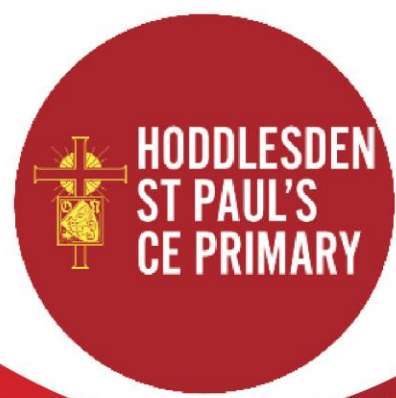




As God's family, together we achieve

Handwriting Policy

Policy title:	Handwriting Policy
Version:	2.0
Ratified by:	CDugdale and SLT
Date ratified:	08/09/2022
Name of responsible individual:	Zaib Valimulla
Review date:	29.06.23

Expectations

Teachers model handwriting to a high standard and their writing style mirrors what is expected of the class, this includes in marking and on displays. Writing is positioned neatly on the line and line sizing is carefully considered for the age and ability of the individual. A variety of handwriting styles are displayed through school to ensure children are exposed to a wide variety of fonts. Children are encouraged to sit with good posture (see **appendix 1** below).

Writing begins in the Early Years, using an appropriate posture and pencil grip. Where necessary, additional resources (e.g., triangular pencils, grip aids etc.) are introduced to aid this process. In all classes, there are regular opportunities each week to practise handwriting. Children are expected to use their handwriting skills across all areas of the curriculum, following the school Presentation Policy. Cursive handwriting is modelled by all staff members, as per the Marking and Feedback Policy. Capital letters are not joined because they do not start from the line. Children write in pencil until they are consistently using the taught joined handwriting style. At this stage, if appropriate, the children progress to using a pen.

Assessment

Assessment of handwriting is carried out regularly by class teachers to ensure that children are making adequate progress. If necessary, children who require additional support will undertake focus sessions for letter formation, joins, hand and finger strength, physical preparation etc. Overall handwriting objectives are monitored termly, using the Lancashire Key Learning Indicators of Performance (KLIPs) documents, based on the National Curriculum in England English programme of study.

Two year groups have been affected due to the Covid Pandemic. Cohort 2014 and Cohort 2015. Therefore, necessary intervention will take place to ensure these year groups catch up to the current standard. Intervention will include: extra handwriting sessions, fine motor interventions and plenty of opportunity to practise writing.

If a teacher has concerns about a child's handwriting, they can make a referral to the SENCO who will conduct a "baseline motor skills assessment" and implement appropriate support for the individual alongside the class teacher.

Left-handed children

Left-handed writers may find it difficult to follow the movements of right-handed teachers as they model letter formation (and vice-versa). Left-handed pupils should sit to the left of a right-handed child so that they are not competing for space. Pupils should position the paper/book to their left side and slanted as shown in **appendix 2**. Pencils should not be held too close to the point as this can interrupt pupils' line of vision. Pupils may need extra practice with left-to-right exercises.

Progression

Pre School

There are plenty of opportunities for children to practise mark making in the Foundation stage. The children are typically exposed to mark making throughout the curriculum both indoors and outdoors. There are lots of opportunities for children to practise their gross motor skills before moving onto fine motor skills. Each day the children complete the "daily mile," are given opportunities to climb and have lots of outdoor play. Children then progress to fine motor skills such as writing patterns on a line such as zig-zag lines and tracing circular patterns on lines.

Reception

Handwriting is practised in both phonics and is taught discretely at certain times in the day too. Children will practise writing the letter in the air, on the carpet, on the palm of their hands or on their partners back. Children are mostly encouraged to sit at a table to write promoting good posture for writing. Letter “formation patter” from the Red Rose Lancashire Scheme are used to support children with their handwriting, these have both the lowercase and uppercase letter on them and are displayed in all infant classes. In Reception writing can be in sensory trays, water, whiteboards, outside with chalks or ribbons etc. By the end of Foundation Stage, it is hoped that all children can form all individual letters in un joined cursive handwriting, write their first name, and begin to write other simple words in un joined cursive handwriting with a tripod pencil grip.

Year One

In Year One it is hoped that children are confident in forming most letters correctly, so to begin with children are introduced to lead ins and out. By the end of Year One it is hoped that all children can form all individual letters in pre-cursive handwriting with letters sitting on the line and showing consistencies in height ready to begin joining letters, **see appendix 5**. Children are taught their handwriting in order of letter families. **See appendix 3**.

Year Two

Year Two focus on the formation of letters by writing words during handwriting practice; these can be nonsense or real words using the letters already taught. They will also focus on writing tricky words and high frequency words using cursive handwriting. Interventions are put in place for children that require extra support with letter formation. By the end of year two it is hoped that all children can form all individual letters in cursive handwriting with letters sitting on the line and showing consistencies in height, **see appendix 5**.

Key Stage Two

From Year Three upwards, children are encouraged to write in a joined cursive style, **see appendix 5**. Teachers award pen when children demonstrate clear, consistent joined handwriting in all areas of the curriculum.

Terminology

- **ascender:** a letter that goes above the **mid-point**. Letters that go above the x-height are: b d f h k l t and all capital letters.
- **baseline:** the line on which most letters rest. Picture a line under the letters in this sentence– that’s the baseline.
- **descender:** a letter that goes below the **baseline**. Letters that go below the baseline are: g j p q y. The part that goes below the baseline is called the **tail**.
- **downstroke:** any movement downward with the writing instrument.
- **fine motor skills:**
- **gross motor skills:**
- **mid-point** -midpoint, it’s the height of all letters that are not **ascenders** and **descenders**. On the paper kids use for learning handwriting, there is a dotted line at the x-height. Letters that do not go above the x-height are: a c e m n o r s u v w x z
- **tripod grip:** is a grip using three fingers of the hand - the thumb, index and middle fingers. A child typically develops this grip around the age of three or four. It is a functional grasp which is essential for a number of tasks, such as holding a pencil or fastening buttons. **See appendix 4**.
- **upstroke:** any movement upward with the writing instrument.

Resources

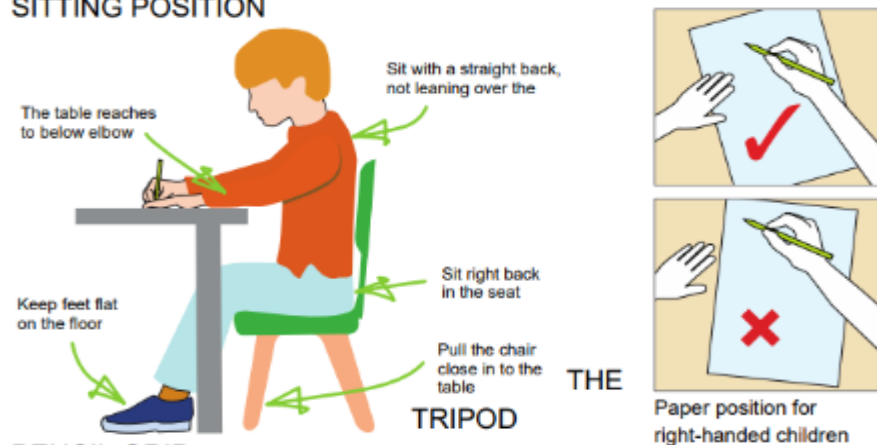
- Red Rose Phonics mnemonics
- Writing repeater online
- Tripod pencil grips
- Baseline motor skills assessment- See SENCO

Appendix 1

Correct posture and pencil grip for handwriting

Pupils should be taught to sit correctly at a table, holding a pencil comfortably and correctly.

SITTING POSITION

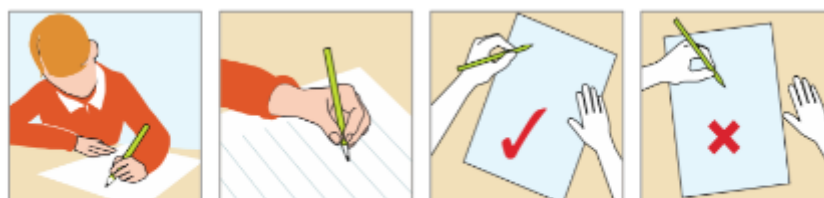


PENCIL GRIP

Both right and left handed children should be encouraged to use the tripod grip which allows the pen/pencil to be held securely whilst allowing controlled movements of the pen/pencil nib.

- 1) Grip the pencil with your index finger and thumb with the nib pointing away.
- 2) With your free hand, spin the pencil from underneath.
- 3) Use your middle finger to support the underside of the pencil.

Appendix 2



Paper position for left-handed children.

Appendix 3

- Form digits 0-9 correctly.
- Practise forming letters in handwriting families
- ‘Long ladders’ – i, j, l, t, u,
- ‘One armed robots’ – b, h, m, n p, r
- ‘Curly caterpillars’ – c, a, d, e, g, o, q, f, s
- Zig-zag letters – k, v, w, x, y, z

Appendix 4

Right-handed pencil grip



Appendix 5

Letters formed in print (Pre-school and Reception):

“Sassoon Infant ”

green red purple yellow

Letters formed with lead-ins and lead-outs (Start in Year 1 when secure with print):

“Letter-join air plus 40”

green red purple blue yellow

Letters joined (Year 2-6):

“Letter-join plus 40”

green red purple blue yellow