

# Handwriting Policy

## Our English Policy States

Handwriting is taught throughout the school with cursive handwriting beginning in the summer term of year 1. In Early Years, letter formation is taught throughout the week as a part of our phonics and literacy lessons as well as self initiated activities accessible through our continuous provision. In Year 1 and 2 there are dedicated handwriting sessions where children are taught letter formation and/or joins. This is followed up with an independent session where children have the opportunity to practice their handwriting. Staff use a set printed style in EYFS and Year 1 (see appendix) and a set cursive style in Year 1 and 2 with joins taught in a specific order (see appendix). In Year 3, the teaching of joined handwriting previously taught in Year 2 is reinforced, with specific support given to those who have not yet mastered it. Handwriting is frequently modelled using a visualiser. Children use a pencil until Year 4. During the year, as children are demonstrating consistently neat, joined up handwriting, they are presented with a handwriting certificate and allowed to write in pen.

	National Curriculum	Autumn	Spring	Summer	End of year expectation
EYFS	<p>EYFS statutory framework educational programs</p> <p><b>Physical Development</b> Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p> <p><b>Literacy</b> Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p> <p><b>Development matters</b></p> <p><b>Physical development</b></p> <ul style="list-style-type: none"> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul> <p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>Form lower-case and capital letters correctly.</li> </ul>	<p>Enhancements added to funky fingers and writing/mark making areas for access during free flow.</p> <p>Daily funky fun at 1 - rotation of 4 practical activities for developing fine motor and pre writing skills (10minutes daily)</p> <p>Practising name writing</p>	<p>Continued enhancements to funky fingers and writing areas including letter focus for each week</p> <p>Daily funky fun at 1 - 4 activities on rotation focus on writing letter of the week, tricky words, names, finger skills (play dough, threading, tracing, cutting)</p>	<p>Continued enhancements to funky fingers and writing areas.</p> <p>Daily handwriting practice to replace funky fun at 1.</p>	<p>Children will hold their pencil using Pincer grip and use it to make marks with good pressure.</p> <p>Children will form clear recognisable letter shapes that are beginning to be consistent in size. The majority of letters will be formed accurately.</p>

			Letter formation weekly focus		All children will write their own name.
Year 1 (See Year 1 Handwriting Yearly Overview for week by week breakdown for Autumn and Spring term)	<p>sit correctly at a table, holding a pencil comfortably and correctly</p> <p>begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>form capital letters</p> <p>form digits 0-9</p> <p>understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>	Reinforce sitting at the table correctly and holding a pencil comfortably and correctly	<p>Spring 2</p> <p>Start to teach cursive handwriting.</p> <p>Move to whole words</p>	Continue to teach cursive handwriting. Focus on year 1 common exception words	Children to use cursive handwriting
Year 2	<p>form lower-case letters of the correct size relative to one another</p> <p>start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>use spacing between words that reflects the size of the letters.</p>	<p>Recap single letter cursive formation in handwriting books and begin to join two letters together</p> <p>Teach capital letter formation and relation in size to lower case letters</p>	Begin to practise writing their spellings (whole words) in the handwriting books	Begin to write sentences in handwriting books (these could be dictated sentences)	Most children to know cursive letter formation and are beginning to join whole words together
Year 3  <b>Weekly discreet handwriting sessions</b>  <b>Specific support</b>	<p>use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p>	<p><b>Joined handwriting (previously taught in Year Two) is reinforced.</b></p> <p><b>Focus on tricky joins</b></p> <p><b>Reinforce use of</b></p>	<b>Reinforce writing of adjacent letters to understand which letters are best left unjoined</b>	<b>Reinforce downstrokes of letters to ensure that they are parallel and equidistant</b>	<p>Handwriting joined</p> <p>All joins are mastered - including deciding which letters when adjacent are best</p>

<p>given to targeted children. Children writing in pencil</p>		<p>diagonal and horizontal strokes needed to join letters</p>		<p>Practise in dictation exercises.</p>	<p>left unjoined  Down strokes of letters are parallel and equidistant</p>
<p>Year 4 Handwriting Lessons (once a week)</p>	<p>use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p>	<p><b>Further reinforce joins and increase legibility and consistency.</b></p> <p><b>Reinforce writing on lines to ensure ascenders and descenders do not touch.</b></p> <p><b>Handwriting pens being used in handwriting booklets and in English books.</b></p>	<p><b>Children using pencil for draft work and comprehensions. Now using blue handwriting pen for all final English, Topic and independent writing tasks.</b></p>	<p>Practise in dictation exercises.</p> <p>Children continue to draft in pencil and publish finished work in blue handwriting pen.</p>	<p>All children writing in pen</p> <p><b>Ascenders and descenders do not touch when writing on lines</b></p>
<p>Year 5 Specific support given to targeted children.</p>	<p>write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task.</p>	<p>Plenty of opportunity for practice. Model good handwriting. Show examples of good handwriting using the visualiser.</p>		<p>Children to write legibly, fluently and with increasing speed</p>	
<p>Year 6 Specific support given to targeted children.</p>	<p>write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task.</p>	<p>Plenty of opportunity for practice. Model good handwriting. Show examples of good handwriting using the visualiser. Use yellow lines for targeted children.</p> <p>Give opportunity for choice over writing implement and presentation.</p>		<p>Children to write legibly, fluently and with increasing speed Children make effective choices for appropriate</p>	

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