursive script using 'lead ins' and 'flicks' and formed correctly and be even in size.
- Current posture should be continued to be taught
- Numbers to 100 should be written correctly.
- Writing should sit on a line.
- Writing should be from left to right and top to bottom.
- Presentation should be neat in order to communicate meaning.
- Regular spaces should appear between words.
- Tails should be used as a lead into joined handwriting.
- Basic handwriting patterns should be used to practise fluency and control from left to right as a lead into joined handwriting.
- Children should be able to correctly form full stops, question marks and exclamation marks.
- Children should be able to practise typing on a keyboard using their index fingers.

By the end of Year 2:

- Children should write from left to right and from top to bottom with fluency and control.
- Children should start all letters on the line and have a lead in and flick.
- Numbers should be neat and of an even size and fit into the format provided.

- They should learn to join up their handwriting in order to gain greater fluency and speed.
- Joined handwriting should be used neatly to produce final drafts of work.
- Work should be presented neatly and communicate meaning clearly.
- Spaces between words and letters should be of a consistent size.
- Letters should fit evenly into the lines spaces provided.
- Children should be able to form and place full stops, question marks, exclamation marks and commas correctly.

By the end of Year 3:

- Joined handwriting should be used for all pieces of writing.
- Children can use pen to write in a neat and joined style for handwriting sessions and for final pieces of work.
- Children who are confident with using pen are using it for all pieces of writing.
- Letters are consistently joined and legible.

By the end of Year 4:

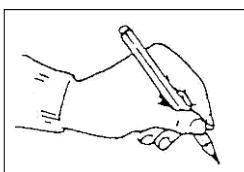
- Children use pen for all pieces of writing.
- Handwriting is consistently joined and legible.
- Children can use different styles of writing for rough draft and final draft.
- Children can use lines-guides to write neatly on plain paper.
- Handwriting is fluent, legible and joined.
- Children should be able to form and place full stops, question marks, exclamation marks, commas and speech marks correctly.
- Children should be confident in using their own developed handwriting style.

Posture when writing:

It is important to always encourage children to maintain the right posture when writing, as this sets good patterns for the future.

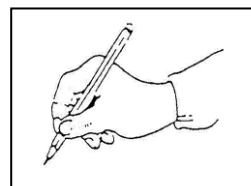
When working on handwriting children should always be sat on a chair at a desk with the handwriting paper at an appropriate angle. Children should be reminded to tuck their chairs in and sit up straight. The desk and chair should be an appropriate size for the child. The child then needs to put their non writing hand on the top of their page to steady the page. Their page should be at a 40 degree angle to their table.

In order to write with legibility and speed, each child should be sitting comfortably and holding the pen or pencil correctly. Pens and pencils should be held lightly between the thumb and the first two fingers about three centimetres from the point. A tight grip will make writing and drawing more difficult.



Left
handed

Right
handed



The non-writing hand should be resting on the paper or book and NOT be in the lap or propping up the brain! Both feet should be resting on the floor, and those children who cannot reach the floor should have a box on which to rest their feet.

Glasses:

Identify children who wear glasses and make sure they wear them for handwriting at all times.

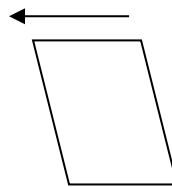
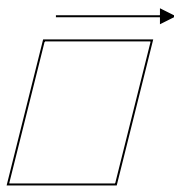
Left-handed children:

Left-handed children should be identified at an early stage.

Left-handed children will benefit from sitting together, as they are effective role-models for each other. Some left-handed children may need to hold the pencil further away from the point.

Left-handers should sit on the left-hand side of the desk unless sharing with a fellow left-hander. This arrangement avoids jostling of elbows between a left-hander and a right-hander. Allow them to tilt their paper to the right. A higher chair or a lower table can help. This allows the left hand more freedom as it is writing across the body.

Left-handers may tilt their paper to the right



Right-handers may tilt their paper to the left

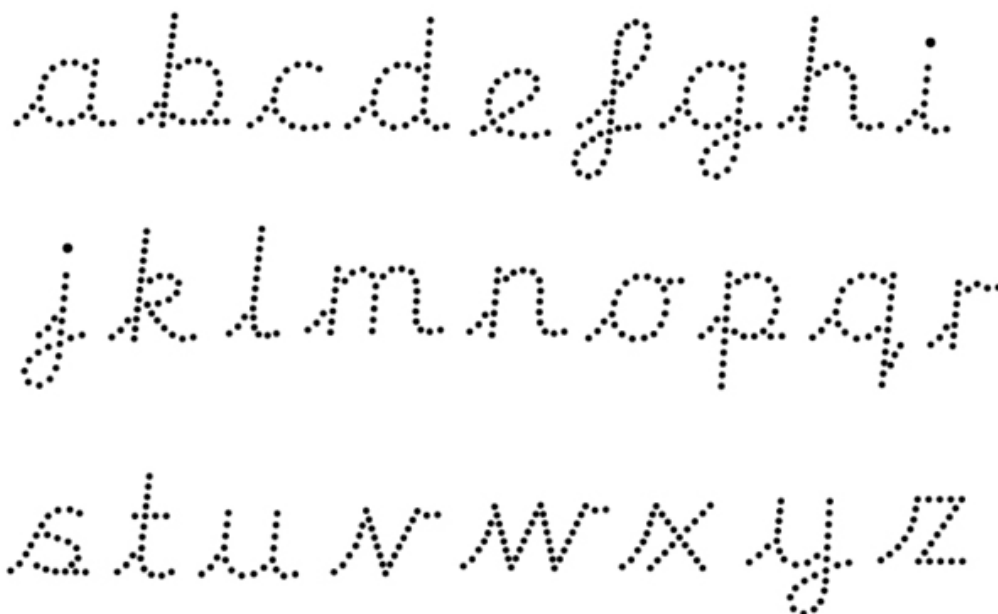
Reversals:

Children in the early stages of writing often reverse their letters. It is not always appropriate to correct these as this could interfere with a child's developing fluency.

However, reversals should not become ingrained into a habit. Correct reversals only up to the current letter shapes learnt and practised.

Inclusion:

The vast majority of pupils are able to write legibly and fluently. However, some pupils need more support and a specific individual or group programme is drawn up in consultation with the SEN co-ordinator. Thicker triangular pencils, pencil grips and wider lines will be used by children experiencing problems writing alongside other activities to develop their fine motor skills.



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Review frequency	Annually	