



# HANDWRITING POLICY

Policy Review	
Review schedule	Every 4 years
Reviewing committee	People and curriculum
Date of last review	Autumn 2024
Date of next review	Autumn 2028

# HANDWRITING POLICY

## Aims

1. Children know the importance of clear and neat presentation in order to communicate meaning effectively.
2. Children write legibly in both joined and printed styles with increasing fluency and speed by;

Having a correct pencil grip

Knowing that all letters start from the top.

Forming all letters correctly

Knowing the size and orientation of letters

## Teaching time

**EYFS-** There will be a minimum of 5x 10 handwriting sessions each week.

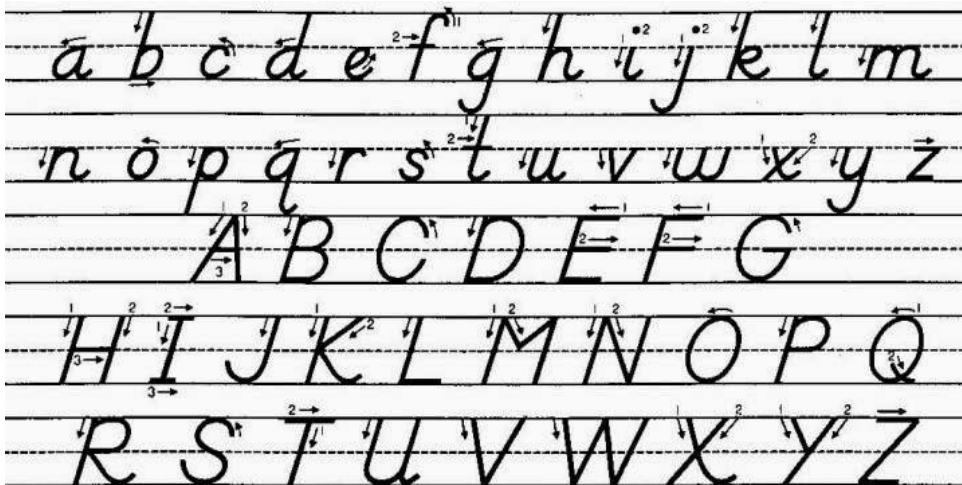
**KS1-** There will be a minimum of 3 x 20 minute handwriting sessions each week.

**LKS2-** There will be a minimum of 3 x 20 minute handwriting sessions each week.

**UKS2-** There will be a minim of 2x 20 minute handwriting sessions each week.

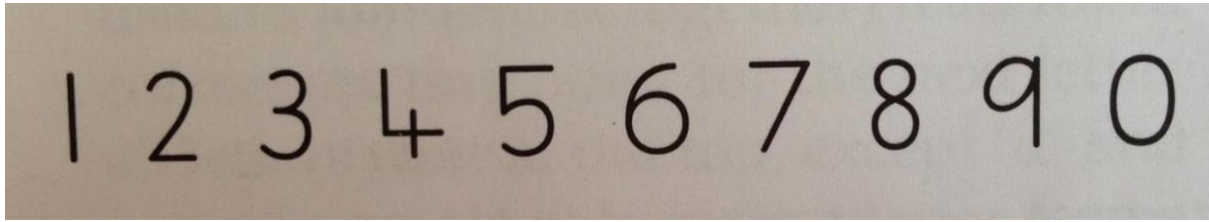
## Formation used EYFS- Yr1

St. Bartholomew's form each letter individually, starting from the top. This is in line with our Little Wandle reading scheme. Children in EYFS begin to learn the Little Wandle formation mantras.



Children will be taught individual letters first so that they see them as individual units BEFORE learning to join.

## Numbers

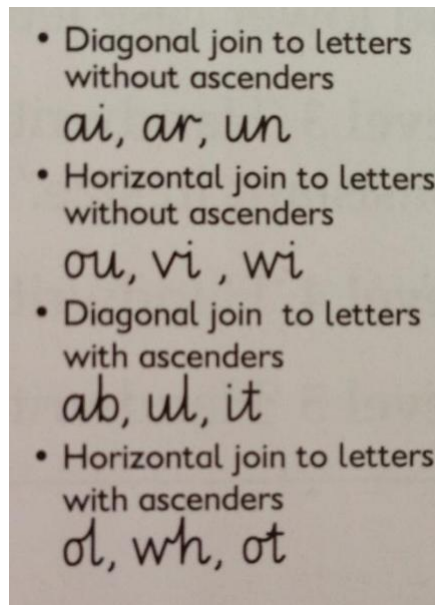


### Year 2 -6

St Bartholomew's then continue to practice handwriting using the Nelson Handwriting Scheme:

## The joins

There are four types of joins:



### Paper

#### Reception

When they are ready, children will write in A4 books (plain). When lines are introduced they will be well spaced (about 2cms apart).

#### Year 1

Handwriting books will be introduced at the appropriate time.

#### Year 3

When appropriate children will begin to use handwriting books with narrow lines.

### Pens and Pencils

In KS1 and LKS2 children write with a pencil. In UKS2 they are introduced to using a pen when writing.

## **Teaching Sequence**

- Hand and finger strength
- Physical preparation
- Patterns
- Over teacher's writing (highlighter)
- Under teacher's writing (directly under words – write in large letters, leave large spaces between words)
- Independence

For the order of teaching letters and joins see **Appendix 1**.

## **Techniques we use for teaching letter formation**

- Model good handwriting all the time
- Demonstrate
- Talk through the process
- Encourage children to verbalise the process
- Children form letters in the air
- Finger trace over tactile letters
- Write over highlighter pen (or dotted letters)
- Write in sand with finger or stick
- Write with chalk on chalkboard
- Form letters in plasticine or playdough
- Finger-trace the outline of letters on the back of the person in front of you

## **Getting ready to write**

### **Seating and posture**

- Chair and table should be at a comfortable height
- The table should support the forearm so that it rests lightly on the surface and is parallel to the floor
- Encourage children to sit up straight and not slouch (back against back of chair, small gap between body & table)
- The height of the chair should be such that the thighs are horizontal and feet flat on the floor
- Tables should be free of clutter
- Rooms should be well lit
- Left-handed pupils should sit on the left of their partners

## **Pencil grip**

- Children should write with a pencil (or appropriate ink pen – **NO** biros) with a rounded nib. Pencils should be reasonably sharp.
- A tripod grip is the most efficient way of holding a pencil

### *For right-handers*

- Hold lightly between the thumb and forefinger about 3cm away from the point
- The paper should be placed to the right tilted slightly to the left
- Use the left hand to steady the paper

### *For left-handers*

- Hold lightly between thumb and forefinger resting on the first knuckle of the middle finger
- Hold about 3cm from the tip
- The hand should be kept below the writing line
- The paper should be tilted slightly to the right at about 20 - 30°
- Use the right hand to steady the paper

### **Assessment**

During work scrutiny, senior leaders will monitor children's writing and presentation in books. The literacy co-ordinator will collect regular work samples. Class teachers will monitor handwriting during normal marking of work.

The following should be considered:

- Is the writing generally legible?
- Are the letters correctly shaped and proportioned?
- Are the joins made correctly?
- Are the spaces between the letters, words and lines appropriate?
- Is the size of the writing appropriate?
- Is the writing properly aligned?
- Are the writing standards achieved by the majority of pupils in line with the attainment targets for the end of each key stage in the National Curriculum? (*Senior leaders and Literacy co-ordinator to monitor this*)

### **Individual assessment**

Children should be observed as they write during handwriting lessons – the teacher will circulate, monitor and intervene. Teachers also need to monitor and mark whole pieces of writing.

The following should be considered:

- Is the posture correct?
- Does the child hold the pencil correctly?
- Does the child use the correct movement when forming and or joining letters?
- Are any letters reversed or inverted?
- Does the child write fluently and rhythmically?
- Is the writing easily legible?
- Is the pupil's handwriting development in line with the Level Descriptors in the National Curriculum?

### **Links to spelling**

Linking handwriting with spelling is one of the most powerful ways of developing the visual memory. Handwriting should be practised using letters, blends, strings or digraphs so that patterns are internalised.

## **APPENDIX 1**

### **Order of teaching**

#### Single letters (YR and Y1)

Following the teaching of Little Wandle phonics

#### **Supporting activities**

- Tracing patterns
- Tracing
- Copying over (letters, numbers and words)
- Copying under (letters, numbers and words)

Year 1 will start joining once they form single letters consistently accurately.

#### Joins Y2 (Red Level)

Introduction of the four handwriting joins:

- First join; un um ig id ed eg an or ing ung
- Second join; ch sh th tl ll ill sli slu ck ack st sti ink unk
- Third join; od pg re ve oon oom
- Fourth join; wl vl of ff fl flo
- Practise the break letters b p g q y j z
- Practise capital letters

### Joins Y3 (Yellow Level)

#### Revision

- Practise the break letters b p g q y j z
- Practise capital letters

#### Further practise of the four handwriting joins

- in ine
- ut ute
- ve vi
- ok oh
- sh as es (practising two ways of joining the letter s)
- ri ru ry (practising joining from the letter r)
- oa ad as (practising joining to and from the letter a)
- ee ea ed (practising joining from the letter e)
- ow ov ox (practising joining from the letter o)
- ky hy ly (practising joining to the letter y)
- ha ta fa (practising joining to the letter a)
- od oo og (practising joining from the letter o)
- er ir ur (practising joining to the letter r)
- ai al ay
- o you oi
- re oe fe (practising the horizontal join to the letter e)
- fu wu vu (practising the horizontal join to the letter u)
- ot ol ok (practising joining to ascenders)
- ai al ow ol (practising all the joins)

### Year 4 (Book 1)

- ning ping ting
- oc od oo
- ake ome are
- fla flo fle
- who wha whe
- ie in il
- inly ky ny
- ap ar an
- ick uck ack
- Practise writing with a slope
- he
- we
- re
- fte fir fin
- wra wri kni (silent letters)
- ii ll tt rr nn mm cc oo dd ss ff ee
- ew ev ex (spacing)
- th ht fl (proportions)
- ac ag af
- Capital letters
- Decorated capital letters
- Practising with punctuation ! ? – “ ” , ‘

### Year 5 (Book 2)

- Practise consistency and size of letters
- Practising using a diagonal joining line
- Practising leaving an equal space between letters
- Practising joining to the letter y
- Practising using a horizontal joining line
- Practising the size and height of letters
- Practising joining from the letter i
- Practising joining to and from the letter v
- Practising consistency in forming and joining letters
- Practise speedwriting
- Practising crossing double tt
- Practising joining to and from the letter e
- Practising joining to and from the letter w
- Practising printing
- Practising drafting and editing
- Practising joining to the letter t

### Year 6 (Book 3)

- Ensuring letters are consistent in height and size
- Practising with punctuation
- Practising break letters
- Practising joining from the letter m
- Ensuring the ascender on the letter t is the correct height
- Practising spacing within words
- Developing fluency
- Practising printing
- Practising forming and joining the letter f
- Practising presentation
- Practising printing
- Practising speed writing
- Revision of difficult joins
- Looking at different handwriting styles

### Extension (Book 4)

This involves revision activities and extension tasks for children who have a clear understanding of how to join their handwriting and do so naturally and neatly.



## APPENDIX 2

### Exercises for handwriting

Thumbs up

Fist and stretch

Wiggle thumb, wiggle index fingers and pinch together Duck beaks

Touch each finger to thumb

Arm circles

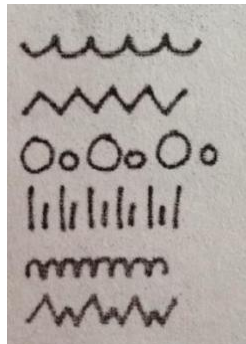
Push hands together then shake out  
Finger stretch under thighs

### Ideas for developing handwriting

Standing to write or drawing on a vertical surface develops strength around the shoulder  
Playing games on all fours!

Directional colouring

Pre-writing patterns/letter join patterns (keep the emphasis on size and shape)



Don't stick to tables – stand up, use paper on walls, chalkboards, whiteboards, lie on the floor, on tummy and propped up on elbows.

Make writing fun using sugar paper and chalk, stencils and templates, paint, marker pens, glitter glue, highlighters