



HANDWRITING POLICY

Children must be able to write with ease, speed and legibility and in a joined style. If they have difficulty, this will limit fluency and inhibit the quality and quantity of their work. Cursive handwriting teaches pupils to join letters and words as a series of flowing movements and patterns.

Pupils will learn to form individual letters appropriately and accurately first and then pupils will begin to join their handwriting.

Aims

We aim for children to:

- Achieve a neat, legible style with correctly formed letters in cursive handwriting.
- Develop flow and speed.

Scheme of Work

In EYFS and Key Stage 1, pupils are taught letter formation through our phonics scheme, Little Wandle Letters and Sounds.

In Key Stage 2, we follow the Twinkl cursive handwriting scheme. We have implemented this scheme for the following reasons:

- It is a comprehensive 'Handwriting' programme, covering all the statutory requirements for handwriting from the 2014 National Curriculum for English.
- It has clear progression from the EYFS Little Wandle Scheme through to a fluent, legible and joined handwriting style by the end of KS2. This is supported by clear progression maps for each year group.
- It provides an active, fun approach that aims to develop a fast, fluent and legible handwriting style within every pupil.
- It includes activity packs with a flexible Handwriting Help Card, Lesson Presentation with illustrative animations, guidance posters, plus corresponding activity sheets.

General Guidance and Resources

- Children must sit at a table and write in books when writing.
- Pencils must be sharp at the start of every lesson. Staff are responsible for ensuring that this is the case, however pupils should be trained to do this. Sharpeners and sharpening pots are available on every table.
- Children's hands need to be clean (i.e.: after they have eaten bagels or sharpened a pencil).
- All staff need to model correct letter formation following the scheme.
- Practice sheets should not be given out without direct teaching taking place first.

MANTRAS

- All pupils will know and work with 'feet flat, bottoms back' as a way of sitting correctly in order to write neatly. Their chair should be underneath the table, with their feet flat on the floor and their bottoms at the back of the chair.
- All pupils will know the 'nip, flip, grip' method to pick up and hold a pencil correctly.

Posters to show these mantras will be displayed in the classroom.

Provision for left handed children

At least 10% of the population are left-handed, the majority of whom are boys. All teachers are 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.
- 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.

Foundation Stage

Gross and fine motor activities are provided daily within the continuous provision in both Nursery and Reception. Fine motor activities must include cutting activities.

Correct pencil grip is taught, modelled and monitored by all adults. Pupils who need extra support are identified and provided for as appropriate. By the end of Reception pupils are expected to hold the pencil in the correct grip although the position of the thumb may not yet be correct by this point (due to lack of strength or dexterity). When pupils are sat at a table, adults ensure that they are sitting in the correct position for writing.

Through phonics, Nursery pupils are taught how to form each letter (including where the letters start and end) and where appropriate complete activities related to each letter from the Little Wandle scheme.

In Reception, pupils continue to consolidate their knowledge of how to form each letter (including where each letter starts and ends) through phonics, Literacy and High Frequency Words sessions. In Reception, laminated letter/word cards are available for the pupils to practise in the continuous provision (adults must always ensure that pupils start and end at the correct point when facilitating).

Teachers identify letters that the pupils find most difficult and ensure that they practise these enough and move on quickly from the ones they find easier.

By the end of Reception, pupils are expected to be able to form each letter correctly (including where to start and end). Pupils will also be aware of finger spaces and sitting letters on the line.

Year 1

At the beginning of each year pupils write the alphabet in their handwriting book. The teacher will highlight target letters which will be revisited in following lessons and reassessed at the end of each half term, when pupils rewrite the alphabet in their handwriting book.

Correct pencil grip is taught, modelled and monitored by all adults and pupils who need extra support are identified and provided for as appropriate. By the end of Year 1, pupils are expected to hold the pencil in the correct grip (including the thumb position). Pupils must also sit correctly at the table.

In Year 1, pupils continue to consolidate their knowledge of how to form each letter (including where each letter starts and ends) through all subjects. Discreet handwriting lessons (twice per week) focus on teaching the letter families in the order given in the Little Wandle phonics scheme. Pupils use 12mm lines in all lessons for the Autumn Term and Spring 1. The expectation is that pupils progress onto the smaller letter as soon as they are ready. From February half term, all pupils are expected to use 8mm lined exercise books; therefore, they need to be prepared for this.

Teachers identify letters that the pupils find most difficult and ensure that they practise these enough and move on quickly from the ones they find easier.

By the end of the year, pupils are expected to be able to form each letter correctly (including where to start and end). They are also expected to use consistent finger spaces and sit letters correctly on the line and in an appropriate size.

Year 2

At the beginning of each year pupils write the alphabet in their handwriting book. The teacher will highlight target letters which will be revisited in following lessons and reassessed at the end of each half term, when pupils rewrite the alphabet in their handwriting book.

Correct pencil grip and sitting appropriately at the table should be secure by Year 2. However, where this is not the case this must be addressed and interventions provided.

In Year 2, pupils continue to consolidate their knowledge of how to form each letter (including where each letter starts and ends) through all subjects. Discreet handwriting lessons (twice per week) focus on teaching the letter families in the order given in the Little Wandle phonics scheme. Year 2 start the year continuing to practise the non-joined letters. In the Summer term, pupils who are handwriting heroes, or have the potential to reach GDS in writing, move on to joining the letters.

Teachers identify letters that the pupils find most difficult and ensure that they practise these enough and move on quickly from the ones they find easier.

By the end of the year, pupils are expected to be able to form each letter correctly and in an appropriate size (including where to start and end). They are also expected to use consistent finger spaces, sit all letters correctly on the line and the majority of pupils are starting to join letters and begin to know which letters do not need joining. Pupils working at the greater depth standard will be able to join letters consistently.

Year 3

Correct pencil grip and sitting appropriately at the table should be secure by Year 2. However, where this is not the case this must be addressed and interventions provided in Year 3.

At the beginning of each year pupils write the alphabet in their handwriting book. The teacher will highlight target letters which will be revisited in following lessons and reassessed at the end of each half term, when pupils rewrite the alphabet in their handwriting book.

In Year 3 pupils are taught to join the letters and apply this in all subjects.

Teachers identify letters that the pupils find most difficult and ensure that they practise these enough and move on quickly from the ones they find easier.

By the end of the year, pupils are expected to be able to form each letter correctly and in an appropriate size (including where to start and end). They are also expected to use consistent finger spaces, sit all letters correctly on the line and join the letters that should be joined as well as knowing which letters do not need joining.

Years 4-6

At the beginning of each year pupils write the alphabet in their handwriting book. The teacher will highlight target letters which will be revisited in following lessons and reassessed at the end of each half term, when pupils rewrite the alphabet in their handwriting book.

In Years 4-6, pupils continue to practise joining each letter correctly and consolidate their knowledge of the letters that do not need to be joined. Pupils work through the 'joining activity' sheets and the 'fluency, style and speed practice' sheets.

Teachers identify letters that the pupils find most difficult and ensure that they practise these enough and move on quickly from the ones they find easier.

All pupils are expected to be able to form each letter correctly and in an appropriate size (including where to start and end). They are also expected to use consistent finger spaces, sit all letters correctly on the line and join the letters that should be joined as well as knowing which letters do not need joining.

Drafting and Notetaking

When drafting or taking notes we are aware that children may not use their neatest handwriting. As a school, we recognise that whilst working on the skills necessary during drafting and notetaking sessions, handwriting may not be as neat as children are capable of. Encouragement and expectation of handwriting during these times is high and children are expected to maintain a legible script.

Feedback and Marking

Teachers circle the room whilst pupils are practising handwriting and intervene where appropriate; this can involve staff modelling letters or words for pupils to practise. The work of all pupils is looked at either during or after the lesson. Where a pupil has achieved the aim of the lesson, no further action is taken. Where a pupil has not formed a letter correctly or needs further practise, modelled example(s) are set for the children to practice at the start of the next lesson. Anything that the pupils need to do is written in green pen so that this is obvious to the pupils.

Evidence and Assessment

In Years 1-6 all pupils are baselined at the start of the year using evidence from their English books. Teachers complete an Excel document in which they RAG rate the children's handwriting. Pupils rated as green will be working at (or above) the expected level for their year group and will be awarded handwriting heroes (see below for further information). Pupils rated as amber will be working towards the expected standard for their year group and pupils rated as red will be working below the expected standard for their year group. Teacher will then assess all children each term and update the Excel document accordingly. All pupils also write the entire alphabet (both lower case and upper case) in their handwriting books at the start of each year in order for teachers to assess any formation issues straight away. Pupils assessed as working below expected standard in handwriting by Spring 1, will receive extra support. This may be in the form of fine motor activities, specific pencil grips or extra practise. This will be monitored by the Handwriting Lead.

Handwriting Heroes incentive

As and when required, teachers send the English books of any pupils that they believe are displaying handwriting that is at age related expectations (ARE) to the Handwriting Lead. These books are then checked by the Handwriting Lead to decide whether the pupils are consistently at ARE. Pupils that are identified as being at age related expectations are presented with a certificate and badge in the first achievement assembly of each half term. These pupils then become Handwriting Heroes and can then use a Handwriting Heroes pencil in each lesson. Pupils making exceptional progress but still working below ARE, will be presented with a handwriting progress certificate.

REVIEW & AMEND AS NECESSARY ANNUALLY – JULY 2025 (MOST RECENT REVISION SEPTEMBER 2024)