

Yorke Mead Primary School

Handwriting Policy



Our School Vision Statement *BRINGING LEARNING to LIFE*

We are a school dedicated to creating an environment where children are able to grow into happy, well-rounded individuals with a love of learning through which they can achieve to the best of their abilities.

We want our pupils to enter the wider world as

- o Happy, positive individuals*
- o Responsible citizens who make a positive contribution*
- o Confident, resilient, healthy & life-long learners.*

DARE TO...

D - Determination

A - Ambition

R - Resilience

E – Enjoyment

T - Trust

O - Openness

Aims

- To provide opportunities for children to develop their gross and fine motor skills, which in turn will help them have the dexterity to navigate the world around them with confidence.
- To offer mark making experiences to the children so that over time, the marks take on meaning.
- To make the physical process of writing enjoyable from the start so children see themselves as writers.
- To use a consistent approach in handwriting so children can achieve high levels of presentation across all areas of the curriculum.
- To ensure children use a comfortable pencil grip and adopt a posture that supports handwriting, so they are able to develop a neat, legible style with correctly formed letters.
- To encourage children to develop speed and fluency in writing which will support them becoming independent, confident writers.
- To develop handwriting that supports the phonics and gives children the opportunity to see words and print in both non-cursive and cursive scripts.
- To ensure consistency across the school in terms of expectation in handwriting and presentation.

Implementation

- We teach and model a print style of handwriting from Foundations Stage, through to end of Year 1 in line with the adopted phonics scheme, Little Wandle.
- Children in Early Years learn to form letters using the mnemonics from the Little Wandle scheme.
- We introduce a lead in stroke in year 2, when children are forming letters with the correct size and orientation relative to each other.
- In Years 3 to 6, the children are taught and modelled a cursive form of handwriting.
- The cursive form of handwriting is modelled by staff in feedback and on working walls from year 2 onwards.
- Handwriting is taught discreetly in allocated lessons, but it should also be embedded as part of the wider curriculum.
- During handwriting and phonics sessions, the children will be taught the correct formation and expected to apply this when writing words or parts of texts in other areas of the curriculum.
- Moderation of books will be evidence for the progression of handwriting.
- Children will have an understanding around the expectations in handwriting.
- PLEASE NOTE: Little Wandle was introduced in September 21 and there will be a transition period over the next few years. This means that children from year 2 upwards did not learn phonics and letter formation using the Little Wandle scheme. These children were also introduced to the cursive handwriting style from Reception, which is not now the policy.

Teaching and Learning

- Children are first taught the non-cursive individual letter formation in Foundation Stage. This is embedded throughout Year 1. During Year 2 children are introduced to the cursive letter style, using lead in and then lead out strokes. Finally, they join letters later in year 2 and 3.
- In Early Years children are given mark making opportunities in all areas of learning and a focus is around opportunities to practice fine and gross motor skills. Children are to be taught handwriting discretely as the handwriting order is different to that of Little Wandle letters.
- In Foundation Stage and Year 1, fine and gross motor skills remain the focus in addition to handwriting sessions. Rehearse, practice and apply is the strategy used to develop letter formation.
- Some children in KS2 may have specific handwriting intervention, alongside whole class handwriting sessions.
- All children are encouraged to write with a sharp pencil.
- Children are encouraged to use a tripod pencil grip, where the pencil is grasped between the index finger and the thumb. Left-handed pupils are encouraged to have a similar grip in the left hand but may need to tilt their hand to the left more.



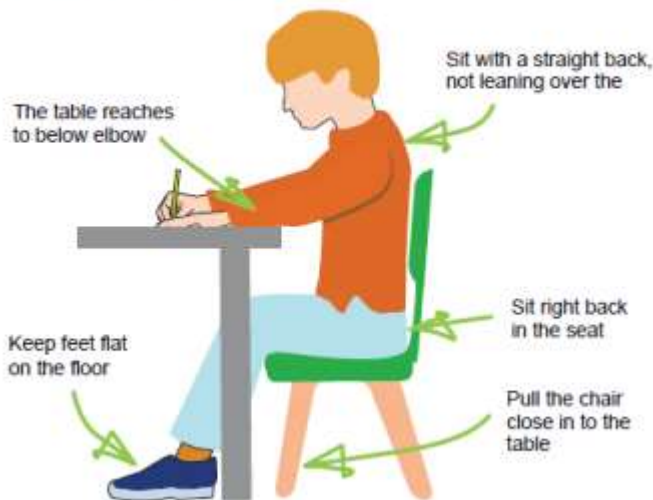
Handwriting Sitting Position

Staff will encourage the following position:-

- Feet flat on the floor
- Bottom at the back of the chair
- Shoulders relaxed
- Chair pulled close to table
- Table should reach to below elbow
- Paper slanted to left for right-handed children, and right for left handed children
- Some children may benefit from a writing slope

Agreed handwriting position:-

SITTING POSITION



The teaching order for Reception and Year 1 is:

i, l, t, x, z

c, a, d, g, q, o, e, s

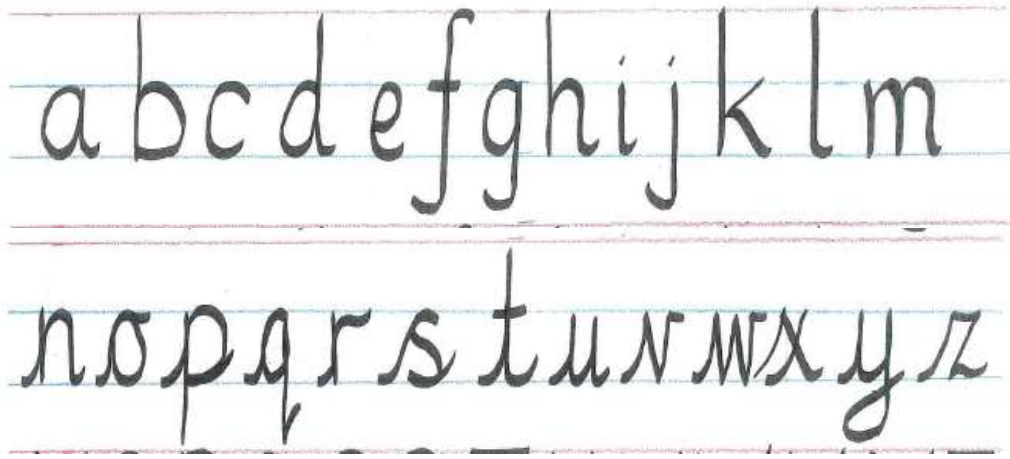
r, v, w

n, m, h, b, p, u

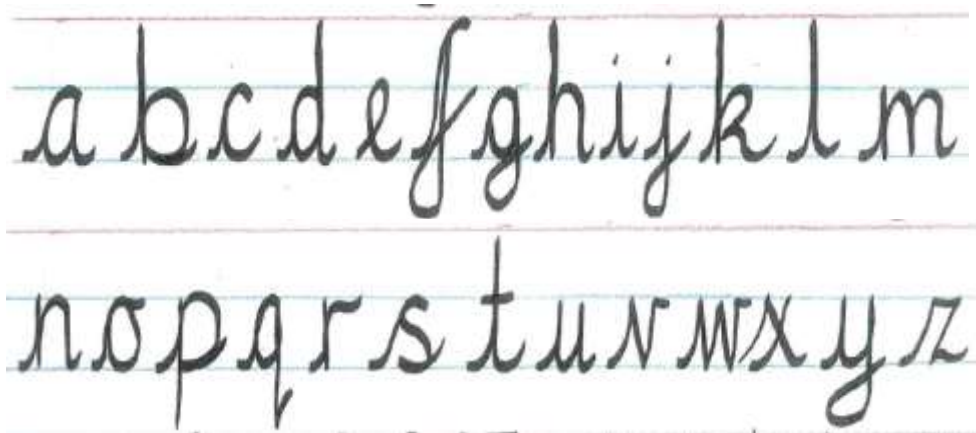
j, y, f, k

[Cursive Letters - Animations and Worksheets Letter version 3 - Beginners](#)

Little Wandle is used to support the children to learn the print style, using the ditties. **See Appendix A.**
Here is the agreed style for printing:



This is the agreed style for cursive writing (for Year 2 onwards)



Early Years, Foundation Stage and KS1

Research shows that development of fine motor skills, depends on development of gross motor skills and that a joined-up approach to physical development is important. Early experiences of mark making are an important developmental step, until children learn some meaning to mark making and refine this with deliberate strokes and intention. Eventually young children label their mark making as writing.

- Early Years aims to provide a rich and varied learning environment for small and large movements.
- Planning activities comes from ongoing observations and assessment.
- Early Years and Foundation Stage provide a range of writing tools, such as brooms with water, paintbrushes, chunky chinks, fingers, chunky pencils.
- In Early Years and Year 1 children practice letter formation daily during phonics and handwriting sessions.
- Children have the opportunity to practice with whiteboards and pens and with pencil and paper.
- Most children from Year 1 use handwriting books which are used during explicit handwriting sessions.
- The cursive style of handwriting is introduced from Year 2 upwards when children have accomplished correct letter formation with even sized letters and spacing.

Key Stage 2

- Year 3 consolidates the teaching lead in strokes and lead out strokes with joined letters.
- Handwriting is practised whole class at least 3 times a week.
- The Learning Intention (WALT – We are Learning To) is written and underlined with a ruler. Some children may have a printed WALT until they are able to write the WALT efficiently.
- Children can earn **Handwriting Certificates** up until the end of year 4. There are 4 possible certificates.

Great Improvement – where it is noticed a child is making great efforts but may not have reached the standard required for their next Certificate.

Bronze Handwriting Certificate – this allows a pen to be used in their Handwriting Book

Silver Handwriting Certificate – a child can write in pen in their Handwriting Book and English book.

Gold Handwriting Certificate – a child may write in all subjects (except Maths) with a pen. When a child has a Gold Handwriting pen, they can collect a fountain pen from the Head Teacher.

The aim of the Gold Certificate is to achieve a legible, neat, even-sized handwriting style with a good standard of presentation. There is an emphasis throughout Key Stage 2 on maintaining this good handwriting style and presentation.

- When children start Year 5, they will all using pens in all subjects (except Maths).
- Children who earn their gold license may use their fountain pens.
- As a motivational tool, Teachers have the discretion to offer a pen to any child for a neat copy.
- All children should use a pencil for diagrams, tables and maths work.
- Children cross out errors with a simple line.
- The date is written in short for Mathematics and Science, and in long for other areas of the curriculum.
- Teachers are supported with progression of letter formations and families of letters using the website <https://teachhandwriting.co.uk/handwriting-teaching-manuals.html>

Intervention and Support

- Pupils may take part in a small, guided group with a Teacher or Teaching Assistant
- Highlighting lines in a book may support children obtaining appropriate size letters in relation to capital letters or writing on the line, or working on descenders and ascenders.
- Specific tools may help children such as pencil grips, triangular chunky pencils, pencils with finger holes, writing slopes, wider lines.

Left Handed Pupils

- Left-handed pupils should always sit on the left-hand side of the table.
- Left-handed pupils are encouraged to find a comfortable position for their paper, usually slightly to the left of their sitting position.
- Teachers are alert to the fact that it is very difficult for a left-handed child to follow the stroke movements when being modelled by a right-handed person.

Assessment

In Foundation Stage children are assessed as part of ongoing assessment.

In KS1 and KS2, children are assessed as part of the writing assessment, with statements highlighted.

Progression Overview

Each step is linked to appropriate year groups, however, some children may take longer to develop their skills. They may need to stay at a certain stage for longer, or receive support through intervention.

Early Years - Nursery

- Children rapidly learn initial sounds of words through daily games.
- Children develop an awareness of rhyme and alliteration through daily games.
- Sounds are taught in order that matches Little Wandle.
- There is opportunity for consolidation every day.

Early Years - Reception

- Children learn to print letter formation in the order they learn phonics matched to Little Wandle
- Children practice using air writing, sand, fingers, whiteboards and with pencil and paper.
- In early stages children do not use lines and then progress to these.
- Staff model letter formation using The Little Wandle Formation Phase e.g. *Under the snake's chin, slide down and round its tail (see Appendix A)*

- Staff model lower case letters first and then introduce capital letters.
- Staff model capital letter formation referring to The Little Wandle Capital Letter Formation
Please follow link to see Little Wandle letter formation, ditties and order of teaching

Year 1

- Once children learn letter formation they learn to place them on a line. They are taught to recognise and practice “ascenders” and “descenders”.
- When modelling staff use guidelines on the board or under the visualiser
- Staff demonstrate where to start the letter and finish letters.
- Children rehearse lower case letters and capital letters.
- Children are expected to apply this in their writing
- Children are taught to form 0 to 9 digits correctly

Year 2 and Year 3

- Children transition to joined letters when they are consistent with letter formation and size of letters.
- Handwriting practise is undertaken in handwriting books.
- Use space between words that reflect the size of the letters.
- Understand which letters, when adjacent to each other, are best left unjoined
- Increase legibility, consistency and quality in handwriting.

Years 4, 5 and 6

- Children are expected to use cursive handwriting in all areas of the curriculum
- Most children are expected to leave Year 4 with a Gold Handwriting Certificate.
- When children start Year 5, they will all using pens in all subjects (except Maths).

Interventions:

Children who are not on track meeting age related expectations will receive additional support through intervention to help them. This will include additional practice and fine and gross motor activities in small groups.

This policy should be read in conjunction with:















Teaching and Learning Policy
Writing Policy

How to write letters

Use this document to ensure correct letter formation when you are teaching children to write letters.

Mnemonic	Grapheme	Formation phrase
 s	s	Down the snake from head to tail.
 a	a	Around the astronaut's helmet and down into space.
 t	t	Down the tiger and across its neck.
 p	p	Down the penguin's back, up and around its head.
 i	i	Down the iguana and dot the leaf.
 n	n	Down, up and over the net.
 m	m	Down, up and over the mouse's ears.
 d	d	Around the duck's body, up to its head and down to its feet.
 g	g	Around the goat's face and curl under its chin.
 o	o	All around the octopus.
 c	c	Curl around the cat.
 k	k	Down the kite, up to the top corner and down to the bottom corner.
 ck	ck	c Curl around the heel of the sock. k Down the sock, up and back down to the toe.



Mnemonic	Grapheme	Formation phrase
	e	Around the elephant's eye and curl down its trunk.
	u	Down and around the umbrella and back to the ground.
	r	From the cloud to the ground and over the rainbow.
	h	Down, up and over the helicopter.
	b	Down the bear's back, up and around its tummy.
	f	Down the flamingo to its foot and across its wings.
	l	Down the lollipop stick.
	j	Down the jellyfish and dot its head.
	v	Down to the bottom of the volcano and back up to the top.
	w	Down and up and down and up the waves.
	x	From the top, across the box to the bottom. From the top again, across the box to the bottom.
	y	Down, around the yo-yo and curl around the string.
	z	Across the top of the zebra's head, zig-zag down its neck and along.
	qu	q Around the queen's face, down her robe and a flick at the end. u Down and around the umbrella and back to the ground.



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ABCDEFGHIJKLM

nopqrstuvwxyz

nopqrstuvwxyz

NOPQRSTUVWXYZ