



## **HANDWRITING POLICY**

**REVIEWED :DECEMBER 2024**

**REVIEWED BY SCHOOL**

**MINUTE NUMBER APPROVAL : 2029/3**

**NEXT REVIEW DATE : DECEMBER 2026**

## Aims:

- ✎ In order to help raise attainment for all pupils we have a consistent approach to the teaching of handwriting throughout the school.
- ✎ This policy is written within the context of the school's English policy.

## General Points for Consideration:

**Skills developed in handwriting should be transferred to everyday writing in all subject areas.**

- ✎ Appropriate age-related books to be used.
- ✎ Particular attention to be paid to the teaching, forming, size, shape and positioning of the letters k and f.
- ✎ Marking should be constructive and diagnostic.
- ✎ Time needs to be allowed for corrections and improvements as suggested by the class teacher.
- ✎ Left/Right handed pupils should be advised on position of books and posture/seating position.
- ✎ Do not give out pencil grips unless advised to do so.
- ✎ Encourage traditional pencil/pen hold, however if a child produces neat, legible handwriting using an alternative grip do not dissuade pupils from their chosen hold/grip.
- ✎ Pupils should be given sharpened pencils to allow them to write neatly.
- ✎ Letter formation should be taught according to Little Wandle formation patter for both lower and upper case letters.
- ✎ First 1/2 weeks of a new academic year should be dedicated to the intensive teaching of handwriting and year group expectations.

## Guidance for Foundation Stage and KS1:

- ✎ Children to begin handwriting in EYFS and taught how to correctly form letters including start and end positions and where they sit on a line.
- ✎ When required advice to be requested from Occupational Therapists or other relevant agencies to help with specific individual problems
- ✎ Remedial measures to be included in One Page Profiles where relevant.
- ✎ Handwriting should be focused on daily during Drawing Club/I Am A Clever Writer sessions.
- ✎ Where appropriate as children are taught digraphs and trigraphs in phonics these should be taught as joined letters eg. ck, ch, sh, th, ng, ai, ee, igh etc.

## **Common Approaches:**

Children who produce clear, neat and legible handwriting should be encouraged to begin to join their writing when the teacher deems it appropriate.

## **Materials:**

Pencils and books are provided by the school. Little Wandle training videos and letters formation patten are available on the Little Wandle website.

## **In-Service Training and Professional Development:**

INSET needs are identified annually in the School Development Plan and regular feedback from these courses is given in Staff meetings.

## **Equal Opportunities:**

Equality of opportunity is a high priority and reference to the School's Equal Opportunity and Racial Equality Policies will provide examples of how this is achieved.

## **Special Education Needs:**

Pupils with a defined Record of Support (issued under the Code of Practice for Special Educational Needs and Disability) are supported in their Handwriting work through individual targets and support, monitored by the class teacher and SENCO.

## **Scope and Sequence of Teaching:**

### **Foundation Stage:**

- ✎ Development of Gross and Fine motor Skills.
- ✎ Developing patterns and basic letter movements.
- ✎ Language to talk about shapes and movement.
- ✎ Teaching of individual letters relating to Little Wandle patten.
- ✎ Development of the main handwriting movements involved in the three basic letter shapes as exemplified by: l, c, r.
- ✎ Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.

## Year One:

- ✎ Practise letter families:
  - down and off in another direction (long ladder) ( i, j, l, t, u,) (number 1)
  - down and retrace upwards (one-armed robot) (b, h, k, m, n, p, r) (numbers 2, 3, 5 follow a clockwise direction)
  - anti-clockwise round (curly caterpillar) (a, c, d, e, f, g, o, q, s, y) (numbers 0, 6, 8, 9) - using communication 4 all patter.
  - zigzag letters (v, w, x, z) (numbers 4, 7)
- ✎ Capital letters in letter families:
  - straight line (E, F, H, I, L, T)
  - straight and slant line (A, K, M, N, V, W, X, Y, Z)
  - straight and curly line (B, D, G, J, P, Q, R, U)
  - curly line (C, S, O).
- ✎ Revise letter families.
- ✎ Introduce and teach joins using cursive, diagonal and horizontal strokes.
- ✎ Understand which letters, when adjacent to one another are best left unjoined. (Joining all letters can inhibit fluency. Do not join to capital letters.
- ✎ Use spacing between words that reflects the size of the letters.

## Points for consideration:

- ✎ Children should be taught to sit correctly at a table, holding a pencil comfortably and correctly.
- ✎ Children should be encouraged to take pride in their writing, transfer skills and consider their presentation of a piece of work.
- ✎ Teachers should use modelled handwriting as their own especially when marking pupil books.
- ✎ For ICT purposes Sassoon Primary should be used as this closely matches hand written style.
- ✎ Line guides should be used underneath plain paper for display work, or children should use lined paper.
- ✎ Handwriting is to be assessed in line with the New National curriculum 2014.
- ✎ The school's handwriting policy should be shared with parents and carers.

- ✎ The extent to which children are encouraged to develop individual writing styles.
- ✎ Provision for left-handed children.
- ✎ Provision for children with SEND.
- ✎ Advice on classroom management e.g. balance of whole class, group or individual instruction; furniture layout.
- ✎ Provision for children who join the school in Year 1 or Year 2 with a different, but equally acceptable style of writing