



Handwriting Policy

Rationale

The ability to write fluently and legibly gives children a means to communicate their thoughts and ideas efficiently. Children's self-esteem and confidence is increased when they are able to produce well-presented work of which they can be proud.

Aims

The children at Stubbings will:

- understand the importance of clear presentation in order to communicate meaning
- take pride in the presentation of work, developing handwriting with a sense of enjoyment and achievement
- be able to write quickly to aid expressing themselves creatively and imaginatively across the curriculum and for a range of purposes
- develop a fluent, comfortable, legible handwriting style

Broad Guidelines

- Children need to be given experience of a variety of mark making and writing tools.
- Practitioners need to offer activities that encourage children to develop controlled movements – both in terms of fine and gross motor control – through all kinds of play and cross-curricular opportunities.
- Children need to be allowed to pick up the writing implements themselves and decide which hand they prefer.
- As children begin to discover their preferred hand for holding a pencil and once they are confidently using flowing movements, they will be introduced to smaller, more controlled activities.
- Opportunities will be provided for children to practise patterns and free flowing hand motions.
- A range of writing will be displayed throughout the school including block letters, cursive writing and computer generated writing.
- During shared writing or when marking or commenting on children's work, staff will model handwriting in line with the school policy, cursive where appropriate.
- Where necessary children will be provided with specialist equipment such as pencil grips or wider ruled lined paper.
- Interventions will be available for children who experience significant difficulties to practice pre writing skills and fine motor coordination.
- Expectations for writing will be appropriate to children's individual development and needs.

- Staff will approach handwriting with sensitivity and positivity, ensuring that children are motivated and proud of their progress and achievements.

Through direct teaching of handwriting children will be taught to:

- have the correct pencil grip
- write from left to right and from top to bottom
- write both lower case and upper case letters
- start and finish letters correctly
- be consistent with the size and shape of letters and the spacing of letters and words
- Sit letters on the line, and ensure that ascenders reach the appropriate height, and that descenders sit below the line

Progression

- Pre- cursive letter formation (Appendix 1) will be introduced in EYFS using “patters” (from Read Write Inc.) to learn the letter formation e.g. “all around the orange – o” (Appendix 2)
- Letter families will be used throughout the school to support the teaching of handwriting (Appendix 3)
- Children will be taught to join letters once they are secure in the movement of each letter. (Appendix 4)
- Handwriting will be linked where possible to teaching of phonics and spelling e.g. when a new letter sound is introduced, the handwriting is modelled and practised; when new spellings are introduced the handwriting is modelled and practised.
- Discrete handwriting sessions will begin in Year 1 and will take place at least twice a week throughout KS1.

Provision for left handed children

- Children should sit on the left of right-handed children
- Teachers will model letter formation, sky writing specifically for left-handed children with their left hand
- To avoid mirror writing a mark will be put on the left side of the page to indicate where writing begins
- Children’s paper will be placed slightly to the left of centre of the body and tilted clockwise so they can see what they have written
- Smudging of work will be avoided by positioning the fingers about 1.5cm. away from the end of the pencil/pen; pencil should sit in the ‘V’ between thumb and forefinger; children sit parallel to the thumb; wrist should be straight
- Left handed grip pencil grips will be supplied on discretion of the teacher

Conclusion

Through a consistent approach that is responsive to individual need and development, children will develop confidence and handwriting skills that ensure their work is legible and well presented.

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Next review date: August 2019

Appendix 1: Letter formation – pre cursive

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 x

The quick brown fox
jumps over the lazy dog.

Appendix 2: Letter formation patters

	Phrase	Image
a★	Round the apple down the leaf	apple
b★	Down the laces to the heel, round the toe	boot
c★	Curl around the caterpillar	caterpillar
d★	Round his bottom, up his tall neck and down to his feet	dinosaur
e★	Lift off the top and scoop out the egg	egg
f★	Down the stem and draw the leaves	flower
g★	Round her face, down her hair and give her a curl	girl
h★	Down his head to the hooves and over his back	horse
i★	Down the body, dot for the head	insect
j★	Down his body, curl and dot	Jack- in-the-box
k★	Down the kangaroo's body, tail and leg	kangaroo
l★	Down the long leg	leg
m★	Maisie mountain, mountain	mountain
n★	Down Nobby, over his net	net
o★	All around the orange	orange
p★	Down the plait and over the pirate's face	pirate
q★	Round her head, up past her earrings and down her hair	queen
r★	Down his back and then curl over his arm	robot
s★	Slither down the snake	snake
t★	Down the tower, across the tower	tower
u★	Down and under, up to the top and draw the puddle	umbrella
v★	Down a wing, up a wing	vulture
w★	Down up, down up	worm
x★	Down the arm and leg and repeat the other side	exercise
y★	Down a horn, up a horn and under his head	yak
z★	Zig - zag – zig	zip

Appendix 3: Letter families

- For simplicity, the letters of the alphabet can be sorted into four main movement groups. Some letters have different forms – b, k, y, v, and so these fall into two groups.
- Some letters e.g. f, s, have some affinity with a group but could be taught separately.
- The advantage of aligning letters with a key letter is to help children to remember the starting point and subsequent movement of the letter. This is particularly effective in discriminating b from d.
- The four groups are:
 - down and off in another direction, exemplified by the letter l (long ladder): letters i, j, l, t, u (v, w with rounded bases)
 - down and retrace upwards, exemplified by the letter r (one-armed robot): letters b, h, k, m, n, p, r; (numbers 2, 3, 5 follow a clockwise direction)
 - anti-clockwise round, exemplified by the letter c (curly caterpillar) letters: c, a, d, e, g, o, q, f, s; numbers: 0, 6, 8, 9
 - zigzag letters: letters: v, w, x, z; numbers: 1, 4, 7.

Appendix 4: Letter formation – cursive

a b c d e <
ü h i ý Œ „
l m n < p q
r ã t u v w
^ p z

T«e • u [i] c [„ b [> own
@ o ^ ü u [m [p ; o ¹ Ö r
t [«e l] a [z [p d] š ü .